

REVISION ANGLAIS BAC TCHEKE

POUR MIEUX PREPARER LE BAC ABCD

REVISION ANGLAIS BAC TCHEKE
ENSEIGNANT D'ANGLAIS | AU CEG SAVI-GAKPE

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Ce manuel est une collection des épreuves d'anglais niveau terminal séries ABCD. Il est composé des épreuves de différents collèges publics et privés du Bénin ainsi que des épreuves d'examens blancs.

Il est destiné à aider les candidats en classe de terminale à mieux préparer leur examen d'une part à aider les enseignants d'anglais à avoir une diversité d'épreuves afin de pouvoir facilement réviser plusieurs notions avec leurs candidats d'autre part.

NB : ce manuel n'est pas destiné à la vente

EPREUVE 1

I- Réagir de façon appropriée à un message lu

II- Produire de façon appropriée un texte de type particulier

Contexte :

Il est intéressant de savoir l'origine de la race humaine. Les sciences se sont longtemps penchées sur cette question et il s'avère que l'Afrique est le berceau de l'humanité. Ici, tu es invité à lire et à réagir par rapport à des faits qui expliquent cela.

Support : Le texte ci-dessous

Text

1- In which part of the world did the human race begin? The science of genetics supports those who believe that the human race started in Africa and that all people on earth are descended from people who migrated out of Africa at some time in the past.

2- In fact, at least three branches of science point to an African origin for the human race. One of these branches is Palaeontology, the study of fossils. Fossils show that our ancestors appeared in Africa about 100,000 years ago. They also show that humans lived in Africa before they were living anywhere else.

3- Like Palaeontology, genetics also suggests an African origin for the human race. The argument is concerned with the question of whether a person's genes are similar to those of his neighbours or whether they are rather different. It is a fact that there is a lot more variation between the genes of people living inside Africa than between people living outside Africa. That is, on average you will find that the genes of a person from Alaska and those of a person from South America are more alike than the genes of two Africans. We will now see how this fact tells us that the human race started in Africa.

4- Consider what happens when a group of people, a small section of a large community, leaves that community and migrates to another country. When they move, they take their genes with them. These genes are just a small selection from the total range of genes in the original community, just as their 'owners' are a small selection of the community. They will pass on their genes to their children and grandchildren, and there will be a lot of similarity between these descendants (because they take their genes from a limited supply as we have noted). At the same time, there will be more variation in the genes of the descendants of the community they originally came from. So if Africa has the greatest genetic variation, Africa is the place people moved away from: so it is the place we have all come from.

5- One can see a parallel situation with people's surnames. Take the example of the Afrikaaners, the white people who came from Holland and started to colonise South Africa in the 1650s. They were a very small section of the population of Holland. They passed on their surnames and their genes to their children. Some names, of course, have died out, but others have become very common. Today a million of South Africa's Afrikaaners (there are 2.25 million altogether) share just 20 names. Botha is one of them.

6- And something similar has happened with the genes. One woman, Geerit van Jansz, must have brought one copy of the gene which causes an illness called porphyria. This is a painful disease which causes abnormal skin colour and sensitivity to light. The porphyria gene is rare in Europe. But about 30.000 of Geerit van Jansz's South African descendants have it.

7- When genes are examined, it is possible to see sets of the hundreds of 'letters' that make them up. Research shows that outside Africa there is far less difference between these 'genetic surnames' than inside Africa. People outside Africa are like the Afrikaaners who migrated, except that they migrated away from Africa. Modern genetics now suggests that the whole of the world's population outside Africa may have descended from a group of less than 100 people who left their native continent 100.000 years ago.

8- There is a theory about the origins of languages, too. Some say that all the languages in the world can be classified into 17 separate groups. It is possible to make a diagram showing how these languages are related. This diagram, like the diagram of genetic relationships,

points to Africa as its starting point. It is likely, therefore, that both human beings and human language have their origins in Africa.

Tâche :

I- La réaction à un message lu

Après avoir lu le texte, tu montreras que tu l'as compris en :

- reconnaissant les détails du texte ;
- exprimant tes appréciations sur le texte ;
- identifiant dans le texte les synonymes de quelques mots ou expressions ;
- traduisant le passage indiqué ;
- appliquant convenablement les structures grammaticales.

NB : Tu as sept (7) items à traiter.

Consignes:

Item 1: Write "Right" or "Wrong" for each of these statements. (9pts)

- 1/ Genetics and Palaeontology are sciences that study fossils.
- 2/ Alaska is outside Africa.
- 3/ Children and grandchildren pass on their genes to their parents.
- 4/ Afrikaaners came from Europe to settle in South Africa.
- 5/ Every South African descendant suffers from porphyria.

Item 2: Identify in the text who or what is referred to in these clauses. (7,5pts) ("Para" means "Paragraph")

- 1/ They also show that...(para 2)
- 2/ they are rather different (para 3)
- 3/ it is the place we have all come from (para 4)
- 4/ They were a very small section (para 5)
- 5/ they migrated away from Africa (para 7)

Item 3: Answer these questions. (12pts)

- 1/ In which part of the world did the human race begin, according to the text?
- 2/ Quote from paragraph 3 the sentence which essentially means that Africa has the greatest genetic variation among all the continents in the world.
- 3/ Why have Genetics and Palaeontology been mentioned in this text?
- 4/ Suggest a title for the text.

Item 4: Find in the text the words or phrases which have these meanings. (7,5pts)

- 1/ forefathers (para 2)
- 2/ similar (para 3)
- 3/ transmit (para 4)
- 4/ disappeared (para 5)
- 5/ not common (para 6)

Item 5: Translate into French (10pts)

From: "There is a theory about.....

Down to.....their origins in Africa".

Item 6: Write each bracketed verb in the suitable tense and form. (10pts)

- 1/ How long ago the human race (begin)?
- 2/ It is crucial to treat your neighbour as if he or she (not be) a human being.
- 3/ King Zulu (recently – die) when the Afrikaaners came to South Africa.
- 4/ Had your ancestors moved from Africa, they (take) their genes with them.
- 5/ It's a pity South Africa was colonised in 1650s; I wish it (not colonise) so early.

Item 7: Turn each pair of sentences below into a complex sentence by using the appropriate relative pronoun (who, whose, which, where) and the suitable punctuation. (14pts)

- 1/ Palaeontology is a branch of science. It points to an African origin for the human race.
- 2/ Fossils are reliable tools. They show that our ancestors first appeared in Africa.
- 3/ The genes of a person from Alaska and those of someone from South America are more alike than the genes of two Africans. That is surprising.

- 4/ Afrikaaners are South Africans. They came from Europe, especially from Holland.
5/ Twenty names are shared by a million of South Africa's Afrikaaners. Botha is one of them.
6/ Geerit Van Jansz was the first woman. Her gene spread prophyria in South Africa.
7/ Ethipia is the famous African country. The human race is believed to have begun there.

II- La production d'un texte de type particulier (30pts)

Contexte :

Le mot "famille" peut être défini comme l'ensemble de personnes formé par le père, la mère et des enfants. Ainsi, il y a des millions de familles dans un pays et des milliards dans le monde. Cependant, pour un certain nombre de raisons, le monde entier peut être considéré comme une seule famille.

Tu es invité à montrer dans quelle mesure cette considération est réelle.

Tâche :

Tu montreras ta compétence à produire un texte en Anglais pour montrer que nous sommes un dans le monde, et suggérer ce que cela implique quant à nos attitudes les uns vis-à-vis des autres, en :

- respectant le contexte ;
- utilisant le vocabulaire approprié ;
- utilisant l'orthographe et la ponctuation appropriées ;
- construisant des phrases grammaticalement correctes et significatives.

Consigne:

Why can we say that the whole world is a family?

What does that imply?

EPREUVE 2

Compétences à évaluer :

I- Réagir de façon appropriée à un message lu

II- Produire de façon appropriée un texte de type particulier

Contexte :

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Support : Le texte ci-dessous

Text

1- In which part of the world did the human race begin? The science of genetics supports those who believe that the human race started in Africa and that all people on earth are descended from people who migrated out of Africa at some time in the past.

2- In fact, at least three branches of science point to an African origin for the human race. One of these branches is Palaeontology, the study of fossils. Fossils show that our ancestors appeared in Africa about 100,000 years ago. They also show that humans lived in Africa before they were living anywhere else.

3- Like Palaeontology, genetics also suggests an African origin for the human race. The argument is concerned with the question of whether a person's genes are similar to those of his neighbours or whether they are rather different. It is a fact that there is a lot more variation between the genes of people living inside Africa than between people living outside Africa. That is, on average you will find that the genes of a person from Alaska and those of a person from South America are more alike than the genes of two Africans. We will now see how this fact tells us that the human race started in Africa.

4- Consider what happens when a group of people, a small section of a large community, leaves that community and migrates to another country. When they move, they take their genes with them. These genes are just a small selection from the total range of genes in the original community, just as their 'owners' are a small selection of the community. They will pass on their genes to their children and grandchildren, and there will be a lot of similarity between these descendants (because they take their genes from a limited supply as we have noted). At the same time, there will be more variation in the genes of the descendants of the community they originally came from. So if Africa has the greatest genetic variation, Africa is the place people moved away from: so it is the place we have all come from.

5- One can see a parallel situation with people's surnames. Take the example of the Afrikaaners, the white people who came from Holland and started to colonise South Africa in the 1650s. They were a very small section of the population of Holland. They passed on their surnames and their genes to their children. Some names, of course, have died out, but others have become very common. Today a million of South Africa's Afrikaaners (there are 2.25 million altogether) share just 20 names. Botha is one of them.

6- And something similar has happened with the genes. One woman, Geerit van Jansz, must have brought one copy of the gene which causes an illness called porphyria. This is a painful disease which causes abnormal skin colour and sensitivity to light. The porphyria gene is rare in Europe. But about 30.000 of Geerit van Jansz's South African descendants have it.

7- When genes are examined, it is possible to see sets of the hundreds of 'letters' that make them up. Research shows that outside Africa there is far less difference between these 'genetic surnames' than inside Africa. People outside Africa are like the Afrikaaners who migrated, except that they migrated away from Africa. Modern genetics now suggests that the whole of the world's population outside Africa may have descended from a group of less than 100 people who left their native continent 100.000 years ago.

8- There is a theory about the origins of languages, too. Some say that all the languages in the world can be classified into 17 separate groups. It is possible to make a diagram showing how these languages are related. This diagram, like the diagram of genetic relationships, points to Africa as its starting point. It is likely, therefore, that both human beings and human language have their origins in Africa.

Tâche :

I- La réaction à un message lu

Après avoir lu le texte, tu montreras que tu l'as compris en :

- reconnaissant les détails du texte ;
- exprimant tes appréciations sur le texte ;
- identifiant dans le texte les synonymes de quelques mots ou expressions ;
- traduisant le passage indiqué ;
- appliquant convenablement les structures grammaticales.

NB : Tu as sept (7) items à traiter.

Consignes :

Item 1: Write "True" or "False" for each of these statements. (9pts)

- 1/ Genetics and Palaeontology are sciences that study fossils.
- 2/ Alaska is outside Africa.
- 3/ Children and grandchildren pass on their genes to their parents.
- 4/ Afrikaaners came from Europe to settle in South Africa.
- 5/ Every South African descendant suffers from porphyria.

Item 2: Identify in the text who or what is referred to in these clauses. (7,5pts) ("Para" means "Paragraph")

- 1/ They also show that...(para 2)
- 2/ they are rather different (para 3)
- 3/ it is the place we have all come from (para 4)
- 4/ They were a very small section (para 5)
- 5/ they migrated away from Africa (para 7)

Item 3: Answer these questions. (12pts)

- 1/ In which part of the world did the human race begin, according to the text?
- 2/ Quote from paragraph 3 the sentence which essentially means that Africa has the greatest genetic variation among all the continents in the world.
- 3/ Why have Genetics and Palaeontology been mentioned in this text?
- 4/ Suggest a title for the text.

Item 4: Find in the text the words or phrases which have these meanings. (7,5pts)

- 1/ forefathers (para 2)
- 2/ similar (para 3)
- 3/ transmit (para 4)
- 4/ disappeared (para 5)
- 5/ not common (para 6)

Item 5: Translate into French (10pts)

From: "There is a theory about....."

Down to.....their origins in Africa".

Item 6: Write each bracketed verb in the suitable tense. (10pts)

- 1/ The human race (to begin) somewhere thousands of years ago.
- 2/ No one (to deny) this truth so far
- 3/ This historian (recently – to hold) a conference on the origin of the human race.
- 4/ Professor X (to write) two books about mankind's origin before he died
- 5/ Had our ancestors moved from here, they (to take) their genes with them.

Item 7: Complete each sentence with the word "who", "whom", "whose", "which" or "where". (14pts)

NB: Don't copy the sentences.

- 1/ Palaeontology is a branch of science.....studies fossils.
- 2/ Afrikaaners are South Africans.....came from Holland.
- 3/ So, they are South Africans.....ancestors left Europe a long time ago.
- 4/ Historians are the most reliable people from.....you can find information about the origin of the human race.

5/ Ethiopia is the famous African country.....the human race is believed to have begun.

6/ That book.....cover is yellow contains enough evidence about Africa being the origin of the human race.

7/ The genes of a European and those of an Asian are more alike than the genes of two Africans,.....is surprising.

II- La production d'un texte de type particulier (30pts)

Contexte :

Le mot "famille" peut être défini comme l'ensemble de personnes formé par le père, la mère et des enfants. Ainsi, il y a des millions de familles dans un pays et des milliards dans le monde. Cependant, pour un certain nombre de raisons, le monde entier peut être considéré comme une seule famille.

Tu es invité à montrer dans quelle mesure cette considération est réelle.

Tâche :

Tu montreras ta compétence à produire un texte en Anglais pour montrer que nous sommes un dans le monde, et suggérer ce que cela implique quant à nos attitudes les uns vis-à-vis des autres, en :

- respectant le contexte ;
- utilisant le vocabulaire approprié ;
- utilisant l'orthographe et la ponctuation appropriées ;
- construisant des phrases grammaticalement correctes et significatives.

Consigne:

Why can we say that the whole world is a family?

What does that imply?

EPREUVE 3

Compétences à évaluer

I- Réaction appropriée à un message lu

II- Production d'un texte de type particulier

EPREUVE

I- Réaction appropriée à un message lu

Contexte : Les périodes électorales ou post-électorales peuvent être des moments de conflits si elles ne sont pas bien gérées. Tu es invité à lire et à réagir par rapport au discours d'investiture d'un président américain qui met l'accent sur la nécessité de l'unité nationale.

Support

Text: Jefferson's inaugural speech

1...I must tell you that the duties of your president are too much for any one man. However, I tell myself that I am not alone. When I see all your faces, I understand the wisdom of those who wrote our constitution. For in you, I know that I shall find the strength, the honesty, the courage that I shall need. To you, gentlemen, who make the laws of our nation, I can look for the support I need the strength to take our ship of state through the storms and wild seas of this troubled world.

2 - We have passed through a hard year of bitter struggle between two political parties. We have shown the world that in America all can speak, write and think freely. The debate is over. The people have decided. Now is the time for all of us to unite for the good of all. The majority of the people have won the contest. But we must always remember that there is a minority. True, the majority must rule. But the rule of the majority must be just. The rights of the minority are equal to the rights of the majority and must be protected with equal laws.

3- Fellow citizens, let us unite with hearts and minds. Let us have peace and love in our relations with each other. For, without peace and love, liberty and life are sad things indeed. Let us remember that the religious freedom which we have in the United States is nothing if we do not have political freedom - if we let men be punished because they do not agree with the majority.

4- Most of us love our country – most of us want it to grow. When men can think and speak freely, there is no danger to the nation. For those who do not agree with them also have the right to think and speak freely.

Then there are some who say that men cannot govern themselves. What do they offer instead? Government by kings? Are kings men or are they angels? I will let history answer this question...

5- We – and American children who will come after us – all have equal rights. We honor a man not because of his father, but for what the man is. We do not care what religion a man follows. In this country, men practice religion in many ways, yet all our religions teach honesty, truth and the life of man. All worship one God who rules universe, who wants men to be happy in life.

6 - Yes, we are a fortunate people. What more do we need to make us happy? We need one more thing, my fellow citizens – a wise government, a government that keeps men from injuring each other: A government that gives men freedom to live and work in peace as they wish, and does not take from them the fruit of their labor ... That is good government...

7 – The same and equal justice to all men no matter what their religion, their political beliefs or their class. Peace, trade and friendship with all nations, but alliances for war

with no nations. In our election, the majority must rule. This is the life blood of a Republic. If the majority is not allowed to rule, then we will have dictatorship...

8 – The rights of man will be of the highest importance in this government. Information, knowledge and opinions must move easily and swiftly. We will support freedom of religion, freedom of the press, freedom of the person protected by the "habeas corpus" – and the right to trial by juries that are chosen fairly. These are the freedoms that brought us through a revolution and that made this nation....

Adapted from *Special English, World Book, Voice Of America: Jefferson's Inaugural Speech*, March 4, 1801, pages 162-165

Tâche

Après avoir lu le texte, tu montreras que tu l'as compris en :

- 1/ reconnaissant les détails du texte ;
- 2/ répondant aux questions de compréhension de texte avec concision ;
- 3/ identifiant, dans le texte, les synonymes de quelques mots ou expressions ;
- 4/ traduisant le passage indiqué ;
- 5/ mettant des verbes aux temps ou formes convenables ;
- 6/ mettant des phrases à la voix passive ou active ;
- 7/ reformulant les phrases selon les indications de l'énoncé.

Consignes

Item 1: True or False?

- 1- Jefferson wants his people to help him accomplish his mission.
- 2- In America, the freedom of speech and expression is banned.
- 3- Jefferson invites his fellow citizens to get together and work.
- 4 – He believes that liberty and life are sad things.
- 5 – A good government is one which deprives its citizens of the fruit of their labour.

Item 2: Answer these questions

- 1 – Basing on paragraph 1, state three qualities that will be necessary for Jefferson as a president. (Write only one word for each quality.)
- 2 – Name:
 - a) the person whom the pronoun "I" refers to in the text.
 - b) the country that is referred to in "most of us love our country."
(Paragraph 4)
- 3-Complete this information with one word from the text:
In "This is the life blood of a republic", " this" refers to the fact that decision making and such matters as elections should be ruled by the -----.
- 4 – Which word in paragraph 7 can be considered as the opposite of democracy?

Item 3 : Find in the text, the words or phrases for these meanings.

- 1 – help (paragraph 1)
- 2 – unpleasant, severe (paragraph2)
- 3 - kept safe (paragraph2)
- 4 –future generation (paragraph 5)
- 5 – close agreements among countries (paragraph 7)

Item 4: Translate into French :

From : " I must tell you that the duties.....

Down to :look for the support I need. "

Item 5: Write each bracketed verb in the suitable tense or form.

- 1 – Our country (to progress) very fast since this president came to power.
- 2 – He (to change) the whole continent if he were allowed to reign for more than eight years.
- 3 – President Jefferson (to have) no enemies, did he?
- 4 – He was busy (to read) his speech when a heavy rain started.
- 5 – What if someone (to interrupt) him when he was reading?

Item 6: Turn these sentences into passive or active voice.

- 1/ He made this inaugural speech a long time ago.
- 2/ We must always take into account the opinion of the majority.
- 3/ If the majority is not allowed to rule, then there will be dictatorship.
- 4/ Tolerance is one of the qualities that any president needs.
- 5/ Who makes the laws of our nation?

Item 7: Rewrite these sentences by using the given prompts.

- 1 – We have equal rights. ⇒ Our rights.....
- 2 – The majority of the people have won the contest.
⇒ The contest.....
- 3 – Now is the time for us to unite for the good of all.
⇒ It's high time.....
- 4 – I don't want to make every decision by myself.
⇒ I don't feel like.....
- 5 – He shortened his speech because it was raining very hard.
⇒ As.....

II- La production d'un texte de type particulier (10pts)

Contexte : La liberté d'expression est un facteur primordial de la démocratie. Tu es invité à montrer en quoi ce facteur est important chez les individus et au niveau d'une collectivité ou d'une nation.

Tâche :

Tu montreras ta compétence à produire un texte en anglais sur l'importance de la liberté d'expression en :

- respectant le contexte ;
- faisant une introduction, un corps du devoir et une conclusion ;
- utilisant le vocabulaire approprié ;
- utilisant l'orthographe et la ponctuation appropriées ;
- construisant des phrases grammaticalement correctes et significatives ;
- variant tes idées autant que possible ;
- respectant la logique interne du texte.

Consigne:

What is the importance of freedom of speech?
Should there be any limits to this type of freedom? Why?

EPREUVE 4

I- Informations Générales

II- Compétences à évaluer

- **Compétence disciplinaire n°2** : Réagir de façon précise et appropriée à des messages lus ou entendus
- **Compétence disciplinaire n°3** : Produire de façon appropriée des textes de type et de fonctions variés.

III- Epreuve : Anglais

A- La réaction à un texte lu

Contexte :

Certains facteurs tels que la pauvreté, le changement climatique, les désastres naturels etc.. sont souvent les causes du mouvement massif des populations des milieux ruraux vers les milieux urbains où les conditions de vie ne sont pas toujours les meilleurs.

Support : le texte ci-dessus.

Text : Rural exodus.

- 1- Fifty years ago, most people lived in rural areas. But the world has changed. By some point next year, more than half of all people will live in cities, for the first time in history. So says the most recent estimate from the United Nations.
- 2- City life is not always a bad thing, but many experts worry about this process of urbanization. A new report from the Worldwatch institute says it is having a huge effect on human health and the quality of the environment. The environment research group in Washington released its two thousand seven "State of the World" report last week.
- 3- Of the three billion people who live in cities now, the report says, about one billion live in unplanned settlements. These are areas of poverty, slums that generally lack basic services like clean water, or even permanent housing.
- 4- (The report says more than sixty million people are-added to cities and surrounding areas each year, mostly in slums in developing countries. Molly O'Meara Sheehan led the Worldwatch report. She says the international community has been too slow to recognize the growth of urban poverty. Policymakers, she says, need to increase investments in education, health care and other areas.)
- 5- The report talks about some successful efforts by local governments and community groups. For example, it says Freetown, Sierra Leone, has established farming within the city limits to meet much of its growing food

demands. In Colombia, engineers have created a bus system in Bogota that the report says helped reduce air pollution and improve quality of life.

- 6- Olav Kjørven heads the Environment and Energy Group at the United Nations Development Program. He agrees that the link between urban poverty and the environment is serious. But he says governments also need to consider why people are moving out of rural areas. Climate change, drought, floods –there are many reasons forcing people to leave, he says.
- 7- Olav Kjørven says the two issues of poverty reduction and the environment have existed side by side, but rarely have they connected – until now. He says governments are starting to understand that environmental collapse is not natural cost of economic development. Instead, he says, it is hurting the possibility for growth.

VOA Special English Development Report, written by Jill Moss. September 2005

Vouspecialenlish.com.

Tâche : Après avoir lu le texte, tu montreras que tu l'as compris en :

- reconnaissant les détails du texte
- répondant aux questions posées sur le texte
- montrant ta maîtrise du vocabulaire du texte
- mettant les verbes entre parenthèses aux temps et à la forme correcte
- choisissant le mot juste de la parenthèse
- reformulant des phrases de façon autonome

Consignes :

Iteme 1 : Choose the correct answer. Don't copy the sentence. Write only the number and the corresponding letter a, b or c.

- 1- Fifty years ago
 - a- The minority of the population all over the world lived in rural areas
 - b- The majority of the population all over the world lived in rural areas
 - c- The majority of the population all over the world lived in urban areas
- 2- Urban life is :

- a- sometime a good thing ;
- b- always a bad thing
- c- as good as rural life
- 3- Of the total of the urban populations,
 - a- one third live in unplanned settlements
 - b- two thirds live in unplanned settlements
 - c- Nobody lives in planned settlements
- 4- The report gives examples of countries which
 - a- fail in improving life in cities
 - b- start improving rural life
 - c- succeed in improving life in cities
- 5- There is :
 - a- a link between urban poverty and the environment
 - b- no link between urban poverty and the environment
 - c- a link between, rural poverty and the environment.
- 6- People are leaving rural areas because of :
 - a- only climate change
 - b- only droughts
 - c- many reasons.

Item 2 : Answer these questions on the text

- 1- Where did most people live fifty years ago? What will happen in the immediate future according to the most recent estimate from the United Nations?
- 2- What are the consequences of urbanization? Mention three of them.
- 3- What African country made a successful effort to solve the problem of urbanization? Say How?
- 4- Why are people moving out of rural areas?

Item 3 : Find in the text words meaning the opposites of the followings

- 1- urban (paragraph 1)
- 2- wealth (paragraph 3)
- 3- quick (paragraph 4)
- 4- increase (paragraph 5)

5- healing (paragraph 7)

Item 4 : Put the verbs in brackets into the correct tenses and forms

- 1- Many people (to leave) rural areas at present.
- 2- We wish African countries (to reduce) air pollution in the coming years.
- 3- This country (to establish) farming within the city limits, has it?
- 4- Citizens will have policymakers (to en increase) investments in education.
- 5- Policymakers get some inhabitants (to leave) their houses because of floods.

Item 5 : Choose the correct word from the brackets to complete each of the sentences

- 1- The United Nations is the International institution (who, which, whose) has just given a recent estimate
- 2- City life is not always a bad thing, (isn't he? is he? is it?)
- 3- Molly O'Meara Sheehan was the man (which, whose, who) led the world watch report.
- 4- In Colombia, engineers have created a bus system, (whom, which, what) is very important.
- 5- Governments have some lifestyles (changes, changed, changing) in urban areas

Item 6 : Rephrase the following sentences..Don't change then meaning. Use the prompts given.

- 1- Fifty years ago, most people lived in rural areas

It is.....

- 2- What a pity! One billion people live in unplanned settlements.

We wish.....

- 3- The growth of urban poverty has been recognized lately by the international community

The international community.....

- 4- Life had hardly changed in rural areas when many people left for urban areas.

No sooner.....

- 5- Many people would prefer to live in cities

Many people had better.....

Item 7 : Match sentences in column A with those in column B to have meaningful sentences. Write the number and the correct letter only

Column A

- 1- Rural exodus won't stop
- 2- The process of urbanization has a huge effects on human health
- 3- Many people leave rural areas
- 4- Unlike many countries,
- 5- Air pollution has been reduced in Colombia

Column B

- a- owing to the creation of a bus system
- b- so as to find better condition life in cities
- c- unless governments sensitize rural dwellers.
- d- all the same many people are moving towards cities
- e- Sierra Leone has established farming within the city.

EPREUVE 5

II- COMPETENCES À EVALUER

- Compétence disciplinaire n°2 : Réagir de façon précise et appropriée à des messages lus ou entendus.
- Compétence disciplinaire n°3 : Produire de façon appropriée des textes de type et fonctions variés.

III- L'EPREUVE

Contexte :

Les migrants rencontrent assez de problèmes dans les pays d'accueil. Par exemple, ils souhaitent suivre des choses qui les intéressent à la télévision ou même participer activement à la diffusion des messages audio ou audiovisuels. Malheureusement, ils n'ont ces occasions. Tu auras à réagir à un texte à ce propos.

Support

TEXT:

TEXT: MIGRANTS AND THE MASS MEDIA

- 1- A German who reads the local press learns little that is positive about foreigners. Murder and manslaughter' robbery and asylum - fraud are typical offenses reported in detail. Modifying an Anglo-Saxon witticism about news (Only bad news is good news), one could say: Only evil foreigners are good foreigners. Ralph Weiss (1994) speaks of « a tendency to negativism » running through almost all media representations: «The negative stereotype foreigners cause problems may describe the perception of social reality for parts of the citizenry when the media draw a largely unanimous picture and push it to the center of public attention».
- 2- When the advantages of cooperative life with foreigners are described, a cultural enrichment for Germany and Germans is clear. Much more frequently, however, the threat of German resources by «asylum deceivers» is underscored. Besides material resources (prosperity, material resources, social net, jobs, wage levels, housing, environment and so forth), Guido Brauer (1995) distinguishes the following categories in newspaper articles: «stability of the system», «Germany's reputation in the world» -and «collective security and order».

Teun A. Van Dijk (1993) summarized his analysis in Britain and the Netherlands... that racism is induced or reproduced by the elite and media discourse. In his opinion, the press is part of the problem.

Teun A. Van Dijk (1993) summarized his analysis in Britain and the Netherlands... that racism is induced or reproduced by the elite and media discourse. In his opinion, the press is part of the problem.

«The strategies, structures and procedures of reporting, the choice of

themes, the perspective, the transfer of opinions, style and rhetoric are directed at presenting «us» positively and «them» negatively. Minorities hardly have access to the press and are regarded as less credible. Their cause is only worth reporting when they cause problems, are caught in criminality or violence or can be represented as a threat to the white hegemony».

3- An analysis of television showed that members of ethnic minorities only have limited access to the mass media as participants in broadcasts and authors of information (1987). The migrant (usually) living several years in Germany as part of our society hardly finds his everyday worries and hopes on the screen. «He appears either as an exotic being on public display or as a problem case, a social relief object. Foreigners are primarily a theme of political attention, administrative conduct or thoughtful loving attention. So far as they appear - usually accidentally - in another thematic context, the representation ordinarily refers to cultural and everyday areas regarded as harmless by the majority society: sports, folklore, music, fashion, gastronomy, tourism and so forth (1987). .

4- The mass media play the key role in a process that can be described as 'ethnization', reducing the socio-genesis of a minority to its ethnic characteristics. With the help of the mass media, ethnic minorities are identified and often criminalized. This is especially true for gypsies who are mentioned almost exclusively as a collective in connection with criminality and conflicts and consequently appear firstly as a problem of public order and security.

5- Naming the non-German descent of suspects and offenders in newspaper articles about crimes inevitably creating the impression that many foreigners are disproportionately criminal seems very problematic. Identifying references to names, nationality and complexion in the scope of criminality reporting can only be justified when the actual search requires this identification... In reality, foreigners are not more criminal than Germans. There is hardly an «argument» of racists that cannot be convincingly refuted through critical reflection.

6- During the sinister 1991/93 asylum discussion, refugees were stamped as «deceivers», «social parasites» and «troublemakers» who endanger the prosperity and peaceful cooperative life in Germany. Conservative arguments, negative associations and pejorative connotations dominate in the media. «Killer words» like «pseudo-refugees» and collective symbols like «refuge floods» are joined with Germany' caricatured depiction as a «full boat» or «prosperity island» which supposedly threatens to perish. «Through a prejudiced use of these keywords, the media contribute to a readiness for violence among certain groups or make violence

seem necessary and legitimate» (Brosius/Esser 1995)...«The supra-regional media message was that violence is a successful method for politicians to quickly gain something» (Ludemann/ Erzberger 1994).

By Christoph Butterwege

(This article is translated and abridged from the German on the World Wide Web. Christoph Butterwege is a professor of political science in Germany).

Item 1: *Are these sentences «true» or «false» according to the text?*

N.B: Write down numbers and answers only

- 1- The common newspaper reader in Germany has a positive view of Foreigners.
- 2- Culturally speaking, Germany gains from cooperation with the Foreigners living in the country.
- 3- «Asylum deceivers» are people who had no good reasons to leave their countries.
- 4- Newspapers present migrants as people that work for the preservation of Germany reputation in the world,
- 5- The mass media use the appropriate methods to present the good image of white people.
- 6- The presentation of foreigners' cultural activities often occurs as occasional happenings.
- 7- The media generally insist on the German origin of criminals.
- 8- Foreigners are really more inclined to crime German people.

Item 2: *Choose the more appropriate answer and write down the number and the letter only.*

In the quotation «The strategies.. ... Negatively» (paragraph2)

- 1- «us» represents
 - a) the foreigners
 - b) the whites
- 2- «them» represents
 - a) the foreigners

b) the whites

3 - On the screen (paragraph 3) means

a) on television

b) on sign-boards displayed in the streets

4- Complexion (paragraph 5) means

a) colour of skin

b) foreign origin

5- This article is a

a) radio report on racism

b) study on the role of the mass media informing racist opinion.

Item 3: Find from the text the sentences that nearly mean the same as the following.

1- When he is not advertised as a foreign curiosity, he is stereotyped as a source of problems in order to soothe social anger (paragraph 3).

2- Almost all racist opinions can successfully be defeated by critical argumentation (paragraph 5).

Item 4: Rephrase these sentences using the prompts given. Do not change their meaning.

1- The media shouldn't have contributed to a readiness for violence among certain groups.

We wish -----

2- Great Britain is a salutary reminder of the dangers of racism; it is also a symbol of what can be achieved when people are united.

Not only -----

3- The living conditions are so hard in the town!

How -----

4- If only the foreigners had told me before!

Why -----

5- I always hear bad news on this T.V.

I' am used-----

Item 5: Ask questions based on the underlines words.

- 1- He will go abroad.
- 2- We swam in two different lakes in Germany.
- 3- They have been travelling for three hours.
- 4- They arrested foreigners in order to question them.
- 5- Ethnic minorities are obliged to take the 10 o'clock bus.

Item 6: Put the verbs in brackets into the correct tense and form. Write numbers and answers only.

- 1- He (to live) with his wife for several years before she was assassinated.
- 2- While they (to sleep) a criminal broke into their room.
- 3- It is necessary that he (to stay) in his hometown.
- 4- Oh! Van Dijk (to take) my newspapers. I can't give them to you now.
- 5- Since they (to start) manslaughter and robbery, many Blacks have left the country.

Item 7: Fill in each blank with the correct form of the word in brackets. Write numbers and answers only.

- 1- (Racism) ideologies are induced or reproduced by the elite and media discourse.
- 2- The lack of (care) of ethnics minorities results in their imprisonment.
- 3- (Economic) speaking, the foreigners have only a little money to care for their descents.
- 4- (Practise) will better their work.
- 5- Some whites found it (necessity) to avoid criminalizing only the foreigners.

B- PRODUCTION D'UN TEXTE DE TYPE PARTICULIER

Contexte :

La migration a diverses causes. Les migrants font face à beaucoup de difficultés une fois sortis de chez eux.

Tâche : *Tu montreras par la production d'un texte ta compétence à rédiger en :*

- respectant le contexte et la logique interne du texte,
- construisant des phrases grammaticalement correctes,
- utilisant l'orthographe et la ponctuation appropriées.

Consignes :

Politics, war, poverty and unemployment are possible causes of international migration. Choose one of these causes and say how it can affect the lives of migrants in a foreign country.

(Not more than 20 lines).

EPREUVE 6

II- COMPETENCES À EVALUER

- Compétence disciplinaire n°2 : Réagir de façon précise et appropriée à des messages lus ou entendus.
- Compétence disciplinaire n°3 : Produire de façon appropriée des textes de type et fonctions variés.

III- L'ÉPREUVE

Contexte :

Dans certains pays de l'Afrique, notamment au Nigéria, on remarque de plus en plus une intolérable guerre entre religions dites importées et celle dite autochtone prônée par la secte BOCO ARAM. La diversité religieuse d'un peuple ne serait-elle pas une source de richesse, plutôt qu'un réseau de conflit ? Dans cette épreuve tu auras à réagir par rapport aux conflits religieux et à ce que l'homme doit faire pour faire disparaître les haines liées à des différences religieuses.

Support

TEXT: Religion, a personal matter?

Have you ever thought or said, 'I have my own religion. It is a very personal matter. I do not discuss it with others'? True, religion is very personal: virtually from birth, religious or ethical ideas are implanted in our mind by our parents and relatives. As a consequence, we usually follow the religious ideals of our parents and grand-parents. Religion has become almost a matter of family tradition. In many cases, others have chosen our religion for us. It has simply been a matter of where we were born and when. Or, as historian Arnold Toynbee indicated, an individual's adherence to a certain faith is often determined by the geographical accident of the locality of his often determined by "the geographical accident of the locality of his birthplace". If you were born in Italy or South America, then, without any choice, you were probably raised a Catholic. If you were born in India, then likely you automatically became a Hindu or, if from the Punjab perhaps a Sikh. If your parents were from Pakistan, then you would obviously be a Muslim. And if you were born in a socialist country over the last few decades, you might have no choice but to be raised an atheist.

Therefore, is the religion of one's birth automatically the true one, approved by God? If that had been the concept followed over the millenniums, many among mankind would still be practicing primitive shamanism and ancient fertility cults, on the premise that what was good enough for my ancestors is good enough for me'. With the wide diversity of religious expression that had developed around the world over the past

6 000 years, it is at least educational and mind broadening to understand what others believe and how their beliefs originated. And it might also open up vistas of a more concrete hope for your future.

In many countries now, owing to immigration and population

movement, people of different religions share the same neighborhood. Therefore, understanding one another's viewpoint can lead to more meaningful communication and conversation between people of different faiths. Perhaps, it may also dissipate some of the hatred in the world that is based on religious differences. True, people may strongly disagree about their religious beliefs, but there is no basis for hating a person just because he or she holds a different viewpoint. The founder of Christianity stated: "But I say to you who are listening to continue loving your enemies, to do good to those who are hating you ... and your reward will be great, and you will be sons of the Most High, because he is kind toward the unthankful and wicked". The Quran states a similar principle: "It may be that Allah will bring about friendship between you and those of them whom you hold as enemies. And Allah is powerful, forgiving, merciful".

Slightly adopted from Mankind's Search for god, P. 8-11

Tâche: Après avoir lu le texte, tu montreras que tu l'as compris en:

- reconnaissant des détails du texte,
- exprimant des appréciations sur le texte,
- montrant ta maîtrise du vocabulaire,
- posant des questions basées sur certains mots du texte,
- corrigeant des phrases grammaticalement incorrect,
- reformulant des phrases,
- traduisant des passages du texte dans une autre langue.

Consignes :

Item 1: *Say whether these sentences are true or false (write the numbers and the letters only).*

- 1- Most of the time, our belief has been chosen for us.

- 2- Arnold Toynbee got an accident when he was born.
- 3- It is very dangerous to understand what other people believe.
- 4- The religion of one's birth is not automatically the true one.
- 5- What was good enough for my ancestors is necessarily good enough for me today.
- 6- The founder of Christianity is Jesus Christ.
- 7- Communication and conversation between people of different faiths are possible through understanding.
- 8- "The Most High" and "Allah" refer to the same entity.

Item 2: *Answer these questions on the text.*

- 1- Why has religion become almost a matter of family tradition?
- 2- Complete this sentence with country names from the text:

Hinduism originated in -----(a)-----. Catholicism is deep-rooted in -----(b)-----. Muslims can mostly be found in -----(c)-----.

- 3- Is it useful or useless to try to understand other people's religions? Why?
- 4- Why should people continue loving their enemies?

Item 3: *Find in the text the words that mean:*

- 1- Somebody who doesn't believe in God (paragraph 1)
- 2- enlarging (paragraph 2)
- 3- tangible (paragraph 2)
- 4- doctrine of Jesus (paragraph 3)
- 5- lack of love (paragraph 3)

Item 4: *Ask questions based on the underlined words. Write full correct questions.*

- 1- I love my own religion.
- 2- Arnold Toynbee indicated an individual's adherence to a certain faith.
- 3- People become Catholics in Italy.
- 4- The founder of Christianity stated : "... to continue loving your enemies ..."
- 5- Allah is powerful, forgiving, merciful.

Item 5: *These sentences contain mistakes. Copy them correcting the mistakes.*

- 1- I do not discuss it with others since 2010.
- 2- If your parents had been from Pakistan, then you would obviously be a Muslim.
- 3- Imagine people of different religions share the same neighborhood.
- 4- I wish people don't show hatred to one another over the last few decades.
- 5- They are wanting to live a peaceful life in the world.

Item 6: Rephrase each of these sentences as indicated.

- 1- Indians haven't changed their belief for centuries.
*- It is -----
- 2- Arnold Toynbee is still inviting people to unity despite their opposition.
*- Although -----
- 3- Owing to immigration, people of different religion live in the same place.
*- ----- because of -----
- 4- Muslims never collaborated with the Sikhs.
*- Never -----

Item 7: *Translate into French:*

From "In many countries" down to "... holds a different viewpoint".

B- PRODUCTION D'UN TEXTE DE TYPE PARTICULIER

Contexte :

Récemment l'Afrique a reçu la visite en terre béninoise d'une éminente personnalité de renommée mondiale qui lui a apporté un message d'espérance au cœur des divers maux qui la mine afin qu'elle se lève enfin pour jouer sa partition dans le concert des nations. Ici, tu auras à montrer l'intérêt d'une telle préoccupation dans la renaissance véritable de l'Afrique pour l'établissement d'un monde plus juste et plus tolérant.

Tâche : *Tu montreras ta compétence à produire un paragraphe en Anglais en :*

- respectant le contexte,
- respectant la logique interne du texte,
- construisant des phrases grammaticalement correctes,
- utilisant le vocabulaire adéquat,
- utilisant l'orthographe et la ponctuation appropriées.

Consignes :

Write an essay to give your opinion about this statement : "Allah will bring about friendship between you and those of them who you hold as enemies. And Allah is powerful, forgiving, merciful."

(Not more than 30 lines).

EPREUVE 7

II- COMPETENCES À EVALUER

- Compétence disciplinaire n°2 : Réagir de façon précise et appropriée à des messages lus ou entendus.
- Compétence disciplinaire n°3 : Produire de façon appropriée des textes de type et fonctions variés.

III- L'ÉPREUVE

A- LA REACTION A UN TEXT LU

Contexte : Les gens trouvent toujours une raison ou des raisons pour rejeter certains membres de la société. Au niveau des pays, plusieurs considérations peuvent justifier la discrimination à l'égard de certaines personnes ou groupes de personnes. Ici, tu auras à réagir par rapport au rejet des homosexuels en Afrique et à l'appel de Mr Ban Ki Moon.

Support:

Text: Homosexuality in Africa

U.N. Secretary-General Ban Ki-moon has called on African leaders to respect gay rights, and to accept the jurisdiction of the International Criminal Court. On a continent where homosexuality is outlawed in many places, the U.N. chief told Africa's leaders to end discrimination against gays and lesbians. He said laws against homosexuality violate the Universal Declaration of Human Rights.

"Let me mention one form of discrimination that has been ignored or even sanctioned by many states for far too long, discrimination based on sexual orientation or gender identity. This has prompted some governments to treat people as second-class citizens, or even criminals," he said. "Confronting this discrimination is a challenge. But we must live up to the ideals of the Universal Declaration." The more than 30 African heads of state and government sat silently during Ban Ki Moon's speech. But more than one speaker at the opening summit session expressed irritation at what many perceive as outside interference in African affairs. Homosexuals

face severe discrimination in most African societies. Gays are often ostracized. South Africa is the only African country where gay rights are officially recognized.

An international AIDS conference in Addis Ababa last month was nearly derailed when the leaders of Ethiopia's main religious denominations scheduled a joint news conference to express outrage at a planned meeting of gay-rights activists. The clergymen called off their protest only after the gay-rights meeting was moved from a local hotel to the United Nations compound. Many of those same religious leaders met reporters in 2008 to urge passage of a constitutional amendment against homosexuality.

Tâche: Après avoir lu ce texte, tu montreras que tu l'as compris en

- ✓ répondant par « True » ou « False »,
- ✓ répondant aux questions sur le texte,
- ✓ complétant les pointillés par des mots ou groupes de mots du texte,
- ✓ trouvant des synonymes dans le texte,
- ✓ traduisant le deuxième paragraphe du texte,
- ✓ choisissant le mot correct entre parenthèses,
- ✓ reformulant les phrases à partir des amorces proposées.

Consignes:

Item1: Answer by True or False.

- 1- African leaders respect gay rights.
- 2- Homosexuality is accepted by a lot of African countries.
- 3- The rejection of homosexuality is against the Universal Declaration of Human Rights.
- 4- Many people did not appreciate the speech of Ban Ki Moon.
- 5- No African country has accepted the rights of homosexuals.
- 6- Religious authorities in Addis Ababa welcomed homosexuality.
- 7- The United Nations finally organized the gay-rights meeting in a local hotel.
- 8- Homosexuality is permitted in the constitution of Ethiopia.

Item2: Answer these questions on the text.

- 1- What is Mr. Ban Ki Moon?

- 2- Whom was Mr. Ban Ki Moon addressing?
- 3- What was the consequence of the Ethiopian religious denominations' outrage at a planned meeting of gay-rights activists?

Item3: Find in the text words or groups of words to complete these sentences according to your understanding of the text. Do not copy the sentences.

- 1- African countries should respect gay's
- 2- Mr. Ban Ki Moon found it a to ignore gay's rights.
- 3- Governments in Africa have seen gays as
- 4- Many African people think that it is in African affairs to ask leaders to accept homosexuality.
- 5- Apart from, African countries do not accept homosexuality.

Item4: Find in the text the synonym of each of the following words or groups of words.

- 1- homosexual (paragraph1) 2- prohibited (paragraph1) 3- presidents (paragraph3)
- 4- serious (paragraph3) 5- banned (paragraph3) 6- stopped (paragraph4)

Item5: Translate the 2nd paragraph into French.

From: "Let me mention one form" to ".....the ideals of the Universal Declaration."

Item6: Choose the most suitable word from the brackets to complete each of the sentences. Do not copy the sentences.

- 1- Homosexuality is not only sanctioned but it is (either – too – also – as well) outlawed.
- 2- (despite – in spite – if – although) of their opposition to the rights of gays, African leaders listened to Mr. Ban Ki Moon.
- 3- Hardly had the religious authorities heard of the gays (than – so – that – when) they showed their opposition.
- 4- Mr. Ban Ki Moon wishes African leaders (would reject – hadn't rejected – didn't reject – had rejected) homosexuality nowadays.
- 5- This is not a subject of discussion, (does this – isn't this – is it – does it)?

- 6- Homosexuality is outlawed in many places, (that – what – which – whose) is not good.
- 7- If homosexuality were not amoral, religious leaders (will not reject –did not reject – would not reject – do not reject) it.
- 8- (what – why – where – which) was the gay meeting moved from? - a local hotel.
- 9- Mr. Ban Ki Moon talked to African leaders so that they (respected – are respecting – shall respect – should respect) respect gay's rights.
- 10-Mr. Ban Ki Moon asked African people and gays to accept (themselves – one another – ourselves – each other).

Item7: Use the prompts given to rephrase these sentences.

- 1- Ban Ki-moon has called on African leaders to respect gay rights but African leaders didn't appreciate his interference in African affairs. *Although*
- 2- "This has prompted some governments to treat people as second-class citizens". *He said*
- 3- Religious leaders must accept the gays and the lesbians. *It is time*
- 4- If African countries did not reject homosexuality, they would respect human rights. *Unless*
- 5- They gave the gays no opportunity. *The gays*

B. LA PRODUCTION D'UN TEXTE DE TYPE PARTICULIER

Contexte : Plusieurs raisons peuvent justifier la discrimination de tout un peuple à l'égard de certaines personnes ou groupes de personnes. Tu en connais et l'occasion t'est offerte pour en parler et de donner ton point de vue.

Tâche : Tu montreras par la production d'un texte ta compétence à rédiger en

- ✓ respectant le contexte ;
- ✓ respectant la logique interne du texte ;
- ✓ construisant des phrases grammaticalement correctes ;
- ✓ utilisant le vocabulaire adéquat ;
- ✓ utilisant l'orthographe et la ponctuation appropriées.

Consignes: Some people are rejected by the society. Write about the reasons for such a rejection and say what you think about it in 20 lines.

EPREUVE 8

II- COMPETENCES À EVALUER

- Compétence disciplinaire n°2 : Réagir de façon précise et appropriée à des messages lus ou entendus.
- Compétence disciplinaire n°3 : Produire de façon appropriée des textes de type et fonctions variés.

III- L'ÉPREUVE

A- LA REACTION A UN TEXT LU

Contexte :

Chaque fois qu'une catastrophe humanitaire survient dans une partie du monde, il existe des structures ou institutions prêtes à aider. Ici tu auras à réagir par rapport à la situation de famine qui a frappé l'Afrique de 1980-1985.

SUPPORT :

TEXT : Humanitarian aid for the victims of famine.

1- In the 1980s, more than 20 countries Sub-Saharan Africa faced critical food-shortages. The results were devastating. Famine caused malnutrition diseases and death of millions of people. Families were obliged to leave their homelands and wandered in search of food. Weakened by hunger and disease, many victims of famine did not live long enough to reach relief stations. During this period, famine has caused countless deaths of people and animals. In Ethiopia, one million people died in 1984. More than six million in the country faced a shortage of food. Tens of thousands of people across Africa face a similar hopeless future. During 1984 some families in Mali were reduced to eating seeds that were to have been used for the next year's planting. In Tchad a wall of people – more than 80,000 people surrounded the capital N'Djamena, waiting for food. Mozambique had no rain and crops were wiped out. Clearly, Africa's food shortage problem is severe and demands solutions.

2- In immediate response to the famine of 1984 and 1985, food aid

was sent to Africa from around the world. Late in 1984, Western countries sent \$ 100 million in aid to Ethiopia alone. Some relief services such as FAO (Food and Agricultural Organisation) ; the world health Organisation, "Mercy corps"; the Red cross, Office of Foreign Disaster Assistance, among others, sent million of tones of cereals (rice, maize ...). Private relief groups added more. So, groups such as the corps volunteers and the Catholic Relief Service (CRS) went to this region to visit the victims of famine and help the young people plant trees.

3- Drought and the bad agricultural methods being the leading causes

of famine in this region, sending food was not enough. It was the duty of these international relief organizations to help people face the causes offamine. So the United Nations had asked the developed countries of the world to help people of the African continent change their agricultural practices. F.A.O experts suggested that people should build grain – storage areas. These storage facilities would allow farmers of this region to save surplus during the years of good harvests. Then, during years of poor harvests they could draw upon the stored grain reserves.

4- Unfortunately, much of the food sent to the affected areas did not

reach the people quickly enough. Armed conflicts and a lack of roads within some areas made access to the people difficult. At times, corruption, mismanagement of relief money and unfair distribution of food added to the problem. The methods and policies of delivering food aid to the victims were questionable. Food distribution methods must be better organized by local governments to be more effective. Also many experts have noted that aid could be offered more quickly and efficiently if relief efforts were coordinated through one source, the F.A.O.

Extracted from "World Geography" by James L. Lawson PP: 390-391.

Tâche:

Après avoir lu le texte, tu montreras que tu l'as compris en:

- répondant par "Right" ou par "Wrong",
- répondant aux questions sur le texte,
- trouvant les synonymes des mots,
- complétant le tableau avec les mots du texte,
- traduisant le 3^{ème} paragraphe du texte,
- reformulant des phrases de façon autonome.

Consignes :

Item 1 : Write "Right" or "Wrong" for the following statements.

- 1- People died of starvation in Sub-Saharan Africa in the 1980s.
- 2- Ethiopia was not the only affected country.
- 3- In Tchad eight thousands people surrounded the capital waiting for food.
- 4- Food aid was provided by local people.
- 5- None of the relief services tried to meet the victims of famine in this area.
- 6- Famine was caused only by armed conflicts.
- 7- Local farmers had imagined the necessity to build storage facilities.
- 8- Not all the victims have received the food aids because of mismanagement and other reasons.

Item 2: Answer these questions.

- 1- Why were food shortages so disastrous in the South Saharan Africa?
- 2- How many relief services had assisted the victims? What did they do?
- 3- Did the food aids reach all the victims? Why? (Give four reasons).
- 4- What should have been done more effective according to the experts?

Item 3: Find in the text words or phrases having the same or almost the same meanings as:

- 1- Strayed (paragraph 1)
- 2- Completely destroyed (paragraph 1)
- 3- Reaction (paragraph 2)
- 4- Responsibility (paragraph 3)
- 5- Buildings (paragraph 3)
- 6- Unjust (paragraph 4).

Item 4: Complete the following chart with word or phrases from the text.

	People/Institutions	Tasks
1		Had sent S 100 million
2	F.A.O, W.H.O; O.F.D.A and the others	

3		Visited the victims and helped to plant trees
4	Developed countries of the world	
5		Made suggestions to build grain storage facilities
6		Must better organize the food distribution systems

Item 5: Translate the 3rd paragraph into French.

From: "Drought and the bad to grain reserves".

Item 6: Rephrase these sentences using the prompt given. Do not change their meanings.

- 1- "The result of famine in this region has devastating".
 The author said
- 2- Many victims had been weakened by hunger and diseases.
 Hunger and diseases
- 3- People wouldn't have suffered from famine if they had had good agricultural method.
 Had
- 4- It is a pity! People were dying from starvation.
 I wish
- 5- "I asked European countries to send food to these victims twenty years ago".
 The UN General Secretary declared
- 6- "Let's build storage facilities so as to save food surplus; we may use the reserves during years of poor harvests".
 The experts suggested
- 7- They didn't find any food.
 They found

Item 7: Select the most appropriate words or phrases to fill in the gaps: Don't copy the sentences.

- 1- Famine is the (more – less – most) dreadful disaster our country had ever known.
- 2- Drought is as disastrous (than – as – that) a civil war.
- 3- She's sent foods to the victims (isn't – wasn't – hasn't) she?
- 4- Where there is a disaster, very (a few – little – few) people stay in the devastated area.
- 5- The more you grow foods, (the best – the most – the better) it will be.
- 6- They went (farther – further – far) than the others to find food.
- 7- Flood is (the less – the least – the most) disastrous of the two natural calamities.
- 8- These people depended (in – at – on – with) the help of the relief services.
- 9- This place grows (up – at – into – for) a desert because they cut down all the trees.
- 10- The western countries couldn't help (see – to see – seeing) people die of starvation.

B- LA PRODUCTION D'UN TEXTE DE TYPE PARTICULIER

Contexte

Il arrive que les aides humanitaires que les pays étrangers envoient aux victimes d'un sinistre, ne soient pas remises à leurs destinataires pour une raison ou pour une autre.

Tâche :

Tu montreras ta capacité à rédiger une lettre adresser à la presse par rapport à la gestion des aides humanitaires en :

- respectant le type du texte,
- construisant des phrases grammaticalement correctes,
- utilisant le vocabulaire adéquat,
- utilisant l'orthographe et la ponctuation appropriées,
- respectant les différentes parties d'une lettre administrative.

Consigne :

Writing :

Write a letter to your local news-paper to suggest what should be done to ensure that the national or international aid reached the people for whom it is intended.

Good Luck!

EPREUVE 9

II- COMPETENCES À EVALUER

- *Compétence disciplinaire n°2 : Réagir de façon précise et appropriée à des messages lus ou entendus.*
- *Compétence disciplinaire n°3 : Produire de façon appropriée des textes de type et fonctions variés.*

III- L'ÉPREUVE

A- LA REACTION A UN TEXT LU

Contexte :

“Dans le soucis de gagner à tout prix, les sportifs de tous ordres ne cessent de consommer de plus en plus des drogues. Ils le font sans se soucier de leur santé.

Tu auras à réagir par rapport à un texte du genre.

Support :

Text : The prices of winning.

1- During sports competitions, there is the saying, "May the best man (or woman) win," or "May the best team win;" But is winning all there is to it? Should individuals, or teams, struggle to win at all costs? Some people believe that taking part in a competition is more important than winning. They believe that individuals should take part in sports for the love of it, as amateurs, without being paid. They do not like the idea of professionals taking part in the Olympic Games, as was the case with the victorious American basketball team in the 1992 Olympics at Barcelona,

Spain. But most people would be amused at such an idea in these modern times, because they know that sports is now considered as big business. More and

more competitors aim to win, no matter the cost. And they expect to be paid in cash and other material benefits.

2- Nations, as well as individuals, consider sport as big business.

They see sport as a means of gaining honour and recognition in the world community. And so they invest a lot of money and resources in preparing for international competitions, especially the Olympic Games and the World Cup Soccer Championships. The price for winning is thus paid in advance, as an investment that is expected to yield dividends. Money and physical resources are not the only investment. Those who want to win must be disciplined and dedicated. They must train for months and years, day after day, sacrificing all else to achieve their goal.

3- While some competitors stop at self-sacrifice as the price for winning, others go further. They run the risk of self-destruction as the price for winning at all costs. They take drugs, steroids to increase their muscle power; stimulants to keep them going for longer periods at a time; analgesics to kill pain. There are other substances as well- for those who need to steady their nerves in marksmanship, or those who desperately need the advantage of rapid loss of weight. There are even substances to mask the presence of other illegal substances that athletes dope themselves with. Such is the determination to ruin body and health for the sake of winning.

4- The abuse of drugs in sports was brought to the attention of the world during the 1984 Olympic Games at Los Angeles, USA. So widespread was the scandal of doping at these games, that they became known as the 'Medicine Olympics'. The 'Medicine' was not used for genuine purposes, but to give athletes an unfair advantage over their competitors. The drug scandal among athletes came to a peak in the 1988 Olympic Games at Seoul, where weightlifters, sprinters and other athletes set records that could only be the result of drug abuse. The 1992 Barcelona Olympic Games was also plagued by drug abuse, although not on the scale of the precious games at Seoul.

5- The rewards for winning are undoubtedly attractive; money, fame and glory, the feeling of being on top of the world. But is it worth the price? For those who are caught, there is shame and disgrace. For those who are not caught, there is still a price to pay-damage to vital organs such as the liver and kidney; damage, too, to their personalities in the form of mean and aggressive behaviour. In the long run, there is a penalty for cheating in the way in which it adversely affects an individual's character. In extreme cases, athletes have been known to get heart attack or commit suicide because they are unable to keep up with the pressure and demands of winning all the time.

From: Complete Focus English for Nigerian Senior Secondary Schools. Page 217.

Tâche:

Après avoir lu le texte, tu montreras que tu l'as compris en:

- reconnaissant les détails du texte,
- répondant aux questions sur le texte,
- complétant des phrases par des informations du texte,
- trouvant des antonymes dans le texte,
- choisissant le mot correct entre parenthèses,
- reformulant des phrases de façon autonome.

Consignes :

Item 1: Write "True" or "False" for these statements.

- 1- Most of the competitors want to lose at all cost.
- 2- People consider sport as a means of getting honor and fame worldwide.
- 3- The Olympic Games and the World Cup Soccer Championships don't require many human.
- 4- Discipline and dedication are parts of the investment from the competitors.
- 5- Self – sacrifice and self – destruction are imposed on the competitors.
- 6- Competitors take drugs to stimulate their physical power.
- 7- The abuse of drugs in sports is unknown to the world.
- 8- Heart-attack is not a instance of self – destruction.

Item 2: Answer these questions on the text.

- 1- Why do people invest a lot of money in preparing for competition?
- 2- What aspects of lifestyle can affect competitors' health?
- 3- Which city is mostly affected by the abuse of drugs during Olympic Games?

Item 3: Find in the text words or groups of words to complete these sentences.

- 1- Participation in a is more important than winning.
- 2- People pay in cash and other material benefits.

- 3- In order to be successful, individuals must pay in the price for winning.
- 4- Some mask the presence of other illegal substances used by athletes.
- 5- Shame and disgrace are the for those who are caught.

Item 4: Find in the text the opposites of following words or groups of words.

- 1- to lose (paragraph 1)
- 2- on credit (paragraph 1)
- 3- to miss (paragraph 2)
- 4- offers (paragraph 5)
- 5- fake (paragraph 4)
- 6- a reward (paragraph 5).

Item 5: Choose the most suitable word from the brackets to complete each of the sentences. Do not copy the sentences.

- 1- The investigators want to know the reason competitors dope themselves (why ; when ; for why).
- 2- there in risk of self-destruction, some competitors continue to take drugs. (despite ; although ; but)
- 3- we athletes, we wouldn't go further in doping ourselves. (are ; did be ; were)
- 4- Weightlifters had no limit in drug addiction? (had they ; hadn't they ; did they)
- 5- In 1992, sprinters to set their records very high. (pledged ; plagued ; plugged)
- 6- There were only people who won genuinely.
(few ; a little ; a few)
- 7- A competitor gave his job as he was caught.
(over ; up ; down)
- 8- We don't want drug. (some ; no ; any)
- 9- People are using drugs instead playing fair. (of ; off ; to)

10-..... dangerous the substances are, people go on taking them. (Till ; however ; yet)

Item 6: Use the prompts given to rephrase these sentences.

- 1- "Eto'O is believed to be a striker".
✓ They -----
- 2- "Let's reorganize our Olympic Games".
✓ Drogba suggested -----
- 3- "It is a pity! Athletes overused drugs".
✓ I wish -----
- 4- "How greedy the competitors are!"
✓ The author exclaimed -----.
- 5- What a pity! Competitors indulge in drugs.
✓ I wish -----
- 6- If Andrew had known, he wouldn't have taken stimulants.
✓ Had -----
- 7- His blood pressure has never been considered.
✓ Nobody -----
- 8- Seoul organized the Olympic Games in 1988.
✓ It is -----
- 9- Why don't you train to achieve your goal?
✓ You ought -----

B- LA PRODUCTION D'UN TEXTE DE TYPE PARTICULIER

Contexte

De nos jours, la jeunesse est exposée à plusieurs problèmes tels que les maladies sexuellement transmissibles et la drogue. Ici, tu vas rédiger un texte qui parle de l'usage de la drogue par les jeunes gens.

Tâche : Tu montreras ta capacité à écrire un texte explicatif sur les causes et les conséquences de l'abus de la drogue en :

- respectant le contexte et la logique interne du texte,
- utilisant le vocabulaire et une orthographe appropriés,
- formant les phrases grammaticalement correctes et cohérentes,
- utilisant une ponctuation convenable.

Consigne :

Writing: The abuse of drugs: many young men today have problems of drug addiction. In a few lines, write about the causes and the consequences of drug addiction. (Not more than 20 lines)

EPREUVE 10

CD₂ : La réaction à un texte lu
La production d'un texte de type particulier

CD₃ :

I- **L'ÉPREUVE**

A- LA REACTION A UN TEXTE LU

Contexte :

Dans l'optique de favoriser l'intégration entre enfants de races différentes, certaines écoles aux Etats Unis ont décidé de mettre ensemble Blancs et Noires. Cette intégration permet aux enfants de savoir accepter l'autre avec sa différence. Ici tu auras à réagir par rapport à une étude menée dans ces écoles.

SUPPORT

TEXT:

1-A considerable number of studies have shown how the social environment of schools affects the attitudes of students from one racial group toward students of other racial groups. Over the past 15 years, research in developmental psychology has recognized the social and developmental benefits of intergroup contact that results from school integration and has examined prejudice, and exclusion attitudes in childhood.

2-These comprehensive educational studies conclude that a racially integrated student body is necessary to obtain inter-racial understanding, which may lead to a reduction of harmful stereotypes and unfairness. Racially segregated schools deprive students of these learning opportunities and the available evidence indicates that indirect programs that merely emphasize the transmission of information about other groups but are not able to utilize intergroup contact have little impact on actually changing the behavior of students.

3-Ten Recent findings from a survey of high school juniors and seniors in seven major school districts across the nation show that white students value interracial

experiences and report that their racially integrated schools better prepared them to work and participate in public life in their multiracial communities. Additionally, students of all racial groups in integrated schools felt higher comfort levels with members of racial groups different from their own when compared with students in segregated schools. For example, white students in integrated settings have been found to exhibit more racial tolerance and less fear of their black peers over time than their segregated peers.

4-Teachers believe that building respect for people of other races and cultures is one of the most important goals of education. Many teachers with everyday experience in racially diverse schools believe in the benefits of racial diversity for student learning and as an experience that fosters productive, economic, and civic participation in U.S. society. They also state that these benefits are difficult to accomplish in single-race classrooms. Virtually all teachers (and about 90% of students) in a recent survey stated that it was important for students of different races and ethnicities to interact, although far fewer believed that this was currently happening in their schools.

5- Children become aware of racial and ethnic group differences from very young ages, and their developing views of different groups are affected and shaped by others within their social worlds. Because stereotypes can become deeply fixed as children become adults, early social interactions are important to promote tolerance and reduce prejudice. Collectively these findings suggest that contact among youth from different racial groups promotes positive intergroup attitudes, and such positive outcomes become stronger when optimal intergroup conditions are established in the school environment. Racially diverse schools can be structured in ways that make positive outcomes more likely to occur.

UNPUBLISHED

Tâche :Après avoir lu le texte ci- dessus, tu montreras que tu l'as compris en :
-reconnaissant les détails du texte ;
répondant aux questions de façon approfondie ;
-manifestant ta maîtrise du vocabulaire du texte ;
-manifestant ta maîtrise de la grammaire du texte ;
-reformulant des passages de façon autonome ;
- traduisant un passage du texte en français

NB : Tu traiteras les items sur le texte en Anglais

Consignes:

ITEM 1: Say whether these statements are true or false (Use the numbers and the correct answers only)

- 1- School integration has a positive impact on children's attitudes, whatever their racial groups.
- 2- In the racially segregated schools students do not get rid of the prejudice towards other groups.
- 3- White students who attend racially integrated schools are not ready to work for public life in their multiracial communities.
- 4- 4- For the teachers, the main objective of education is to bring students to have more esteem for people of other races.
- 5- The earlier children learn to live together and interact with people of different racial group, the more tolerant they become when they are adult.

ITEM 2: Answer these questions on the text.

- 1- Which advantages do people draw from the racial integration schools?
- 2- What major differences are there between the racially integrated schools and the racially segregated schools?
- 3- How did students from integrated schools feel with members of other racial groups?
- 4- Why do people choose to educate only children in the racially integrated schools?

ITEM 3: Find in the text words or expressions having the same or almost the same meaning as:

- | | | |
|------------------|---------------|---------------|
| 1- Investigation | | (paragraph 1) |
| 2- Injustice | (Paragraph 2) | 3- |
| Proof | (Paragraph 2) | 4- |
| Open-mindedness | | (paragraph 3) |
| 5- Conscious | (paragraph 5) | |

ITEM 4: Supply the correct tenses of the verbs within brackets.

- 1- John (to attend) an integrated school for eight years now.
- 2- By next July, I (to carry out) my research on ethnic conflict in the continent.
- 3- In the 1960s, King wishes the US government (to give) Blacks the right to vote.
- 4- In former days, White people (not to build) respect for Blacks in the U.S.A.

5- It was high time children (to become) aware of racial differences from very young ages.

ITEM 5: *Rephrase the following sentences using the prompt given (Do not change their meaning)*

1- Hey built a racial integration school in Virginia, a century ago.
• It's.....

2- Racially segregated schools deprive students of the good learning opportunities.

• I wish.....

3- They became more tolerant as soon as they started attending the integration schools.

• No sooner.....

4- White students in integrated settings have been found to exhibit more racial tolerance

• People

5- White students will be less racist if they attend integrated schools in their early age.

• Unless.....

ITEM6: *Use the appropriate relative pronouns to fill in the gaps*

1- Virginia is a town in USA.....racial segregation reached its highest peak.

2- White peoplechildren attend integrated schools should be very proud.

3- Having a peaceful interracial society is Martin Luther King dreamt of

4- Rosa Parks was the courageous woman allowed African-Americans to start the boycott of buses.

5- Nobody can remember the civil rights movement started.

ITEM7: *Translate this passage from the text into French.*

From: Children become aware..... **down to**..... in the school environment.(in paragraph 5)

B- LA PRODUCTION D'UN TEXTE DE TYPE PARTICULIER

Contexte _____ Tu as constaté que dans ton établissement certains élèves ont tendance à développer des comportements régionalistes et de haine ethnique. Dans une argumentation cohérente tu montreras la nécessité de lutter contre ce fléau et de promouvoir la tolérance

Tâche :

Tu montreras ta compétence à produire un texte argumentatif en :

- respectant le contexte ;
- respectant le vocabulaire ;
- respectant la logique interne du texte ;
- construisant des phrases grammaticalement correctes ;
- utilisant l'orthographe et la ponctuation appropriées.

Consigne In your school some students sometimes discriminate against their classmates because of their ethnic group. Write an argumentative text to show how important it is to prevent ethnic conflicts and promote tolerance in our countries.

EPREUVE 11

II- COMPETENCES A EVALUER

CD n°2 : Réagir de façon précise et appropriée à des messages lus ou entendus.

CD n°3 : Produire de façon appropriée des textes de type et fonctions variés.

III- L'EPREUVE

A- LA RÉACTION À UN TEXTE LU

Contexte :

Au lieu que les peuples du monde s'unissent pour bâtir un monde de paix, une réelle famille, ils ne font que s'entretuer. Les guerres entre pays frères ou entre frères leaders d'un même pays, la haine raciale, tribale, ethnique, la discrimination et autres sont des sources de tensions qui freinent l'idéal de la vraie famille que devrait être le monde. Ici, tu auras à réagir par rapport à un texte portant sur une conférence mondiale contre le racisme, la discrimination et la xénophobie.

Support : Le texte ci-dessous.

Text : World conference against racism, racial discrimination, xenophobia and related intolerance in Durban, South Africa.

- 1- Yesterday, South Africa lost a leader and our brother Thabo a father. May I ask you now to stand and observe a moment of silence? Every one of us must feel the symbolism of this moment. For decades the name of this country was

synonymous with racism in its vilest form. But today, Mr. President, you and your fellow citizens have transformed its meaning.

- 2- Where else, my friends, could we hold this conference? Who could teach us how to overcome racism, discrimination and intolerance, if not the people of this country? We salute you. We salute your leadership, Mr. President. We salute the heroic movement that you represent. We salute Madiba whose absence today we all regret, but whose presence, in a more profound sense, we all feel. We salute the memory of all who struggled for justice and freedom in this country: from Mohandas Gandhi to Oliver Tambo; from Steve Biko to Ruth. First and of course, Govan Mbéki, for whom we are all in mourning today.
- 3- We also recognize the courage of F. Wde Klerk, who faced up to the inevitable and persuaded his own people to accept it. But indeed, not to celebrate. We are here to share experiences, perspectives and assessments.
- 4- One thing we can celebrate is the fact that racism is now universally condemned. Yet in many places people are maltreated and denied protection on the grounds that they are not citizens but unwanted immigrants. Yet often they have come to a new country to do work that is badly needed, or are present not by choice but as refugees from persecution in their own country. Such people have a special need for protection, and are entitled to it.
- 5- This conference has been exceptionally difficult to prepare, because the issues are not the ones where consensus is easily found.

Friends, this conference is a test of our international community of its will to unite, on a topic of central importance, in people's lives. Let us not fail this test. The build-up to this conference has prompted an extraordinary mobilization of civil society in many countries. It has raised expectations which we must not disappoint [...].

Adapted from Kofi ANNAN, UN Secretary's speech made on August 31st 2001 in Durban South Africa.

NB: This text is a part of the speech which was delivered at the funeral of Thabo M'Beki's father.

Tâche: Après avoir lu le texte ci-dessus, tu montreras que tu l'as compris en:

- reconnaissant des détails du texte,
- répondant aux questions sur le texte,
- manifestant ta maîtrise de la grammaire du texte,
- reformulant des passages du texte de façon autonome,
- mettant les mots entre parenthèses à leur forme correcte,

- traduisant un paragraphe du texte.

Consignes :

Item 1 : Say whether these statements are True or False according to the text. Write down numbers and answers only.

- 1- The conference took place because Thabo M'Beki was dead.
- 2- President Thabo M'Beki lost his father the day before the conference.
- 3- Racism is now condemned everywhere in the world.
- 4- Mohandas Gandhi, Oliver Tambo and Govan M'Beki struggled for justice in South Africa.
- 5- The participants congratulated F. W de Klerk.
- 6- The conference hasn't been easy to prepare.

Item 2: Answer the following questions on the text.

- 1- What was the conference about? Where was it held?
- 2- Who made this speech? What thing did he invite the participants to celebrate?
- 3- Why has that conference been exceptionally difficult to prepare?

Item 3: Find in the text words or phrases having the same or almost the same meaning as the following.

- 1- Period of ten years (paragraph 1)
- 2- fought (paragraph 2)
- 3- Convinced (paragraph 3)
- 4- People fleeing their countries because of violence or war. (paragraph 4)
- 5- Hopes (paragraph 5).

Item 4: Put the verbs in brackets in their correct tense and form.

- 1- Madiba (to die) eleven years ago.
- 2- Madiba (to fight) for justice in South Africa before he disappeared.
- 3- These days there (to be) peace in South Africa.

- 4- Hadn't Mohandas Ghandi, Oliver Tambo, Steve Biko and Ruth struggled for justice there (not to be) peace in South Africa.
- 5- South African people had better (to promote) tolerance.
- 6- The participants of the conference wish refugees (not to be) maltreated.

Item 5: *Rephrase the following sentences. Use the prompts given. Don't change their meaning.*

- 1- South Africa had never held such a conference before.
 - It was -----
- 2- The participants observed a moment of silence and then started the conference.
 - Before they -----
- 3- South Africans should accept refugees.
 - It is high time -----
- 4- The participants would like the international community to pacify Africa in the coming years.
 - The participants wish -----
- 5- There won't be peace in South Africa if the citizens of this country don't promote tolerance.
 - Unless -----

Item 6: *Use the correct forms of the words in brackets. Don't copy the sentences.*

- 1- (Race) discrimination is an absurdity.
- 2- The (hate) of Hitler for the Jewish people brought to their extermination.
- 3- Refugees need special (protect) from the government of the country where they live.
- 4- (Tolerate) is the only sure way to challenge racism all over the world.
- 5- The conference was promoting (unite) among people all over the world.

Item 7: *Translation*

Translate the first paragraph of the text into French.

B- LA PRODUCTION D'UN TEXTE DE TYPE PARTICULIER

Contexte :

Dans ton village ou quartier de ville, plusieurs personnes adoptent des comportements de haine ethnique et tribale etc. Tu produiras un texte dans lequel tu donneras les voies et moyens pour réduire l'intolérance ethnique et tribale afin de bâtir un monde de paix.

Tâche : Tu montreras ta compétence à produire un discours cohérent en :

- respectant le contexte,
- respectant la logique interne du texte,
- construisant des phrases grammaticalement correctes,
- utilisant l'orthographe et la ponctuation appropriées.

Consignes :

Nowadays the world is facing many tensions due to ethnic or tribal considerations. In a well-organised composition (introduction, body and conclusion) give the causes of the tensions and suggest solutions to put an end to them.

(Not more than 20 lines)

EPREUVE 12

II- COMPETENCES A EVALUER

- ❖ C D N°2 : Réagir de façon précise et appropriée à des messages lus et entendus.
- ❖ C D N° 3 : Produire de façon appropriée des textes de type et de fonction variés.

III-L'EPREUVE

A- LA REACTION A UN TEXT LU

Contexte :

Notre santé dépend en grande partie de la vie, du style de vie que nous menons sur cette terre. Tu auras donc à réagir face à un texte qui met en exergue le lien qui existe entre notre style de vie et notre santé.

Support

Text: Lifestyles and Health

1-The evidence for the importance of healthy lifestyles is now overwhelming. New research conducted in Iran shows that lifestyle changes in diet and levels of physical activity improve the health of entire communities. Results of the research have appeared in the January issue of the Bulletin of the World Health Organization.

2-In the research project -- called "A Healthy Heart" -- mass media was used to educate people about healthy nutrition, food labels, the introduction of half portions in fast food restaurants and healthy snacks in schools. To encourage people to undertake physical

activity, the government announced automobile-free days and built bicycle lanes in cities. Smoking was banned in the workplace.

3-Diet, physical activity and smoking behaviour were assessed annually for four years in the intervention areas and for three years in the control area. Changes were most notable in the diet of the research participants. In one area, 14% of participants had a healthy diet at the beginning of the study. This increased to 30% after four years. Time spent on leisurely physical activity increased from 81 minutes to 181 minutes per week. Smoking declined but not significantly.

4-Dr Tim Armstrong from the WHO Department of Chronic Diseases and Health Promotion tells us how a healthy lifestyle makes a difference.

Dr Tim Armstrong: Non-communicable diseases such as cancer, cardiovascular disease and diabetes account for 35 million deaths each year. This is 60% of all deaths. And these diseases have common risk factors: tobacco use, inappropriate diet and physical inactivity. By avoiding these risk factors in the first place, by preventing the risk factors, we can prevent the majority of deaths due to those diseases.

5-Veronica Riemer: We know that lifestyle-related chronic diseases are placing an increasing burden on health systems around the world. Can a small change in behaviour

such as diet, or physical exercise, really make a difference to an individual's health?

6-Dr Tim Armstrong: Certainly we believe that prevention is the best answer to the problem. We can prevent these diseases by small changes in people's behaviour. For example, 30 minutes of moderate physical activity each day, that is the equivalent of a brisk walk, can reduce your risk of a heart attack by up to 50%. Increasing your fruit and vegetable consumption can reduce your risk of colon cancer by up to 50%. So these changes are real, they are achievable. What we as WHO, and of course governments are encouraged to do, is to create the policies and the environment for people to be able to make these small choices. The health benefits are there, they are real, they are measured and they are cost-effective...

From: *WHO podcast episodes 2009, Podcast@who.int.*

Tâche : Après avoir lu ce texte, tu montreras que tu l'as compris en :

- Reconnaisant les détails du texte,
- Répondant aux questions du texte,

- Manifestant ta maîtrise du vocabulaire,
- Manifestant ta maîtrise de la grammaire.
- Traduisant un paragraphe du texte,

CONSIGNES

Item 1: Write Right or Wrong for these statements(2×5=10 pts)

- 1- The text is about the importance of war in Iran.
- 2- According to a research project called “A Healthy Heart”, mass media was used to educate people about healthy nutrition.
- 3- Diet, physical activity and smoking behaviour were never assessed annually.
- 4- According to that research work, time spent on leisurely physical activity decreased from 81 to 181 minutes per week.
- 5- According to Dr Tim Armstrong from the WHO, a healthy lifestyle makes a difference.

Item 2: Answer these questions on the text (2×5=10 pts)

- 1- What did the government of Iran do to encourage people to undertake physical activity?
- 2- What are the notable changes that occurred in the diet of the research participants? Name them.
- 3- How many people die from the Noncommunicable diseases each year?
- 4- Can a small change in behaviour such as diet or physical exercise bring positive and noticeable changes in people life?
- 5- According to Dr Tim Armstrong, what should we do to prevent these Noncommunicable diseases?

Item 3: Find in the text words or phrases having the same or almost the same meaning as: (2×5=10 pts)

- 1- The facts, signs or objects that make you believe that something is true. (paragraph 1)
- 2- Small meal or amount of food usually eaten in a hurry. (paragraph 2)
- 3- Deserving to be noticed or to receive attention. (paragraph 3)
- 4- Food that you eat and drink regularly. (paragraph 5)
- 5- Food containing minerals. (paragraph 6)

Item 4: Fill in the blanks with the correct question tag(2×5=10 pts)

- 1- According to Dr Tim Armstrong, prevention is better than cure,.....?

- 2- You should ask for advice for your family,.....?
- 3- The annual evaluation reveals notable changes,....?
- 4- Brisk walks can hardly reduce your risk of a heart attack,.....?
- 5- Let's pay our medical,.....?

Item 5: Fill in the blanks with: (yet, who, if, whereas, despite). (2x5=10 pts)

- 1- Many souls still die from the Noncommunicable diseases the substantial progresses of medicine.
- 2- People will continue dying blindly they are not more and more sensitized about the causes of the diseases.
- 3- **Veronica** is observing a diet, she is getting fatter and fatter.
- 4- **Dr Tim** is playing football **Veronica** prefers playing handball.
- 5- No matteryou are, sport is important for you.

Item 6: Ask questions based on the underlined words. (2x5=10 pts)

- 1- We can prevent the majority of deaths.
- 2- Fruit consumption can reduce your risk of heart disease owing to its potential in vitamins.
- 3- Results of the research have appeared in January.
- 4- The government announced automobile-free days in cities.
- 5- Smoking was banned in the workplace.

Item 7: Translate the 2nd paragraph of the text into French. (10 pts)

B- PRODUCTION D'UN TEXTE DE TYPE PARTICULIER.

Contexte : De nos jours, on note une inondation des modes étrangères, surtout celles américaine et européenne dans nos différents Etats. Ici, tu auras donc à écrire un paragraphe sur la mode : ses avantages et ses inconvénients.

Tâche : Tu montreras ta compétence à argumenter en Anglais en :

- respectant le contexte,
- construisant des phrases grammaticalement correctes,
- utilisant le vocabulaire adéquat.

Consigne: What are the advantages and disadvantages of fashion?

EPREUVE 13

II- COMPETENCES À EVALUER

- CD n°2 : Réagir de façon précise et appropriée à des messages lus ou entendus.
- CD n°3 : Produire de façon appropriée des textes de type et fonctions variés.

III- L'ÉPREUVE

A- LA REACTION A UN TEXTE LU

Contexte :

Certaines situations peuvent pousser l'être humain à adopter un nouveau style de vie. Tu découvriras ici l'histoire d'un jeune qui t'intéressera sûrement.

Support :

TEXT : Singing.

- 1- I got the idea of making an audio cassette where I sing a little of what I feel. A tape for myself, which is kind of a way of transmitting the message.
- 2- My singing name is Tapé Bi. I'm something of a symbol for the fight against AIDS in the Ivory Coast because I did not wait long to express myself openly; I felt it was time someone did so. I wanted to show that you can live with AIDS, that life is possible and that you are still a man who has rights, honor and all your dignity. I think I managed to do so. My family and friends now accept me as I am, in fact I am accepted everywhere. So I think the first objective has been reached: the objective of demystifying AIDS a little, because it has not been very easy. At first I was rejected, everyone tended to avoid me and I took it all

philosophically. I told myself I had to approach them in order to explain what AIDS is to them, what it means to be infected. I had to explain that AIDS doesn't just happen to others, and that is how I approached those friends who wanted me to talk to them.

- 3- Despite the fact that I am infected, I take great pleasure in carrying on living. Actually, I am living life to the full. I don't believe in moping all alone, because even though I have HIV in my veins, you cannot feel it on every street corner! It's not stamped on my back; it does not stop me from having a great time! I live, I have fun. I think I am looking on the bright side of life. I have to say that life is a priceless treasure; you have to look after your own life and everyone must become aware of this. I ask everyone to realize that it is not enough to simply know about the different ways of being contaminated by AIDS, you have to feel concerned, you have to bring your own little contribution to the fight against AIDS, I think we will have given humanity something positive. We have to fight, we have to live positively. For me, living possibility means knowing who you are and what you've got, but still living in spite of everything. What I am sure of is that everyone will die one day.

Eddy from Ivory Coast

Tâche: Après avoir lu le texte, tu montreras que tu l'as compris en:

- reconnaissant les détails du texte ;
- répondant aux questions posées sur le texte ;
- complétant des phrases avec des informations du texte ;
- montrant ta compréhension du vocabulaire du texte ;
- mettant les verbes entre parenthèses aux temps et la forme correcte
- reformulant des phrases de façon autonome ;
- choisissant le mot juste de la parenthèse.

Consignes :

Item 1 : Write "Right" or "Wrong" for each statement.

- 1- The author talked about himself in his audio cassette.
- 2- The author wanted to show that life was impossible with people living with AIDS.
- 3- The author hasn't been accepted easily in his living place.
- 4- The author fought to make himself accepted.
- 5- HIV infection prevented the author from having a great time.

6- For the author, living positively means showing that you are different from your neighbors.

Item 2: Answer these questions on the text.

- 1- What's wrong with Tapé Bi?
- 2- What was the first objective reached by the author?
- 3- Is it sufficient to know the different ways of being contaminated by AIDS according to the author? Why or why not?
- 4- What is living positively according to the author?

Item 3: Complete the sentences with information from the text.

- 1- The author real name is -----
- 2- Tapé Bi made an audio cassette to express -----
- 3- The author showed that an HIV positive status still has -----, ----- and his -----.
- 4- Firstly, the author was respected by everybody and he -----.
- 5- Although he is infected, the author takes -----.

Item 4: Find in the text the synonyms of these words.

- 1- Information (paragraph 1)
- 2- battle (paragraph 2)
- 3- goal (paragraph 2)
- 4- take care of (paragraph 3)
- 5- disappear (paragraph 3)

Item 5: Put the verbs in brackets into the correct tense and form.

- 1- It is high time HIV-positive status (to change) their lifestyle.
- 2- Tapé Bi wanted everybody (to respect) people living with HIV.
- 3- Why not (to accept) HIV-positive status?
- 4- By the coming years, people (to realise) the importance of respecting carriers.
- 5- Tapé Bi got his message (to know) to people around him.

Item 6: Rephrase the following sentences. Don't change the meaning.

- 1- Tapé Bi made an audio cassette and people understood his message.
* If -----
- 2- He was infected all the same he took great pleasure in carrying on living.
* Although -----
- 3- Many people accepted him because of his songs.
* Owing to -----
- 4- The author was infected yet he was still alive.
* In spite of his -----
- 5- The author's family didn't support him, his friends didn't either.
* Neither -----

Item 7: Choose the correct answers to complete each sentences.

- 1- The author has reached his first (fight, goal, disease) by singing.
- 2- The members of my family and friends accepted me (didn't we, didn't them, didn't they)?
- 3- The author had to approach people (because, so as to, for fear of) explain what AIDS is to them.
- 4- Living positively means knowing who you are (aren't you, doesn't it, don't you).
- 5- Tapé Bi is one of HIV positive status (who, whose, which) family rejected them.

B- PRODUCTION D'UN TEXTE DE TYPE PARTICULIER.

Contexte :

Bien qu'il ait beaucoup de tapages autour du mal du siècle qu'est le SIDA, beaucoup de personnes continuent d'ignorer le danger. Tu es indigné et tu as décidé d'écrire une lettre au journal de ta localité pour une fois de plus attirer l'attention des populations sur le danger que représente le VIH-SIDA.

Tâche : Tu montreras ta compétence à écrire une lettre à un journal en :

- respectant le contexte,

- suivant le plan d'une lettre officielle,
- formulant des phrases significatives et grammaticalement correctes,
- utilisant une ponctuation et une orthographe appropriées.

Consigne

AIDS is becoming the leading cause of deaths in the world. This worried you and you decide to write a letter to a newspaper in which you will suggest what could be done to stop the spread of AIDS after giving the main routes of this deadly disease.

EPREUVE 14

I- Compétence à évaluer

CD n°2 : Réagir de façon précise et appropriée à des messages lus ou entendus.

CD n°3 : Produire de façon appropriée des textes de types et de fonction variés.

II- L'Epreuve

A- La réaction à un texte lu.

Contexte :

Très fréquemment, des désastres naturels tels que l'inondation, les tremblements de terre, les tempêtes, les séismes...surviennent dans la vie des hommes. Pour cela, la communauté internationale se mobilise de façon prompte pour faire face aux effets néfastes de ces catastrophes. Ici, tu auras à réagir à un texte portant sur les désastres naturels.

Support :

Text: Natural disasters.

- 1- Natural disasters are often frightening and difficult for us to understand, because we have no control over them when and where they happen. What we can control is how prepared we are as communities and governments to deal with that danger the natural disasters bring.
- 2- Places that are more likely to have natural disasters, such as the earthquake-prone Pacific Ring of Fire, or Coastal areas vulnerable to hurricanes, require accurate methods of predicting disaster and warning the public quickly. Once the people have been informed, evacuation routes must be provided so that they can all leave

quickly and safely, even if they travel on foot. Emergency warnings and evacuation plan are not enough, though. Where there is a high risk of earthquakes, building needs to be strong and flexible enough to survive a quake without collapsing. Where hurricanes and flooding are problem, levees and dams must be strong enough to hold floodwaters, and natural drainage systems must be responsible for most of the destruction and flooding in New Orleans after Hurricane Katrina in 2005. It was the poor planning of evacuation routes and assistance for those trapped by the flooding that resulted in the many tragic fatalities.

- 3- People need to be educated on the risk in their area, and what to do when a disaster strikes. After a disaster, even if no one has died, there is a lot of damage to people's homes, farms and workplaces that must be repaired. This takes a lot of time and money to fix, and a country damaged by a disaster usually needs a large amount of international help to get better. Donated food, clothing, medicine and experienced professionals are all important when there is a disaster, but when the emergency is over it can take years to rebuild and make sure that future disasters can be managed. The boxing-day tsunami which devastated Indonesia and the 2005 earthquake in Kashmir, Pakistan were both natural disasters whose effects were made worse by underdeveloped infrastructure and widespread poverty. Tsunamis earth quakes, Hurricanes or any natural disaster can't be avoided, but with good preparation and well-organized help after the fact, it is possible to survive and go back to normal life afterwards.

Natural Disasters-Global Issues.

Issues. Tigweb. Org/disasters

Not:

Levee: special wall to stop river flooding

Hurricane: tempête, vent violent.

Tâche:

Après avoir lu le texte ci-dessus, tu montreras que tu l'as compris en :

- Reconnaissant les détails du texte,
- Faisant les appréciations personnelles sur le texte,
- Manifestant ta maîtrise du vocabulaire du texte,
- Reformulant des phrases de façon autonome,
- Complétant des mots par des suffixes appropriés,
- Posant des questions sur les mots soulignés,
- Traduisant un passage du texte.

Consigne

Item 1: Write "true" or "false" for these statements according to the text

1. It is possible to reduce some consequences or dangers that natural disasters bring.
2. Emergency warning and evacuation are sufficient to face natural disasters.
3. There was enough destruction in New Orleans in 2005 because the levee and drainage were very strong.
4. Losses on human lives are not the only damage of natural disasters.
5. Good preparation and well-organised help are necessary to go back to an abnormal life afterwards.

Item 2: Answer these following questions based on the text.

1. Why are natural disasters difficult to understand?
2. Apart from emergency warning and evacuations plans, what should be done to face natural disaster successfully?
3. What kind of aid do international help give a country damaged by a disaster?

Item 3: The words in column A are in the text. Match them with their equivalents in column B. Write the numbers and answers only.

Column A	Column B
1- Disaster	a- Misery
2- Poverty	b- Hits
3- Emergency	c- Accountable for
4- Responsible	d- Capable of being wounded
5- Strikes	e- Catastrophe
6- vulnerable	f- Urgent need

Item 4 : Translate into French (in the 3rd paragraph)

From: "People need to be educated.....Down to:.....help to get better"

Item 5: Rewrite the following sentence using the prompts given. Don't their meanings

1. Some rich people will assist the victims of natural disasters.
 - The victims of disaster.....
2. Despite their poverty, some people are used to helping the disabled.
 - Although some people.....

3. How many days did it take the soldiers to evacuate the victims?
 - The journalist asked the author.....
4. The International community helped because there was emergency.
 - If there.....
5. It is a pity that Boxing Day Tsunami devastated Indonesia.
 - The author wishes.....

Item 6: Complete the underlined words with the appropriate suffix. Write down the number and the new word only.

Liste of suffix: "hood, ness, ish, ment, ly".

1. Local victims are always friend.....to relief service.
2. Neighbouris very important to cope with some problems.
3. How could they be so fool.....to build their houses near the flooding?
4. Careless.....accounts for most disastrous events.
5. An international agree.....is necessary to solve the problem of victims.

Item 7: Ask question based on the underlined words.

1. Natural disasters are often frightening and difficult for people to understand.
2. International organizations help the people in danger.
3. The evacuation of victims took six hours.
4. Earthquake occurred in Haïti in 2010.
5. People moved from the emergency place on foot.

B- Production d'un texte de type particulier

Contexte : Les catastrophes naturelles surviennent chaque année un peu partout dans le monde. Parmi ces catastrophes nous avons : les inondations, les tremblements de terre, les tempêtes, les séismes....

Le cas le plus fréquent auquel notre pays est confronté chaque année est l'inondation. Ici, tu es invité (e) à parler des conséquences de l'inondation et des propositions de solutions pour assister les victimes.

Tâche : Tu montreras ta compétence à produire un texte en Anglais.

- Respectant le type et sa logique,
- Construisant des phrases grammaticalement,
- Utilisant le vocabulaire, l'orthographe et la ponctuation appropriés.

Consigne

After stating the consequence/dangers caused by flood/flooding, suggest some solution that can be taken.

Good Luck!!!

EPREUVE 15

COMPETENCE A EVALUER: Réagir de façon appropriée à un message lu

EPREUVE

Contexte: Notre mode de vie, notre alimentation et l'importance que nous accordons à l'hygiène ont d'impact sur notre santé. Concernant la maladie d'Ebola, dont l'apparition remonte aux années 1970, le contact avec une personne déjà infectée est un facteur primordial.

SUPPORT: le texte ci-après

Text: The Ebola Virus disease

The Ebola Virus causes an acute, serious illness which is often fatal if untreated. Ebola Virus disease first appeared in 1976 in two simultaneous outbreaks, one in Nzara (Sudan) and the other in "Yambuku", in the Democratic Republic of Congo. The latter occurred in a village near the Ebola River, from which the disease takes its name.

The current outbreak in West Africa (first cases notified in March 2014), is the largest most complex Ebola outbreak since the virus was first discovered. There have been more cases of deaths in this outbreak than all others combined. It has also spread between countries starting in Guinea, then spreading across borders to Sierra Leone, Liberia, Nigeria and Senegal. The most severely affected countries are Guinea, Sierra Leone and Liberia. They have very weak health systems, lacking human and infrastructural resources, having only recently emerged from long periods of conflict and instability. On August 8, 2014, the Director General of the World Health

Organisation declared this outbreak a public health emergency of international concern.

To get Ebola, you need to have direct contact with the bodily fluids - such as vomit, urine, or blood - of someone who is already sick and symptomatic. It concretely means that you can get the Virus if you have "direct contact" with a range of bodily fluids from a sick person, including blood, saliva, breast milk, stool, sweat, semen, tears. Direct contact means that these fluids need to get into your broken skin (such as a wound) or touch your mucous membranes (mouth, nose, eyes, vagina). Of course, the sick person has to be far enough along in the illness - with enough virus in the bloodstream - to successfully transmit the disease. Then you can catch Ebola by kissing or sharing food with a person who is infected. Mothers with Ebola can give the disease to their babies. Ebola spreads through breastfeeding even after recovery from the disease. Breastfeeding mothers who survive should find alternative means of feeding their kids.

Tâche: Après avoir lu le texte, tu montreras que tu l'as compris en :

- Ecrivant "*True*" ou "*False*" selon que les déclarations sont vraies ou fausses;
- Complétant les phrases à l'aide d'informations (groupes de mots) appropriées;
- Reconnaisant les mots ou expressions expliqués;
- Transformant une déclaration en exclamations;
- Reformulant les phrases selon les directives données.

Consignes

Item 1: Write "True" or "False" for each of these statements.

1. The Ebola virus disease cannot be treated.
2. The Ebola virus appeared for the first time in 1976 in Sierra Leone.
3. The name of this disease is the name of a river in Democratic Republic of Congo.
4. The Ebola virus has eventually spread in all West African countries.
5. An injured person in contact with an Ebola Virus patient can contract the disease.

Item 2: Complete each of the following statements with the right piece of information according to the text.

NB: Don't copy the given parts of the statements.

1. Ebola virus disease first appeared ----- years ago in Nzara and in "Yambuku".

2. In "cases of deaths in this outbreak", "this outbreak" refers to -----.
3. The current outbreak in West Africa is described as the largest and most complex Ebola outbreak because----- .
4. Blood, saliva and breast milk are three of the bodily fluids through which a healthy person can ----- .

Item 3: Identify in the text, the words or groups of words explained below.

1. Which happens at exactly the same time (Paragraph 1)
2. Very difficult to deal with (Paragraph 2)
3. Not strong at all (Paragraph 2)
4. Babies / children (Paragraph 3)

Item 4: Turn the following statement into four exclamatory sentences as suggested below.

➤ Ebola and AIDS have killed a very large number of people.

1. What a -----
2. ----- such a -----
3. ----- so -----
4. How -----

Item 5: Rephrase these sentences by using the given prompts.

1. People discovered that virus forty years ago.
 - It is since
2. They have very weak health systems.
 - Their
3. Mothers can transmit the disease to their babies.
 - The disease can
4. They declared this outbreak a public health emergency.
 - This outbreak
5. Ebola disease may be fatal if it is not treated properly.

EPREUVE 16

COMPETENCES A EVALUER

- I- Réagir de façon appropriée à un message lu
- II- Produire de façon appropriée un texte de type particulier

EPREUVE

I- Réaction appropriée à un message lu

Contexte: L'humanité a besoin de certaines personnes spécialement capables d'aider, par médiation, à restaurer la paix partout où elle est menacée. Ces personnes, l'Anglais les appelle "*peacemakers*".

Support: le texte ci-après

Text: Being a peacemaker

1- When you value caring, you are already committed to being a peace maker. Peacemakers show their care for other people. They work to help others show respect and caring. To be a peacemaker, you need to understand the difference between competition and cooperation. When you compete, you are measuring yourself against some standard or another person. When you cooperate, you are working with others toward a goal that is good for everyone involved.

- 2- Using cooperation to resolve conflict is not a series of steps. But it does involve attitudes and behaviours that open communication and help to strengthen everyone involved. Strangely enough, the way you learn to do this is by jumping in and doing it. The key to conflict resolution is getting the idea of winning; losing is out of your head. It just doesn't work. Healthy competition is great, but there is no such thing as healthy competition in conflict resolution.
- 3- The concept of conflict resolution through cooperation must be more than merely a topic for discussion in school. It is a process that really works. You can use it at home, in relation to your friends, and in school. You can help to produce constructive conflict resolution, helping people learn to cooperate and to use the problem-solving process. By acting toward others at home and at school in the way you would act as a result of cooperation (trustful, friendly, open), you can actually create cooperation.
- 4- Sometimes, however, it is impossible to work through a problem, even when you cooperate and use the problem-solving process. Deadlocks, in which nobody will budge, occur when people involved in a conflict can't find a solution that both can agree on. To solve a deadlock, they need a mediator, or somebody who is not involved, to help them look at the problem. Usually, with a mediator, people can agree on a solution. Teens can seek mediation to help undo destructive conflict-resolution tactics and build cooperation.

5- In fact, there are some schools where students are involved in special programs of peer mediation. The mediator becomes the person in the middle between two students who are experiencing conflict. The mediator has been trained to suspend judgment, to be a careful observer and listener, to ask questions, and to respond to both parties involved in the conflict. The mediator tries to resolve the conflict by making use of the problem-solving process. Schools where peer mediation is practised report a good level of cooperation and harmony in their schools because peer mediators have been peacemakers.

- 6- You can't expect world peace if you aren't able to live in peace with your family and friends. Being a peacemaker shows how much you value caring, family, trust, respect and responsibility. What you do today can greatly influence the world you inherit tomorrow!

Tâche: Après avoir lu le texte, tu montreras que tu l'as compris en :

- Choissant un autre titre approprié pour ce texte ;
- Ecrivant "*Right*" ou "*Wrong*" (**et non** "*True*" et "*False*") selon que les déclarations sont justes ou erronées ;
- Reconnaisant les références ;

- Traduisant le passage indiqué de l'anglais en français ;
- Mettant des phrases à la forme négative ;
- Posant les questions ayant trait aux (groupes de) mots soulignés ;
- Reformulant les phrases selon les directives données.

Consignes

Item 1: Choose the most appropriate phrase to suggest another title for the text.

- Showing respect and caring
- Competition and cooperation
- Measuring oneself against some standard
- Conflict resolution through cooperation
- Discussion in class and at home

Item 2: Write "*Right*" or "*Wrong*" for each of these statements.

- 1- Peacemakers need to be good competitors.
- 2- Conflict resolution is a kind of healthy competition.
- 3- The concept of conflict resolution through cooperation is not just a topic for discussion in class.
- 4- A mediator can help to solve a deadlock.
- 5- Our present actions can have an impact on the world of tomorrow.

Item 3: Identify who or what the underlined pronoun refers to in each clause below.

- 1- They work to help others (paragraph 1)
- 2- It does involve attitudes (paragraph 2)
- 3- It is a process that really works (paragraph 3)
- 4- they need a mediator (paragraph 4)

Item 4: Translate into French

From "You can't expect world peace" to "..... you inherit tomorrow!"

Item 5: Turn these sentences into negative form.

- 1- You are already committed to being a peace maker.
- 2- You had better think about losing.
- 3- They have to call a mediator.

Item 6: Ask full questions based on the underlined words.

- 1- Peacemakers show their care for other people.
- 2- They work to help others show respect and caring.
- 3- You can use that strategy both at home and in school.
- 4- He tries to resolve the conflict by making use of the problem-solving process.
- 5- Sometimes, it is impossible to work through a problem.

Item 7: Rephrase these sentences by using the given prompts.

- 1- Mr Oki is committed to being a peace maker but he needs some training.
= Although
- 2- It is a pity that there are so many conflicts in the world.
= I wish.....
- 3- You can't expect world peace if you aren't able to live in peace with your family and friends. = unless.....
- 4- Our current actions can influence the future. = The future.....
- 5- The mediator has been trained for years. = They

II- Production écrite d'un texte de type particulier

Contexte : Certains élèves se mettent en conflit parce que, n'étant pas de la même ethnie, ils ne sont pas prêts à collaborer en harmonie au sein d'un même établissement scolaire. Il faut que l'autorité en soit informée pour prendre les mesures nécessaires.

Tâche : Tu montreras ta compétence à rédiger, en anglais, une lettre administrative concernant un conflit entre élèves, en :

- Disposant correctement les différentes parties de la lettre ;
- Respectant le contexte du début jusqu'à la fin ;
- Respectant les étapes dans le corps de la lettre (avec une très brève description du phénomène et de ses conséquences) ;
- Construisant des phrases grammaticalement correctes et significatives.

Consigne (Sujet)

Write a formal letter to the Regional Education Executive to inform him about a serious ethnic-based conflict among some students of your school, expecting him to come and talk to all the students and warn them against any further conflicts.

Note: - Your name is Ota Sarki and your address is POBox 001 Dunyan.

- The Executive's is Soka Gadous and his official address is POBox 002 Abracom.
- Don't sign the letter, but write the word "signature" where you should sign.

EPREUVE 17

I. COMPETENCES A EVALUER

- Réagir de façon précise et appropriée à des messages lus ou entendus
- Produire de façon appropriée des textes de types et de fonctions variés

II. L'EPREUVE

A. REACTION A UN MESSAGE ECRIT

Contexte :

L'un des défis majeurs auxquels l'homme est confronté dans la société, c'est celui de la maladie.

Support :

Text: The Lassa Fever challenge.

1. Lassa fever is not a new disease, but it has been elevated into public consciousness recently after a dramatic increase in cases in Nigeria. It can be difficult to diagnose – and even harder to treat. There's no effective vaccine against it – and the death rate among reported cases in the west African country has gone up from 1% to an alarming 20%. Lassa fever is a viral haemorrhagic fever that was first described in the 1950s,

and named in 1969 after two missionary nurses died of the disease in the Nigerian town of Lassa. The disease is usually initially spread to people via contact with the saliva, urine or faeces of an infected multimammate rat, a small rodent indigenous to Africa, through eating, drinking or simply handling contaminated objects in the home. Transmission of the disease from person to person occurs through infected bodily fluids, such as blood, saliva, urine or semen – this can happen in the home, or in a healthcare facility. It is not hugely contagious between humans until the worst symptoms occur.

2. Most people who contract Lassa fever will have only mild symptoms – fever, a headache, sore throat and aches – and some will even be asymptomatic. More severe symptoms can include nausea and vomiting, diarrhoea and a rise in temperature, also extreme exhaustion. Some sufferers will experience the haemorrhagic element of the disease and bleed from the nose, mouth and other parts of the body. In non-fatal cases the fever subsides and the patient's condition improves rapidly, although tiredness can persist for several weeks.

3. In the early stages of infection, it's almost impossible to distinguish Lassa fever from common diseases like malaria and typhoid fever. Where possible, a number of tests can be carried out to determine that Lassa fever is present, such as analysis of a blood or tissue sample in a laboratory. There is no single effective vaccine against Lassa fever, though if detected early enough, it can be treated with the antiviral drug Ribavirin. Patients may also require blood transfusions and rehydration. Because a vaccine is yet to be produced, prevention is hugely important. Communities are told to block any hole into which the small multimammate rat can crawl, and to keep their food and drink in rat-proof containers. Avoiding contact with bodily fluids of an infected patient prevents person to person spread.

4. This year the 'Lassa season' has been longer and has generated more cases, including more severe, fatal cases, than usual. Lassa fever usually kills around 15 percent of those who develop severe cases whereas the case fatality rate being reported this year is above 50 percent. Nigeria, which is the traditional source of most Lassa cases, has an ongoing outbreak that has affected 23 states, and which extended to new states in mid-April. The high number of cases reported in Nigeria may be partly due to better preparedness, leading to better detection. Nigeria has learned from Ebola and has built better capacity to detect emerging outbreaks, including raising awareness of disease threats through stronger community engagement. Molecular dating suggests that Lassa virus has been circulating in Nigeria for over a thousand years, and in some other West African countries for hundreds of years. This year, genetic sequencing of the virus causing infections in Togo showed that this virus and one circulating in neighbouring Benin represent a new lineage of the Lassa virus. The virus animal reservoir is a rat species, *Mastomys natalensis* and the Lassa virus is most commonly passed from rats to humans through contact with rat faeces and urine.

www.homebt.com/lifestyles-healthconcerns

/

[www.who.int\(AJ\)](http://www.who.int(AJ))

Critères d'évaluation:

Après avoir lu le texte, tu montreras ton degré de compréhension en:

- reconnaissant certains de ses détails;
- reconnaissant ses idées maitresses;
- reconnaissant son vocabulaire;
- traduisant un extrait de ce texte ;
- manipulant des idées du texte.

Consignes :

Item 1 : Complete the sentences below with the correct words or word groups from the text. Write down numbers and correct answers only.

1. The general public has known about.....only recently.
2. The very first decription of the Lassa fever disease took place in.....
3. People can easily confuse Lassa fever with.....and.....in the early stages.
4. It takes.....and.....analysis to determine that Lassa fever is present.
5. In mid-April, more than.....have been affected by Lassa fever in Nigeria.

Item 2 : Write answers to the following questions.

1. Why was the name Lassa given to the fever ?
2. How do people contract Lassa fever ?
3. List four symptoms of Lassa fever.
4. What should people do to prevent Lassa fever ?

Item 3 : Find out from the text words meaning the same or nearly the same as those below.

1. Greatly (paragraph 1)
2. Showing no sign related to a disease (paragraph 2)
3. Fatigue (paragraph 2)
4. To make a difference (paragraph 3)
5. Serious (paragraph 4)

Item 4 : Translate into French the text excerpt below.

“In the early stages.....prevention is hugely important”
(paragraph 3)

Item 5 : Rephrase these sentences using the prompts given.

1. Lassa fever has been elevated to public consciousness recently.
 - People.....
2. Lassa fever can be difficult to diagnose and harder to treat.
 - Lassa fever.....not only.....
3. "When is an effective vaccine against this terrible disease going to be made ?"
 - The affected communities wondered.....
4. The boy's parents took him to hospital when he caught Lassa fever.
 - No sooner.....
5. Benin authorities should take drastic measures against the spread of Lassa fever in the country.
 - It is high time.....

B. PRODUCTION D'UN TEXTE DE TYPE PARTICULIER

Contexte :

Pour mieux faire face à une maladie, la sensibilisation est d'une importance capitale.

Critères d'évaluation:

Tu montreras ici ta capacité à produire un article de journal en :

- respectant le contexte et le format du texte;
- rédigeant des phrases significatives et grammaticalement correctes;
- respectant la logique interne du texte ; et
- utilisant le vocabulaire, l'orthographe et la ponctuation appropriés.

Consigne :

Writing :

Some parts of Benin have recently been affected by Lassa fever.

Write an article to sensitise your compatriots about the preventive measures to take about that disease.

EPREUVE 18

III. COMPETENCES A EVALUER

- Réagir de façon précise et appropriée à des messages lus ou entendus
- Produire de façon appropriée des textes de types et de fonctions variés

IV. L'EPREUVE

C. REACTION A UN MESSAGE ECRIT

Contexte :

L'être humain n'est pas toujours à l'abri d'événements désagréables dans sa vie.

Support :

Text: Boat accidents on Niger River.

1. Rescue teams, fishermen, navy and police experts were searching on Thursday, February 13, 2019 for 43 people, most from Benin, missing after an overloaded boat bringing them to a market capsized in the Niger River, authorities said. The boat foundered as it was battered by strong winds in Sambera district, southwestern Niger early Wednesday morning, sinking just 200 metres from its destination. "Sixty-two

people are saved and 43 others are missing, judging from the number of shoes that have been recovered," Samera Mayor Oumarou Hassane told AFP. They were aboard a boat travelling from Gori-Beri in Benin to Ouna in Niger, he said. The vessel was transporting a large consignment of cereals and about a hundred traders from Benin and Niger heading to the market in Ouna, Hassane said. In Benin, Moussa Mouhamadou, prefect of the northern district of Alibori, gave a similar death toll. "Sixty-four people were saved," he told Radio Benin. "We discovered about 40 pairs of shoes at the site of the accident, and linked them to the people who are missing." "The survivors went home last night and are well. They are being given medical and psychological support," said Mouhamadou.

2. The Niger River, a popular transport artery in West Africa, broke its banks about two weeks ago, causing major damage to crops. While the flooding has subsided, the river's level remains high. An official of Niger's gendarmerie told public radio that the canoe sank about 200 metres from the jetty. According to Mouhamadou, navy and police members and fishermen on the scene started evacuating survivors directly after the sinking, and divers from the fire brigade in the capital, Cotonou, were expected to join the search on Thursday.

3. Boat capsizes are common on the Niger River. Many are operated by companies that ignore security standards. Steering is "often given to teenagers to do," a Nigerian security source told AFP. In October 2017, for instance, 17 people drowned and 26 disappeared after a boat carrying about 60 passengers sank on a trip from northwestern Nigeria to Niger. A month earlier, 56 people perished when an overcrowded boat carrying 150 people, mainly Niger traders, sank in the state of Kebbi, Nigeria. Many of the passengers of these boats are merchants of livestock and grain traded between Niger, Benin, and Nigeria. There are only three bridges spanning the river along the 550-kilometre stretch of its flow through Niger, a poor, landlocked country that depends heavily on imports from the port of Cotonou.

4. In a previous accident, at least 20 bodies have been recovered after a boat carrying hundreds of passengers capsized on the River Niger, Mali, in October 2013. The vessel broke up near Konna while en route north from the town of Mopti to Timbuktu. Over 200 people are known to have survived the accident, but it is not yet clear how many are still missing. Officials said the boat was overloaded with goods and may have carried as many as 400 passengers. The boat broke at the stern on a branch of the river near the village of Koubi, with some 210 survivors, Commander Dramane Diallo of the rescue services told the Agence France-Presse news agency.

[www.iol.co.za/news/africa\(AJ\)](http://www.iol.co.za/news/africa(AJ))

Critères d'évaluation:

Après avoir lu le texte, tu montreras ton degré de compréhension en:

- reconnaissant certains de ses détails;
- reconnaissant ses idées maitresses;
- reconnaissant son vocabulaire;

- manipulant des mots ;
- manipulant des idées du texte;
- traduisant un extrait de ce texte.

Consignes :

Item 1 : React by True or False to the statements below.

1. The passengers on board of the boat on February 13, 2019 were all Beninese.
2. People determined the number of passengers aboard the boat on February 13 by counting the shoes they left.
3. Very few people use the Niger River for transport in West Africa.
4. River Niger connects such countries as Benin, Niger, Nigeria and Mali.
5. Boat accidents on Niger River are a new phenomenon.

Item 2 : Write full answers to these questions.

1. How many people were missing in the February 13, 2019 boat accident?
2. Why did the boat capsize on February 13?
3. What kinds of help did the survivors of that accident get?
4. Name two categories of people who helped with the February 13 accident.

Item 3 : Find from the text words that are opposites to the following ones.

1. Different (paragraph 1)
2. Minor (paragraph 2)
3. Ended (paragraph 2)
4. Rare (paragraph 3)
5. Respect (paragraph 3)
- 6.

Item 4 : Turn the words in brackets into their right forms to get meaningful sentences.

1. (Number) people died in that accident on River Niger.
2. Some people survived the boat (capsized) on the Niger.
3. Boat accidents do happen (regular) on the River.
4. The (poor) of this landlocked country is known worldwide.
5. Niger is a country that is heavily (depend) on import from Cotonou port.

Item 5 : Rewrite the sentences below based on the indications given.

1. When the boat got to a distance of 200 meters from Ouna, it all capsized.
 -hardly.....when.....
2. It is a pity people lost their lives in that accident.
 - Prefect Mouhamadou wishes people.....
3. If boat riders respect security norms, there won't be any accident on the Niger River.
 - Unless.....
4. "Sixty-two people are saved and forty-three others are missing."
 - Mayor Oumarou stated that.....
5. Rescue teams were searching for 43 people on Thursday.
 - 43 people.....

Item 6 : Translate into French the following extract from the text.

From : "Boat capsizes are common.....sank in the state of Kebbi, Nigeria"(paragraph 3)

Down to : ".....and mine cannot be separated." (paragraph 2)

D. PRODUCTION D'UN TEXTE DE TYPE PARTICULIER

Contexte :

Aller au secours des autres, en particulier quand ils sont en difficulté, doit être le réflexe de tout être véritablement humain.

Critères d'évaluation:

Tu montreras ici ta capacité à produire une lettre officielle en :

- respectant le contexte et le format du texte;
- rédigeant des phrases significatives et grammaticalement correctes;
- respectant la logique interne du texte ; et
- utilisant le vocabulaire, l'orthographe et la ponctuation appropriés.

Consigne :

Writing :

A terrible accident happened in your village or in the city where you live causing a lot of deaths and property destruction. The survivors of that accident have a lot of needs, so you have decided to write to an organization to ask for assistance in their favor.

Write a formal letter to the organization for that purpose.

Notes:

- Your name is Eghavor Akin and your address is No. 777 Iyayu Quarters, Bounboun City, Toka Republic
- The name of the organization is Anoun Non-Governmental Organization. Its address is No.474, Jean-Paul 2 Street, Cotonou, Republic of Benin. The name of the Director of the organization is Mr Kumbu Tinkler.

EPREUVE 19**V. COMPETENCES A EVALUER**

- Réagir de façon précise et appropriée à des messages lus ou entendus
- Produire de façon appropriée des textes de types et de fonctions variés

VI. L'EPREUVE**E. REACTION A UN MESSAGE ECRIT****Contexte :**

Dans notre société, il y a bien des gens qui, de par la qualité de la vie qu'ils mènent ou des valeurs qui sont les leurs, sortent de l'ordinaire.

Support :

Text: An extraordinary man.

1. The first Mandela Day was launched in New York on July 18, 2009, but the UN's resolution to declare the day occurred later that year. On November 10, 2009, the

United Nations General Assembly adopted a resolution declaring July 18 as “Nelson Mandela International Day”. The day marks Nelson Mandela’s contribution to peace through his active involvement in resolving conflicts, promoting human rights, international democracy and reconciliation, and in addressing racial issues.

2. Nelson Mandela Day not only celebrates Nelson Mandela’s life, but it is also a global call to action for people to recognize their ability to have a positive effect on others around them. The day hopes to inspire people to embrace the values that Mandela shared. These values include democracy, freedom, equality, diversity, reconciliation, and respect. The man gave up whatever he could for the improvement of his country, and for his fight against injustice and apartheid. He spent 27 years in jail until 1990, and when he was offered freedom in 1985, he refused, saying: “I cannot and will not give any undertaking, at a time when I and you, the people, are not free. Your freedom and mine cannot be separated!” A kind and compassionate man, Nelson Mandela forgave his biggest enemy, the Apartheid government, which not only caused suffering to himself and his family but also to his countrymen. He could have demanded the heads of those who murdered thousands of innocent indigenous South Africans, but he chose the higher route instead. Setting up the Truth and Reconciliation Commission, he left a legacy of forgiveness and reconciliation, not only for his people but also for the world.

3. Many people and organizations around the world take part in many activities to promote Nelson Mandela Day. These activities include volunteering, sport, art, education, music and culture. Various events are also held on or around July 18 to honor Nelson Mandela’s works and to promote the different projects that were inspired by Mandela’s achievements.

4. Nelson Mandela was born in Transkei, South Africa, on July 18, 1918. He is one of the most well-known anti-apartheid activists in South Africa. He was jailed in 1963 for leading the liberation movement against apartheid and for his stance on the human right to live in freedom. Mandela’s prisoner number was 466 and the year was 1963 when he was imprisoned on Robben Island, off Cape Town in South Africa. The Robben Island prisoners were never referred to by their names, but rather by their numbers and year of imprisonment – hence 46663 was Nelson Mandela’s number. His release from prison in 1990 fed political debates in the country and contributed to South Africa’s transition towards a multi-racial democracy. After his release, Nelson Mandela continued addressing racial issues in his country and supported reconciliation initiatives. His efforts resulted in him becoming elected as South Africa’s president in 1994. He remained in office as president until 1999. He also won the Nobel Peace Prize, together with another former South African president Frederik Willem de Klerk, in 1993. In 2007 Mandela formed the Elders, an independent group of global leaders who offer their influence and experience to support peace building, help address major human suffering causes and promote shared interests of humanity.

[www.thepontychadfoundation.org\(AJ\)](http://www.thepontychadfoundation.org(AJ))

Critères d’évaluation:

Après avoir lu le texte, tu montreras ton degré de compréhension en:

- reconnaissant certains de ses détails;
- reconnaissant ses idées maitresses;
- reconnaissant son vocabulaire;
- Reconnaissant des constituants grammaticaux ;
- manipulant des idées du texte. manipulant des idées du texte ;
- traduisant un extrait de ce texte.

Consignes :

Item 1 : React by Right or Wrong to the statements below.

6. Mandela had an opportunity to get out of prison in the year two thousand and five.
7. Only Mandela and his family suffered from Apartheid.
8. The Mandela Day coincides with the man's birthday.
9. Nelson Mandela was jailed because he accommodated Apartheid.
10. Mandela ruled his country as President for five years.

Item 2 : Write full answers to these questions.

5. When was July 18 legally recognised as Nelson Mandela Day ?
6. Which values did Nelson Mandela share ?
7. What do people do to celebrate the Nelson Mandela Day ?
8. Explain in details the number 46663.

Item 3 : Find from the text words meaning the same or nearly the same as the following ones.

7. Happened (paragraph 1)
8. Commemorates (paragraph 2)
9. Prison (paragraph 2)
10. Participate (paragraph 3)
11. Position or opinion (paragraph 4)

Item 4 : Identify the words or word groups that the following pronouns refer to in the text.

6. His (**his** active involvement, paragraph 1)
7. Them (others around **them**, paragraph 2)

8. Which (**which** not only caused suffering, paragraph 2)
9. That (**that** were inspired, paragraph 3)
10. Who (**who** offer their influence, paragraph 4)

Item 5 : Rewrite the sentences below based on the indications given.

1. The first Mandela Day was launched in New York on July 18, 2009.
 - People.....
2. The Nelson Mandela Day not only celebrates Nelson Mandela’s life but also calls on other people to affect others positively.
 -both.....and.....
3. Nelson Mandela stated, “I cannot and will not give any undertaking when I and my people are not free. “
 - Nelson Mandela stated that.....
4. He could have demanded the heads of assassins, but he chose the higher route of forgiveness.
 - Although.....
5. Various events are held on July 18 to promote Mandela’s achievements.
 -so as to.....

Item 6 : Translate into French the following extract from the text.

From : “Nelson Mandela not only celebrates.....”

Down to : “.....and mine cannot be separated.” (paragraph 2)

F. PRODUCTION D’UN TEXTE DE TYPE PARTICULIER

Contexte :

Personne n’a à lui tout seul toute la vérité, surtout lorsqu’il s’agit d’apprécier des faits sociaux.

Critères d’évaluation:

Tu montreras ici ta capacité à produire un texte argumentatif en :

- respectant le contexte et le format du texte;
- rédigeant des phrases significatives et grammaticalement correctes;
- respectant la logique interne du texte ; et
- utilisant le vocabulaire, l’orthographe et la ponctuation appropriés.

Consigne :

Writing :

Somebody around you once declared, "Extraordinary people like Nelson Mandela, Thomas Sankara, etc. are a thing of the past ; our society today is only full of common people, fighting for their personal interest."

Do you agree with that opinion ?

Write an argument essay about that.

EPREUVE 20

II- Compétences à évaluer:

CDN°2: Réagir de façon précise et appropriée à des messages lus ou entendus.

CDN°3 : Produire de façon appropriée des textes de types et de fonctions variés.

III- L'épreuve

A- La réaction à un texte

Contexte : Des pays de l'Afrique ont subi les affres de la discrimination raciale faisant d'un rasy supérieur à l'autre. Le texte que voici présente le cas de l'Afrique du Sud dirigée par les hommes blancs minoritaires.

Support:

Text: Arrested for no reason.

One Saturday afternoon, after filing my last story for my paper, I and two friends decided to drive to Pretoria, the administrative capital of South Africa, which lies some miles north of Johannesburg. We were visiting a German couple we knew. Our

European friends had recently arrived in the country and were refusing to conform to social apartheid.

We left Johannesburg at two and arrived in Pretoria shortly after three. We stayed until nine o'clock in the evening, then decided it was time to drive back to Johannesburg. No African is allowed out in the streets after eleven o'clock in South Africa. It's curfew hour. On our way out of the apartment a white policeman and two black ones were lying in wait for us. We assumed it must be a police check. Not knowing what the matter was, but being accustomed to the vagaries of the South African police, we offered little protest when we were pushed into an old police-station around the corner.

In the office the air was foul with swearing and hatred as prisoners poured in. A burly policeman with a thick neck demanded to see our "passes". All Africans are required by law to carry documents saying that they live and work somewhere; these also prove that they have paid the annual tax, and also show the monthly signature of the employer. The police officer flipped through our books and finding nothing wrong seemed a little irritated.

Presently he grabbed a telephone and called up a local state prosecutor whom he briefly informed that he had arrested some Johannesburg "kaffirs" in a building where blacks were excluded. "What can I charge them with?" he casually enquired. My first reaction was to giggle. This conversation continued for a while, and our host kept nodding his head; then, suddenly, he put down the telephone and enquired dramatically: "All right, where are your permits to enter the city of Pretoria?"

The whole thing was no longer funny. We suddenly realized that we might be charged. We tried to explain that we didn't need permits if we were away from home for less than three days. The police officer insisted that we had been in Pretoria for more than three days. In spite of our protests we had to go to court.

From Home and Exile by Lewis Nkosi

Tâche: Après avoir lu le texte tu montreras que tu l'as compris en:

- Reconnaissant les détails du texte ;
- Exprimant tes appréciations sur le texte ;
- Montrant ta maîtrise du vocabulaire et de la grammaire du texte ;
- Reformulant des idées du texte ;
- Traduisant un passage du texte en français.

Consignes:

Item 1: Chose the correct answer according to the text and write down the a, b, c or d only.

1- They were arrested:

a- For being accustomed to the vagaries of the south African police.

- b- For offering little protest
 - c- For visiting some white friends.
 - d- Because it was after the curfew.
- 2- The policeman was irritated because.
- a- He found out that the author and his friends weren't carrying their documents.
 - b- He notice that they hadn't paid their annual taxes
 - c- He saw that the documents didn't show any employer signature.
 - d- He couldn't find anything to charge them with.
- 3- When they were arrested, Nkosi and his friends had been in Pretoria for.
- a- Eight
 - b- more than three days
 - c- six hours
 - d- three days
- 4- When the policeman said "What can I charge them with" Nkosi was about to:
- a- Smile
 - b- cry
 - c- laugh girlishly
 - d- dance

Item 2: Answer these questions based upon the text

- 1- Where did Nkosi and his friends go? What happened on their way back to Johannesburg?
- 2- What are all Africans required by the law to do? Why ?
- 3- Were Nkosi and his friends in conformity with the laws? How do you know it?
- 4- What is Nkosi's attitude towards the experience? Is it Funny, or horrible, or sad? Write a passage of the text to justify your answer.

Item 3: Find in the text words or expressions meaning the same as the following

- 1- South African's former political system in which only white people should rule (Paragraph1)
- 2- The time after which nobody must go outside (Paragraph 2)
- 3- Refusal (Paragraph 2)
- 4- Changes in somebody that are difficult to control (Paragraph a)
- 5- Nervous (Paragraph 3)

Item 4: Fill each blank with the correct form of the word in brackets.

- 1- Nelson Mandela was a (fame) character who banished (race) segregation and Apartheid in South Africa.
- 2- If we (promotion) tolerance and (forgive) world will become a family.
- 3- (Just) should be done to everyone.

Item 5: Ask questions based on the underlined words

- 1- N’Kosi was arrested for **offering little protest**
- 2- **Fifion** thought that white men were stupid.
- 3- They had been in Pretoria **for more than three days.**
- 4- The police officer **flipped through our books.**
- 5- They were **arrested because it was after curfew.**

Item 6: Use the prompts given to rephrase the following sentence

- 1- Before Nkosi and friends were arrested, they had been sent in prison.
 - ❖ After.....
- 2- Our European friends arrived in the country and they refused to conform to social apartheid.
 - ❖ No sooner.....
 - ❖ Hardly.....
- 3- The policeman grabbed the telephone and called up the prosecutor
 - ❖ Not only the policeman.....but.....
- 4- Thank you! Policeman. Nkosi said.

NKosi.....

Item 7: Put the verbs in the brackets in the correct form.

- 1- Kpingla and NKosi would rather these police officers (to stop) this
- 2- Were I the black men, I (to protes) skongly.
- 3- No sooner the police officer (to see) them than they were arrested
- 4- Nelson Mandela (to fight) against Apartheid for more than 25 years in South Africa.

Item 8: Reorder the following words so as to have good and meaningful sentences;

- 1- South Africa / has / the colonization / Apartheid / of / by / Dutch settlers / his roots in.
- 2- Tolerance / what / ? / we / should / to promote / do.
- 3- The solution / the violence / the problems / cannot / of / racism / be / to solve.
- 4- Tolerance / from love / to / our ideas / is / tightly connect / inseparable / should / and.

Item 9: Translate into French the last paragraph of the text (only for T^{le} C / D

Item 10: Translate into English the following sentences. (only for T^{le} A)

- 1- Nelson Mandela a aboli l'apartheid en 1992.
- 2- Personne ne peut promouvoir la paix, la tolérance et le pardon dans la violence et la haine.
- 3- Si j'étais fision et NKosi j'infligerais une gifle à ce policier blanc.
- 4- Je me demande s'il aura une véritable paix au Rwanda.
- 5- La vie devient de plus en plus difficile pour les sud Africains.

B- La production d'un texte de type particulier

Contexte : Les hommes sont nés égaux. Mais nous remarquons que dans certains pays les Noirs sont souvent victimes de discrimination raciale.

Tâche :

Tu montreras ta capacité à produire un texte en :

- Respectant le contexte et le type de texte.
- Respectant la logique interne du texte.
- Faisant des phrases significatives et grammaticalement correctes.
- Utilisant la ponctuation et le vocabulaire appropriés.

Writing:

What do you think about racial segregation?

"Knowledge is the real power"

EPREUVE 21

CD N°2: Réagir de façon précise et appropriée à des messages lus ou entendus.

CD N°3 : Produire de façon appropriée des textes de types et de fonctions variés.

A- LA REACTION A UN TEXTE ECRIT

Contexte : L'Afrique du Sud a longtemps subi les conséquences de l'apartheid qui n'est pas sans revers fâcheux sur ses citoyens. Pendant cette ségrégation raciale, bien de pays ont témoigné leur solidarité envers le peuple opprimé. Lis le texte suivant puis réponds aux questions qui te sont posées.

Support :

Text : **The fight against apartheid in India.**

1. India's contribution to the struggle against apartheid has been highly praised by the leaders of the freedom movement in South Africa. Nelson Mandela, the outstanding leader of that movement, paid a handsome tribute to India and its

leaders in a letter smuggled out of Robben island prison in 1980. Great appreciation has also been expressed by African leaders for the role of India since 1946 in promoting international support for the freedom struggle in South Africa, and its many actions and initiatives in solidarity with the oppressed people of that country.

2. While such expressions of appreciation are most gratifying, it must be emphasized that the contribution by the Government and people of India to the freedom movement in South Africa is more than an act of solidarity. It has deep roots in India's own struggle for freedom and dignity.
3. The humiliations and indignities to which the people of Indian origin were subjected in South Africa, and the struggle for their human dignity led by Mahatma Gandhi, have had a great influence on the Indian national movement. Under the leadership of Mahatma Gandhi and Pandit Jawaharlal Nehru, it had developed an international outlook, espousing uncompromising opposition to colonialism and racism and recognizing that India's own freedom was meaningless unless all the people under colonial and racist domination were free. It felt a particular affinity with the freedom movements in South Africa and other African countries.
4. Soon after assuming office as Prime Minister in the Interim Government of India, Pandit Nehru declared at a press conference on September 27, 1946: "The kernel of our policy is the ending of colonialism all over Asia, or for that matter, in Africa and elsewhere and racial equality... and the end of domination or exploitation of one nation by another." This, he stressed, was the only way to bring about world peace and progress.
5. While India was concerned with the treatment of people of Indian origin in South Africa as an affront to the African majority. India, therefore, took the lead in ensuring United Nations consideration of apartheid and in promoting solidarity with all the oppressed people.
6. The Government and people of India have entertained great respect for the liberation movement in South Africa and its leaders, and have been unequivocal in support of their struggle. The contributions made in that cause, and in implementation of the United Nations resolutions, were never regarded as a sacrifice but as a national duty. It may be useful to trace the evolution of India's concern and commitment, not only for an understanding of the role of India, but also for pointing to the lessons of its long experience of solidarity with the struggle for liberation in South Africa.

E. S. Reddy, India and the struggle against apartheid, October 1985

(Adapted from net news).

Tâche: Après avoir lu le texte, tu montreras que tu l'as compris en:

- Reconnaissant les détails du texte ;
- Donnant des réponses précises aux questions,

- Manipulant correctement certains mots ou expressions du texte,
- Montrant ta maîtrise de certaines structures grammaticales,
- Traduisant un passage du texte en Français.

Item 1 : Are these statements are Right or Wrong ?

- 1- India is said to fight against apartheid.
- 2- Nelson Mandela was not aware of the involvement of India in the struggle against apartheid.
- 3- Mahatma Gandhi didn't fight against human dignity.
- 4- Nehru's aim was to eradicate colonialism and enhance equality among people.
- 5- India couldn't help promoting solidarity with all the oppressor.

Item 2: Answer these questions on the text.

- 1- What is Nelson Mandela according to the text?
- 2- What were the people of Indian origin subjected to in South Africa?
- 3- What did Nehru's declaration at a press conference on September 27, 1946 focus on?

Item 3: Find from the text words and expressions meaning almost the same as the followings.

- 1- Jail (**Paragraph 1**)
- 2- Focused (**Paragraph 2**)
- 3- Problem (**Paragraph 5**)
- 4- Enhancing (**Paragraph 5**)
- 5- Fight (**Paragraph 6**)

Item 4: Select the best answer from the list. Don't copy the sentences. Write down numbers and answers only.

- 1- India is a country (**who, when, where**) people fought apartheid.
- 2- Nehru's declaration dealt (**of, with, on**) world peace and progress.
- 3- India aimed at (**fought, fighting, fight**) against apartheid.
- 4- It is time people (**stopped, stop, stopping**) racial discrimination.
- 5- No sooner had India fought against apartheid, (**than, when, then**) the oppressed people were free.

Item 5: Write the correct form of the words in brackets to have meaningful paragraph.

It would be a grave **(omit)** on our part if we **(failure)** to mention the close bonds that have **(existence)** between our people and the people of India, and to **(acknowledgement)** the encouragement, the inspiration and the **(practice)** assistance we have **(reception)** as a result of the **(internationally)** outlook of the All India Congress.

Item 6: Rephrase the following sentences using the prompt given. Do not change their meaning.

- 1- Great appreciation has also been expressed by African leaders for the role of India.
 - African leaders.....
- 2- The people of Indian origin were subjected in South Africa to The humiliations and indignities.
 - Not only.....
- 3- We cannot implement any developmental politics where apartheid exists.
 - No developmental.....
- 4- India's own freedom would be meaningless unless all the peoples under colonial and racist domination were free.
 - If.....

Item 7: Translate into French the second paragraph of the text.

B- PRODUCTION D'UN TEXTE DE TYPE PARTICULIER

Contexte : La tolérance revêt une importance capitale pour le maintien de la paix et la stabilité d'une nation.

Tâche : Tu montreras ta compétence par la réaction d'une argumentation en :

- Respectant le texte et el contexte,
- Faisant des phrases correctes,
- Utilisant l'orthographe et la ponctuation appropriée,
- Réalisant la cohérence des idées.

Consigne :

Writing : In a well-organized essay, say the extent to which we can avoid intolerance in a country.

Not more than 20 lines.

EPREUVE 22

Compétence à évaluer :

- **CD n° 2** : Réagir de façon précise et appropriée à des messages lus.
- **CD n°3** : Produire de façon appropriée des textes de types et fonctions divers.

A- Réaction à un message écrit

Contexte : A l'instar de certains pays africains, les Etats-Unis d'Amérique ont été beaucoup secoués par de forts comportements racistes.

Text :

Late in 1963, I became the first black student ever to enrol at Mercer University in Macon, Georgia. My application had, in fact, caused long and bitter controversy and it was over a year before I was admitted to that all-white university. My baptism of fire came very soon enough. At the canteen, I would collect food on a tray and sit down at a table with my fellow students. One by one they would pick up their food and move to another table. I would receive anonymous mail describing me as a gorilla. Returning to campus one night, I was accosted by a bunch of white youths who hit me on the back of the head with the butt of a pistol.

One Sunday, I learnt that local blacks had been barred from a nearby Baptist church. I vowed to do something about it. The next Sunday, I was determined to barge my way in. At the doorway, a mob of whites had gathered to stop me. There was no way past and as the tempers began to fray, the police were called. I was held for questioning and let off with a warning. "Don't you dare try that again or else ..." I became the victim of crass racism which is one of the main causes of conflicts in the world. Oppressive and paralyzing loneliness became my constant companion.

At the end of my four years at Mercer, I was certain of only one thing. I owed my sanity (what was left of it) and my survival to the handful of women and men, black and white, on campus, in the city of Macon, and in Georgia who extended to me genuine warmth, kindness, and dignity. I remember one poignant moment at my graduation in 1967. One friend, a dear lady, put her arms around me, congratulated me and added, "Sam, after all you have been through in Georgia, even a good man would hate every white person they ever met." Before I could utter a word, she added, "But the remarkable thing about you is, I know you won't" Mrs. Edwards was absolutely right.

In four years, I had come face to face with the racial monster and I found it utterly repugnant. My experience had taught me that racism is a two-edged sword. It cuts savagely the victim as it does the racist himself. Heaven forbid that I should then allow myself to be violated by the same noxious virus. Upon graduation from Mercer, I vowed never to set foot on Georgian soil again. However, the tragic assassination of Martin Luther King compelled me to break that vow barely one year later.

Slightly adapted from GO FOR ENGLISH Tle P. 27

Critères d'évaluation

Après avoir lu le texte, tu montreras que tu l'as compris en :

- reconnaissant les détails du texte ;
- répondant à des questions sur le texte ;
- trouvant dans le texte les synonymes de certains mots ou expressions ;

- choisissant la bonne réponse parmi celles de la parenthèse ;
- réécrivant certaines phrases sans changer le sens ;
- traduisant un passage du texte en Français.

Tâches

Item 1: Say whether the following statements are Right or Wrong.

- 1) The author studied with many black students.
- 2) Sam was admitted at Baptist University in Georgia.
- 3) The author fought against racism in Macon.
- 4) Everybody hated him.
- 5) The racists are not spared from the suffering of racism.

Item 2: Answer these questions based on the text.

- 1) Who is the main character in the text?
- 2) How was the author treated at Mercer?
- 3) Was the author a racist? Justify your answer with one passage from the text.
- 4) When was Martin Luther King assassinated?

Item 3: Find in the text words or expressions meaning the same or almost the same as the followings.

- 1) Nameless (*paragraph 1*)
- 2) Arrested (*paragraph 2*)
- 3) Normal or sound state of mind (*paragraph 3*)
- 4) Make speech sounds (*paragraph 3*)
- 5) Harmful (*paragraph 4*)

Item 4: Ask questions on the underlined words or expressions.

- 1) My application had caused a long and bitter controversy.
- 2) I was admitted to that all-white University.
- 3) Oppressive and paralyzing loneliness became my constant companion.
- 4) A dear lady put her arms around me.
- 5) The author vowed never to set foot on Georgian soil again.

Item 5: Rephrase these sentences using the prompts given.

- 1) Even if black people are in church, white people discriminate against them.

- No matter
- 2) The author was not killed because he nourished a peaceful spirit.
- If
- 3) He vowed not to set foot in Georgia again but he was compelled to break it.
- Despite
- 4) The author regrets studying at Mercer.
- The author wishes

Item 6: Translation into French.

From: In four years, I had ... **down to** ... this noxious virus. (*Paragraph 4*)

B- Production d'un texte de type et fonction variés

Contexte : "Le monde est une famille", mais force est de constater que l'intolérance nous éloigne de cet idéal.

Critères d'évaluation

Tu montreras ta compétence à écrire une lettre cohérente en :

- respectant le contexte et le type de texte ;
- respectant la cohérence des idées ;
- utilisant un champ lexical relatif au thème ;
- faisant des phrases significatives et grammaticalement correctes ;
- respectant l'orthographe et la ponctuation appropriées.

Writing :

Write a letter to "Jeune Afrique" to advise Africa Heads of state to reduce conflicts on the continent.

NB: -- You are James TAMBOUTOU P.O. Box 1233, Sèmè.
-- "Jeune Afrique" P.O. Box 401, Libreville, Gabon.

EPREUVE 23

Compétence à évaluer :

Compétence disciplinaire N°2 :

Réagir de façon appropriée à des messages lus ou entendus.

Compétence disciplinaire N°3 :

Produire de façon appropriée des textes de types et de fonctions variés.

Corps de l'Epreuve

A) Réaction à un texte écrit

Contexte :

La femme est un vecteur de développement de la société en ce sens qu'elle s'adonne plus aux activités économiques. Le texte ci-après parle des activités de la femme rurale en Inde. Tu es appelé (e) à le lire attentivement et à répondre aux questions posées.

Support :

Text : Women on the land.

- a) Poverty is a relevant universal problem that requires attention.

India, a country of contrasts where you can find very wealthy families as well as people who live in extreme poverty. It was one of the first countries to have a woman, Indian Gandhi, as its prime Minister.

- b) Life in the rural areas of India can be very difficult, particularly for more than 250 million peasant women. Most of them work in the fields, and a few work with animals.

Their work is very hard, and though many of them work harder than men, they earn less.

So they are extremely poor. Only a few of these women work on land that is owned by their husbands. The rest work for landlords.

A woman cannot own land, and she cannot inherit her husband's land, when he dies. These women work long hours on the land, and they also have all the domestic chores to do.

- c) They usually have lots of children to look after, and they must take care of their husbands as well. Many women have to walk several kilometers a day to find water for cooking and drinking.

They have to carry heavy loads from place to place. In addition, these women help to build houses for their families. To furnish the homes, most women have to work long hours to get more money from the landlords.

- d) An Indian woman's life is similar to that of a peasant woman in Africa. Both women have large families, work on the land, and take care of their husbands and children. But most women in Africa work on land that belongs to their families. These women do not have to work long hours for a landlord.

The money they earn is for themselves. And in many parts of Africa it is the man's job to build the family house. In Africa it is the family house. African peasant women usually don't build houses in rural areas.

Tâche :

Après avoir lu le texte, tu montreras que tu l'as bien compris en :

- reconnaissant les détails du texte ;
- faisant tes appréciations personnelles sur texte ;
- ordonnant des phrases pour en faire un résumé du texte ;
- prouvant ta maîtrise du vocabulaire du texte ;
- mettant des verbes aux temps convenables.

Consignes :

Item 1 : Say whether these statements are “True” or “False”.

1. Indian women's living conditions are as good as American women's.
2. Indian is part of Africa.
3. Indian women are all educated.
4. Most Indian women inherit or own lands.
5. An Indian woman's social and economic situation is comparable to an African woman's.
6. Indian women even build their family houses.
7. The Government pays a salary to the peasant women in India.
8. African peasant women work on their own lands.

Item 2 : Answer these questions on the text.

1. Why is Indian a country of contrasts ?
2. What do most women in the rural parts of India do ?
3. Why are peasant women in India so poor ?
4. Are African peasant women's lives as difficult as the lives of the Indian women ? Gives reasons for your answer.

Item 3 : Put these sentences in the correct order to make a summary of the text.

1. These women work very hard.
2. In India there is wealth and there is poverty.

3. The lives of African peasant women are not as difficult as the lives of these Indian women.
4. Peasant women in India are extremely poor.

Item 4 : Find words or expressions meaning almost the same things as the following.

1. opposed things (paragraph a)
2. rich (paragraph a)
3. hard (paragraph b)
4. win/ gain (paragraph b)
5. Many / a lot of (paragraph c)

Item 5 : Use the correct tense of the verbs in the brackets.

1. Since they (to work) on the land, the women haven't become rich.
2. Women lives (must) change a long time ago.
3. Before these women (to become) rich, governments will help them.
4. If they had their own land, they (can) get enough money.
5. Women ought to (to fight) for better working conditions.

CD 3 : La production d'un texte de type particulier.

Contexte :

Malgré l'effort que fournit la femme rurale, elle n'est pas encore parvenue à surmonter la pauvreté. Ici, tu es appelé (e) à faire des propositions au Gouvernement afin de réduire ou d'éradiquer la pauvreté dans les zones rurales.

Tâche :

Tu montreras ta compétence à faire des propositions en Anglais en :

- respectant le contexte et la logique interne du texte ;
- construisant des phrases grammaticalement correctes et significatives ;
- utilisant l'orthographe, le vocabulaire et la ponctuation appropriés.

Consigne :

Tell in a few lines, what governments should do to reduce or eradicate poverty of women in rural areas.

Good Luck!

EPREUVE 24

COMPETENCES A EVALUER:

Compétence disciplinaire n°2 : Réagir de façon précise et appropriée à un message lu.

Compétence disciplinaire n° 3 : Produire de façon appropriée des textes de type et de fonctions variés.

L'EPREUVE

A / LA REACTION A UN TEXTE ECRIT

Contexte: Pour jouir d'une bonne santé, nous devons éviter d'être toujours sous la pression du travail ou autre facteurs qui nous rendent tendus, nerveux ou excessivement fatigués. Voici un texte qui en parle. Lis-le et réagis.

SUPPORT :

Text:

- 1- It's common to feel occasional stress. But when you're constantly under pressure, your risk of developing serious illness climbs. Being under pressure can affect your body, either by causing a headache, muscle tightness, or flutters in your chest; leaving you ravenous for chocolate or deprived of all appetite.
- 2- When you're stressed, your heart rate goes up and so does your blood pressure. "[Cortisol](#) is released when you feel stressed, but the level of this hormone should go back down when the stressful event is over," says [Jennifer Haythe, MD](#).
- 3- Left unchecked, severe stress - the kind that continues for months or years - is more apt to lead to serious illness than short-term stressors do. "The stress hormones cortisol, adrenaline, and epinephrine affect most areas of the body, interfering with sleep and increasing the risk of stroke, high blood pressure, and heart disease, as well as causing [depression](#) and [anxiety](#)," says [Alka Gupta, MD](#).
- 4- Stress can muddle your brain. "Brain scans of people with [post-traumatic stress disorder](#) show more activity in the amygdala, a brain region associated with fear and emotion," says Haythe. But even everyday kinds of stress can affect how the brain processes information. "We see actual structural, functional, and connectivity-related brain changes in people who are under chronic stress," adds Gupta. All of these can affect cognition and attention, which is why you may find it hard to focus or learn new things when you are stressed.
- 5- They're also less apt to sleep well, which doesn't help matters. "Sleep is so important in terms of helping to prevent every disease," adds Haythe. "It helps reboot the immune system and prevents depression, irritability, and exhaustion."
- 6- "Forty percent of cancers are preventable with changes in lifestyle. Since stress makes you more likely to smoke, drink excessively, and eat in ways that cause obesity, it's fair to say that there is a link between stress and disease," she says.
- 7- It's also possible to [manage stress](#) by doing things like deep breathing, taking a walk, listening to a meditation music, or distracting yourself from whatever is stressing you out. These strategies can help stop the flood of stress hormones from accelerating up your [blood pressure](#) and heart rate.

Adapted from:

How Stress Affects Your Body, From Your Brain to Your Digestive System

By [Paula Derrow](#)

Medically Reviewed by [Justin Laube, MD](#)

<https://www.everydayhealth.com/stress/guide/effects-on-body/>

Note:

MD = Doctor of Medicine.

Critères d'évaluation : Après avoir lu le texte ci-dessus, tu montreras que tu l'as compris en :

- Reconnaissant les détails du texte ;
- Exprimant tes appréciations sur le texte ;
- Montrant ta maîtrise du vocabulaire du texte ;
- Montrant ta maîtrise de certaines structures grammaticales ;
- Reformulant des phrases qui te seront données ;
- Traduisant un passage du texte en Français.

Tâches

Item1: Say if the following statements are "true" or "false".

- 1- Stress can cause you to loose appetite.
- 2- Stress can reduce your blood pressure.
- 3- A healthy lifestyle increases the risk of cancer.
- 4- There is nothing to do to cope with stress.
- 5- We should allow ourselves much time of sleep in order not to fall into depression, irritability, and exhaustion.

Item2: Answer these questions based on the text.

- 1- When you are stressed, your body releases some hormones. How do these hormones affect the body?
- 2- Why is it difficult for a stressed person to learn something new?
- 3- What advice could you give a stressed person in order to help him get out of the stress?

Item3: Find in the text words opposite to the following.

- 1- Descents (Paragraph1)
- 2- Safety (Paragraph3)

- 3- Brief (Paragraph4)
- 4- Energy (Paragraph5)
- 5- Superficial (Paragraph7)

Item4: Ask questions based on the underlined words.

- 1- Stress can affect your body by causing a headache.
- 2- Cortisol is released when you feel stressed
- 3- Stress makes you more likely to smoke, drink excessively, and eat in ways that cause obesity.
- 4- Dr Frantz will treat that depressed woman.
- 5- He is stressed because he has too much work in his office to do.

Item 5: Write the bracketed verbs in their correct tense.

- 1- Were I you, I (to rest) a little bit before continuing that harassing work.
- 2- Dad (to work) in his office for hours now.
- 3- I wish Dad (not to be) so busy. We would go to the beach.
- 4- I'm not tired enough to go to bed. I wouldn't sleep if I (to go).
- 5- I would rather you (to stop) now to relax for a few minutes.

Item6: Rephrase the following sentences using the prompt given (don't change their meaning).

- 1- You had better allow yourself a spare time.
 - Why.....
- 2- She became depressed two weeks ago.
 - It is.....
- 3- She is tired. Still, she wants to finish the work.
 - Although.....
- 4- As soon as she came back from work, she started doing the household chores.
 - Hardly.....
- 5- I will accept that job on condition that they don't make me work overnight.
 - Provided

Item7: Translation

Translate the last paragraph of the text into French: from “It’s also possible...”down to “.....and heart rate.”

B- LA PRODUCTION D’UN TEXTE DE TYPE PARTICULIER

Contexte : A l’approche des examens, beaucoup d’élèves refusent de dormir la nuit et veillent en étudiant. Tu es invitée à rédiger un article pour le journal de ton collègue afin de sensibiliser ces candidats sur les bonnes attitudes à avoir pour ne pas tomber malade avant les examens.

Critères d’évaluation : Tu montreras ta compétence à produire un article en :

- Respectant le type de texte et le contexte ;
- Ayant une logique interne des idées ;
- Construisant des phrases grammaticalement correctes ;
- Utilisant le vocabulaire, l’orthographe et la ponctuation appropriés.

Tâche

Write an article to your school magazine on how students should manage themselves in order to avoid getting sick when the exams are near. (Not more than 25 lines)

EPREUVE 25

II- Compétence à évaluer

CD2 : Réaction à un message lu ou entendu

CD3 : Production écrite d’un texte de type particulier et de fonctions variées

A- Réaction à un texte écrit

Contexte : Les catastrophes naturelles semblent imprévisibles. Quand elles surviennent il y a beaucoup de dégâts matériels et des populations sont en détresse. On note un élan de solidarité et d'assistance de la part des populations voisines, des autorités, des ONG et des organismes internationaux. Dans ce texte, tu es invité (e) à réagir par rapport à ce phénomène survenu dans une région du Bénin.

Support:

Text: Too much rainwater

1. This year has been a rough one in Benin, and it's not about to get any easier. ICC, LEPI and now catastrophic flooding have combined to make the crisis one of the hardest since I've been here. The whole country has been affected and two-thirds of it is under water. It is the worst flooding to hit the country since 1963.
2. Indeed, unusual heavy rains have been falling these few past weeks leaving about 100,000 people displaced or homeless. Many lives have been taken away and cases of missing people have also been reported. Some areas that were not previously considered as vulnerable to flooding have been devastated and villages wiped out. Fifty-one out of the 77 communes have not been spared. There are parts of Cotonou that can only be reached by canoe, including major roads. A bike watcher keeps an eye on your bike while you take a pirogue to wherever you need to go and come back. People have been deprived of their lodgings, jobs and clean water. Kids aren't going to school and cholera is rampant.
3. Sanitation is a major concern and all eyes are turned on the disturbing number of cholera cases that continue to rise. Homeless people have taken refuge in health centers paralyzing access to medical care in situation that lends itself to a potential outbreak of waterborne diseases. Hygiene has been affected as well; latrines are flooded, sending human waste into water used for drinking, cooking and bathing, leaving people with little or no access to safe drinking water.
4. How can we help? Several international institutions and donors have joined hands. A relief effort has been made by CARITAS which works in partnership with the Beninese government to get supplies and support to areas affected by the flooding. The American mission has provided funds through Catholic Relief Services (CRS). CARITAS has already started distributing mosquito nets, food, and much needed medication. They have also helped to build temporary housing for thousands of people who have lost their homes. CARE is working in the communes of Aguégué, Dangbo, Adjohoun, Bonou, Ouinhi and Zagnanado where we have a strong presence, to reduce the risk of waterborne diseases and to minimize the impact of the potential outbreak. In addition to CARITAS gifts, they have supplied water purification tablets and soap. Their health work includes holding hygiene education sessions for more than 10,000

people and arranging for medical care for 10,000 children under 5 years old and 2,000 pregnant women affected by malaria

BENIN NEWS, OCT 2010.

Tâche:

Après avoir lu le texte ci-dessous, tu montreras que tu l'as compris en :

- Choisissant les réponses correctes à certaines questions à choix multiple sur le texte ;
- Répondant aux questions posées sur le texte ;
- Cherchant les synonymes de mots ou groupe de mots en te basant sur les paragraphes indiqués ;
- Formant à partir des mots mis entre parenthèses soit : Verbe, adjectif, adverbe ou nom
- Posant des questions à base des éléments soulignés dans les phrases ;
- Reformulant certains passages du texte de façon autonome ;
- Traduisant le premier paragraphe du texte en français.

Consignes

Item1 : Choose the correct answers for these statements on the text (use numbers and letters only).

1-1963 flood in Benin was:

a- more severe;

b- two-thirds

c- less serious.

2- Of the 77 communes in the country:

a- 51 have been saved;

b- 77 will be given care

c- 26 are not in trouble

3- Waterborne diseases are diseases:

a- favoured by the presence of water;

b- killed in water;

c- easily risen from water;

4- Purification tablets and soap have been provided by:

- a- CARE;
- b- CARITAS;
- c- CRS.

Item2: Answer these questions on the text

1- The text has talked about two major issues that are previous to the rainwater in Benin. Cite them.

2- How has the flood affected hygiene?

3- What have international institutions done to help the people trouble?

Item3: Find in the text the synonyms for these words or group of words

1- Hard (paragraph 1)

2- Homes, houses (paragraph 2)

3- Health or medical care (paragraph 3)

4- Food, clothes, drugs and moral assistance (paragraph 4)

Item4: Find form the words between brackets either

Verb, adjective, adverb or noun. Use number's and answers only.

1- Benin authorities should (apology) for having not taken on their responsibilities.

2- May this year be a (succeed) one without any catastrophic flooding.

3- (Unfortunate) most people have become homeless because of the flood.

4- A minister of health has said that the international institutions are the (save) of Beninese.

Item5: Ask question based on the underlined words.

1-Sanitation is a major concern.

2- The flood made people become homeless

3- Homeless people took refuge in health centers

4- Malaria affected two thousand pregnant women

Item6: Rephrase the following sentences using the given prompts.

1- People said that two-thirds of the whole country was under water

- Two-thirds of the whole country.....

2- This worst flooding hit the country years ago

- It is

3- The flood devastated most of the Communes

- We wish.....

4- Canoes can't help people reach parts of Cotonou and people can't have access to major roads

- Not only.....

Item7: translate the first paragraph of the text into French.

B- la production écrite d'un texte de type particulier et de fonction variée.

Contexte :

Les catastrophes naturelles telles que les éruptions volcaniques, les tremblements de terre, les inondations, etc. sont fréquentes et engendrent de nombreux dégâts matériels, humains et même sur l'environnement. Tu as malheureusement vu à la télévision ou assisté réellement à une scène de désastre naturel. Tu es invité(e) à raconter la scène.

Tâche :

Tu montreras ta compétence à rédiger un article de journal en décrivant un désastre naturel en :

- Respectant le contexte et la logique interne du texte ;
- Utilisant le vocabulaire adéquat ;
- Construisant des phrases significatives et grammaticalement correctes ;
- Utilisant l'orthographe et la ponctuation appropriées

Consigne

Writing

You have read about, watched on television or really witness a natural disaster such as eruption of volcano, an earthquake or a case of flood.

Write an article to the journal/ magazine to spread the news.

The answer to these questions may help you:

- What happen?
- What did the government and the international organizations do to assist the victims?
- What is your suggestion in order to minimise the victims of this kind of catastrophe?

The newspaper: Journal "la Nation"

Address: student, Upper sixth form, LMB Parakou

You are: ABO Roger.

EPREUVE 26

II- Compétences à évaluer

A- Compétence disciplinaire N°2 : Réagir de façon précise et approprié à des messages lus ou entendus.

B- Compétence disciplinaire N°3 : Produire de façon appropriée des textes de type et de fonction variés.

III- L'épreuve

Contexte :

Le développement d'une nation dépend de l'éducation et de la socialisation donnée aux jeunes. Ici tu auras à réagir par rapport à l'avis des démographes sur le rôle de la nation à cet effet.

Support

Texte :

1- Demographers usually assume that the harmonious development of a nation depends on the policy of socialization of its younger generation. Since the youth is the future father of a nation, it is a great duty for a nation to educate, socialize and integrate its young population. Indeed the socio-economic prosperity of a nation rests with its efforts to enforce children's rights contained in human rights convention.

2- In fact, the younger generation and mainly children should enjoy fully a certain number of rights necessary for their physical, mental and moral growth. So, children have the right to life because no one ought to kill, intimidate or to torture them to death. The young are forbidden to take part in military activities, for they have no mental and moral maturity needful for military operations. They should also enjoy full affection and get the best health care from their parents. So parents should prevent diseases and fight for reducing infant mortality by having their children's live in a healthy environment. Moreover children's rights code obliges every nation to make effort to stop the selling and kidnapping of children. These rights intend to protect children from the psychological pressures and moral anxiety engendered by the sudden separation of parents from their children. Anyway, children who are sold or kidnapped are treated tyrannically as if they were wild animals. A nation social development depends on its policy for protecting its fragile population from economic exploitation. In fact, the more children are associated unduly with complex or adult work, the more damages they cause and the less profits they produce. Infants at work are not mature enough to be careful for avoiding work accidents. So their carelessness causes them serious damages that may harm their health and well being, which prevents them from being full citizens. Furthermore, children have the right to education because they should be taught good manners, moral values, civic lessons and socio-political guideness so as to turn them into full citizens. In addition, nations should provide for employment for their young generation so as to integrate them into the socio-economic mainstreams.

3- However African socio political tradition is full of instances of critical violation of children's right. Indeed children are generally considered as animals whose life depends on the will of their owners. That is the case of thousands of girls forced into prostitution in many cities of African countries. While it is reported everyday cases of children sexual abuses in South Africa, many children are sold like animals in Côte d'Ivoire, Ghana, Burkina Faso where they serve as housekeepers economically exploited. During the civil war in Rwanda, Burundi, Congo Kinshasa, Congo Brazzaville, Liberia, Somalia etc, children were massively enrolled into various military operations in which they proved to be excellent because of their immaturity. In almost all African big cities the job market is fully open to children who work very hard to earn miserable wages.

SOUMANOU Mousiliou in " Key Tools for a Sure Success" (new Edition).

Tâche

A- CD2: La réaction à un texte écrit

Après avoir lu le texte, tu montreras que tu as compris en :

- Reconnaisant les détails du texte
- Exprimant tes appréciations personnelles sur le texte
- Manifestant ta maîtrise de certains mots
- Reformulant de façon autonome certains passages du texte.
- Traduisant un passage du texte en français

NB : A l'exception de la traduction tu traiteras les items sur le texte en Anglais.

Consigne :

Item 1 : Say if the following statements are true or false according to the text.

- 1- Demographers defend the policy of socialization
- 2- Demographers fight for children rights
- 3- Children must participate in military operations
- 4- Children rights code is the convention of adult's rights.
- 5- Most African nations violate children rights.

Item 2: Answer concisely the questions

- 1- What is children's rights code?
- 2- List children's rights
- 3- Should children participate in military operations?

Why or why not?

4- Point out cases of children right violations.

Item 3: Find in the text synonyms for these words?

1- Teach good manners (paragraph 1)

2- Are not allowed to (paragraph 2)

3- Destroy (paragraph 2)

4- People who take care of domestic work (paragraph 3)

Item 4: Rephrase the following sentences using the prompts given. Do not change their meanings.

1- Demographers usually assumed that the harmonious development of a nation depends on the policy of socialization of its younger generation

- It.....

2- Many children are sold like animals

- People.....

3- They were sold. They were immediately illtreated

- No sooner.....

4- Nations will be developed if children's rights are not violated

- Unless.....

5- It's a necessity for nations to teach good manners to younger people.

- How.....

Item 5: Translate into French the passage

From: A nation social development.....

Down to « ... work accidents»

Contexte

Depuis longtemps et jusqu'à présent certains pensent qu'envoyer une fille à l'école n'aboutira à rien et par conséquent négligent l'éducation des filles. Tu es appelé (e) à donner sa position par rapport à ce genre d'attitude.

Tâche :

Tu montreras par la production d'un texte ta compétence en :

- Respectant le contexte
- Respectant la logique interne du texte
- Construisant des phrases grammaticalement correctes.
- Utilisant l'orthographe et la ponctuation appropriées.

Consigne :

Our parents usually say that it is no good sending girls to school. Do you agree with that saying? Why or why not? Write down a coherent essay to point out the importance of school education.

EPREUVE 27

I- Compétences à évaluer

Compétence disciplinaire N°2 : Réaction à un message lu ou entendu

Compétence disciplinaire N°3 : Production écrite d'un texte de type particulier et de fonctions variées.

II- L'Epreuve

A) Réaction à un texte écrit

Contexte :

De nombreuses langues sont parlées un peu partout dans le monde. Parmi celles-ci se distingue particulièrement la langue Anglaise dont nul ne peut se passer. Le texte ci-dessous en parle. Lis-le attentivement puis traite les items qui l'accompagnent.

Support : Le texte ci-dessous.

Text : English spoken.

1. The first edition of Oxford English Dictionary took 70 years to prepare. When it appeared in 1928, the dictionary had 10 volumes, 15,487 pages and long definitions of 240,165 words. The present edition has more than 500,000 words, but there are still many words that you won't find in the Oxford Dictionary, for example, it is estimated that there are another 500,000 technical and scientific words that are not included. This means that English has far more words than any other language. German has about 185,000; French less than 100,000. One explanation for this is that English is a cosmopolitan language with words that come from all sorts of different origins. Some people think that there are too many words.
2. In English, it is very easy to replace a simple, everyday word by a more difficult or impressive one. People in positions of authority often try to sound more important by using language that makes them sound different from the man-in-the-street. This kind of language is called 'jargon'. Lawyers, doctors, and politicians all have their own jargon which is very different from the English that "ordinary people" use in conversation. In the 1970s, American civil servants were told they had to simplify their language because they were using too much jargon.

3. For example, they were told to use 'start' instead of 'inaugurate', 'use' instead of 'utilize', and 'now' instead of 'at this point in time'. However, political and military jargon is more difficult to change.
4. Is English the perfect universal language ? People have dreamed of a universal language since the 17th century. Some people have suggested that English should be the universal language. It is spoken regularly by several hundred million people in four continents and is the official governing language of many countries. But even if a future world government chose English as the universal language, which English would it choose ? American English has become very different from British English, not just in the way words are pronounced and spelled, but in the grammar and vocabulary that are used. One thing is certain: to most people today, learning English is a "must" – another word adopted by the French !

Extracted from internet.

Note

- Jargon : type de langue parlée par une classe sociale ou par une corporation donnée.
- Civil servant : fonctionnaire, agent d'Etat.

Tâche :

Après avoir lu le texte, tu montreras que tu l'as compris en :

- écrivait "right" ou "wrong" pour certaines affirmations sur le texte ;
- répondant à certaines questions posées sur le texte ;
- complétant certaines phrases avec des informations du texte ;
- cherchant les connaires de certains mots en te basant sur des paragraphes indiqués ;
- posant des questions avec des éléments soulignés dans certaines phrases ;
- reformulant certains passages de façon autonome ;
- traduisant certaines phrases du texte en français.

Consignes :

Item 1 : Write "right" or "wrong" for the following statements on the text.

1. The first edition of the Oxford English Dictionary had more words than the present edition.

2. English language receives some words of other languages.
3. The man - in – the – street’s English and that of the people in positions of authority are alike.
4. Doctors and politicians have the same jargon.

Item 2: Answer these questions on the text.

1. What explains the fact that English has more words than any other language ?
2. There are three aspects which make American English different from British English. Cite them.
3. Give the definition of Jargon.

Item 3 : Complete these statements with right information from the text. Use numbers and answers only.

1. They prepared-----for seventy years.
2. There is another half a million-----that are not included in the present Oxford English Dictionary edition.
3. Instead of saying “use”, American Civil servants say-----
4. A spokesman for president Nixon said that-----.

Item 4 : Find the opposites for these words in the text.

1. The last (paragraph 1).
2. To complicate (paragraph 2).
3. Rarely (paragraph 4)
4. Uncertain (paragraph 4).

Item 5 : Ask questions based on the underlined words.

1. It took 70 years for people to prepare the first edition of the Oxford English dictionary.
2. The first edition of Oxford English Dictionary had 10 volumes.
3. The first edition of Oxford English Dictionary appeared in 1982.
4. Nixon had been telling lies.

Item 6 : Rephrase these sentences using the given prompts.

1. People have prepared the first edition of Oxford English Dictionary for seventy years.
 - a) It is-----
 - b) People prepared-----
2. Some people think that English language contains words from different origins.
 - a) It -----
 - b) English language-----

Item 7 : Translate these sentences into French.

1. The first edition of Oxford English Dictionary took people 70 years to prepare it.
2. When the Dictionary appeared in 1928, it had 10 volumes.
3. In English, it is very easy to replace a simple word by a more difficult one.
4. Some people have suggested that English should be the universal language.

B) Production écrite d'un texte de type particulier et de fonctions variées.

Contexte : Autant que nous sommes, nous avons tous envie de parler couramment la langue Anglaise mais nous n'y arrivons pas.

Tâche : Tu montreras ta compétence à rédiger un discours cohérent en Anglais en :

- respectant le format du discours ;
- utilisant le vocabulaire adéquat ;
- construisant des phrases significatives et grammaticalement correctes ;
- respectant l'orthographe et la ponctuation appropriées.

Consigne :

Writing : As a student of form seven series A, you are supposed to have some knowledge in English. The founder of ACADEMIA Private Secondary School invites you to tell students of form one what they should do to speak English well. Write a speech about it.

EPREUVE 28

SITUATION D'EVALUATION EN ANGLAIS

COMPETENCES A EVALUER

- A. Réaction appropriée à un texte lu
- B. Production d'un texte écrit de types et de fonctions variées

L'EPREUVE

A- LA REACTION A UN TEXTE LU

Contexte: La notion d'assistance mutuelle en cas de besoin devient de plus en plus un simple mot sur les lèvres des personnes indifférentes. Lis le texte ci-dessous puis réponds aux items qui l'accompagnent.

Support

Text: Helping Each Other! A vain Slogan?

- 1- The culture of indifference seems to have conquered us all. Yet, almost 70 years ago, let me say more precisely following World War II, people all over the world were more preoccupied with one another's well-being, emancipation and development. Then appeared concepts such as G8, G20, emerging countries, intermediate income nations, into debts countries and very poor into debts ones. Truly speaking, I don't know who found those words to categorize nations. What were the criteria of classification actually? But something is clear about the whole issue: the gap between advanced and advancing countries is getting bigger and bigger as well as the indifference therein reigning.
- 2- Just after World War II, those nations rejected today from **Nations' Concert** were all the same, the very ones who helped the victims of the disastrous war rise up again. Africa, Latin America, Asia were supplying them with grains not to suffer from hunger. Moreover, many were Africans; Asians who migrated and helped in the rebuilding of those countries...I mean we poor today, helped them then face the difficulties not alone. We really showed concern and attention. But today they don't want us to give us visa to visit "**their countries**".

- 3- Let this be clear: I am not giving support to the political choices of our leaders after we have got independence. Because what we are facing today is majorly due to the irresponsibility of our political leaders. Even today, we have not come out of the mess but nonetheless, the indifference of others, the richest nations, the most advanced countries need reflection. They are still building themselves up with our natural resources such as, timber, uranium, crude oil, copper, gold but when we need them in time of hunger, sorrow, lack, they really hesitate. And very often before they react, the most has already done havocs and collateral damages of all sorts.
- 4- Not only do they sell deadly weaponry to kill Africans, but they also equip rebellions not to give democracy a chance on the poorer continents. See what has become of Sudan, Somalia, Mali and Center Africa recently? It is sure that they are not only the faulty. Nor are they the only ones to blame; but showing so great indifference in front of the natural disasters and catastrophes, interminable wars the continent is victim of, the continual exoduses of populations in time of conflict and calamities as well as the time they take before reacting. I wonder: "How worth is being rich for oneself without sharing with the other?"

Unpublished

Tâches:

Après avoir lu le texte, tu montreras que tu l'as compris en:

- répondant aux questions de façon approfondie ;
- reconnaissant les détails du texte ;
- trouvant des synonymes ;
- montrant ta maîtrise de certaines structures grammaticales ;
- préfixant les mots en gras dans les phrases proposées ;
- reformulant de façon autonome des phrases ;
- traduisant une partie du texte en Français.

Consignes

Item 1: Answer the following questions on the text

- 1- Who does the culture of unresponsiveness seem to have conquered?
- 2- Name two examples of **rejected nations** who aided the victims of the dreadful war rise up again.
- 3- What are richest nations constructing themselves with? Give then two examples.
- 4- What do richest nations do to prevent democracy having a chance on the poorer continents?

Item 2: Answer by True or False to the statements

- 1- The author is angry at developed countries' attitude.
- 2- Both political leaders and richest nations are to blame for the continent's fate.
- 3- Developed countries show more spontaneity in helping others.
- 4- Richest nations no more profit Africa's resources.
- 5- Indifference is a danger to a better world.

Item 3: Find out from the text words meaning the same or almost the same as:

- 1- Comfort (paragraph1)
- 2- Unresponsiveness (paragraph1)
- 3- Providing (paragraph 2)
- 4- Devastations (paragraph 3)
- 5- Incessant (paragraph 4)

Item 4: Choose the correct answer from the blankets

- 1- People all over the world should help (**one another – each other – oneself**)
- 2- All was tolerated except (**to care for – care for – cared for**) the others.
- 3- (**Help – Helped – Helping**) each other is a mark of mutual solidarity.
- 4- We are looking forward to (**see – seen – seeing**) a better world.
- 5- Richest and poorest nations are (**two – the two – both**) responsible for the continent's fate.

Item 5: Use these prefixes: **il-; **ab-**; **mal-**; **dis-**; **un-**; to form the opposites of the words in bold in the sentences**

1. It is ...**true** to believe that developed countries really assist developing countries.
2. Starvation is a leading cause of ...**nutrition** in the world.
3. It is ...**normal** that most African governments neglect their people.
4. MSF doctors don't ...**respect** the needy people's rights.
5. It's absolutely ...**legal** to be indifferent in times of natural cataclysm.

Item 6: Rewrite the following sentences using the prompts given.

Don't change their meaning.

1- Indifference is pure selfishness, it is also a crime against humanity.

- Not only.....

2- Abdoulaye is not racist and he is not indifferent either.

-neither.....

3- As soon as opinions diverged, they started selling weapons.

- Hardly

4- I once believed in peace and love in the world.

-both.....

5- They thought that Chinese were friendly and generous.

- Chinese

Item 7: Translate into French

From: “Africa, Latin America...” **down to...** “their countries”.

B- Production d'un texte de type particulier

Contexte

Le monde est sujet à maints endroits à des cataclysmes naturels ou épidémies de toutes sortes.

Tâche :

Tu montreras ta capacité à produire un discours en :

- respectant le type de texte et le contexte ;
- respectant la logique interne du texte ;
- construisant des phrases grammaticalement correctes ;
- utilisant l'orthographe et la ponctuation appropriées.

Writing

Consigne

You are designated by your village fellows to deliver a speech to the Mayor of your township who is going to pay you visit after your village had been victim of an epidemic. In your speech, be sure you precise the kind of epidemic; the place it is occurring and the damages it is causing. Then suggest the Mayor what could be done to stop it.

EPREUVE 29

I- Compérences à évaluer :

Compétence disciplinaire N°2 : Réaction à un message lu ou entendu.

Compétence disciplinaire N°2 : Production écrite d'un texte de type particulier et de fonctions variées.

II- L'Epreuve

A) La réaction à un texte écrit

Contexte :

L'un des soucis majeurs de la gente féminine est de faire de la parité une réalité. Le texte ci-dessous en parle. Lis-le attentivement puis traite les items qui l'accompagnent.

Support : Le texte ci-dessous.

Text : **Fairness, not equality.**

1. The work that women do has always been fundamental to the global economy. For thousands of years, and all other the world, women have been traders, farmers, and entrepreneurs-indeed, whatever they have had to be. But their contribution hasn't registered with traditional economic institutions because so much of it has been nonmonetary. In fact, one common economic term for nonmonetary work is inactivity. It's that attitude that has made women's work invisible. No wonder the battle cry of the women's movement was equality.

2. By moving into the world of paid work, in rich countries at least, women have indeed upped their visibility. But I doubt that you could make a very conclusive case that they have become equal to men. The United Nations estimated in 1993 that equality between the sexes would take [...] 1,000 years to achieve. The media love female high fliers, the handful of company directors and CEOs who are trotted out time and again as evidence of the gains women have made. But they are not truly representative of the average working woman, saddled with a double burden as she tries to balance her job with life as a mother and homemaker.
3. This balancing act is a formula for unfulfillment. It would have been far more equitable for women in the long run if it was the non-monetary work that had been shared out – if, for example, men spent more than a fraction of the time with their children that their wives do. And I believe that, in practice, most women would prefer simple fairness to economic equality. [...]
4. Still, it's very much a trend to focus on the global economic impact of women, particularly as it's felt in the small-scale initiatives that women have established around the world. I've had firsthand largest experience of some extraordinary ones, such as India's Chipko movement, which began with women responding to forest destruction by physically protecting trees, and which is now the country's largest grassroots environmental organization. The Body Shop's Community Trade programme also sets up small-scale economic initiatives in economically deprived communities in the Amazon and Africa. [...]

Anita Roddick, Newsweek, May 18, 1998.

Vocabulary :

Notes :

OBE : Order of the British Empire (decoration)

CEO : Chief Executive Officer (PDG dans les entreprises)

High fliers : femmes ambitieuses et battantes

Saddled with : qui se voit imposer.....

Grassroots : la base, le peuple.

Tâche :

Après avoir lu le texte, tu montreras que tu l'as compris en :

- Répondant par "true" ou "false" à certaines affirmations sur le texte ;
- Répondant à certaines questions posées sur le texte ;

- Cherchant les synonymes de certains mots ou groupes de mots en te référant aux paragraphes indiqués ;
- Choissant pour chaque phrase la réponse appropriée parmi celles qui te sont proposées ;
- Mettant certaines phrases soit au discours indirect ou au discours direct ;
- Reformulant certains passages de façon autonome ;
- Traduisant certaines phrases en français.

Consignes :

Item 1 : Write “True” or “False” for these statements on the text.

1. Women don't contribute to the world's economy.
2. In rich countries, women are equal to men.
3. India's chipko movement was founded by women to protect the forests.
4. In 1993, the United Nations declared that the sexes were equal.

Item 2 : Answer these questions on the text.

1. How do women, contribute to the global economy ?
2. Apart from her professional job, what is the other role of a working woman ?
3. Do you think that there is fairness between a working man and a working woman as far as living conditions are concerned ? Justify your answer.

Item 3 : Find in the text the synonyms for these words or group of words.

1. Important (paragraph 1).
2. The small number (paragraph 2)
3. Kids (paragraph 3)
4. To lay a stress on (paragraph 4).

Item 4 : Fill in the gaps with : which, that, what, why. Use numbers and answers only.

1. All -----you see here has been done by women.
2. Women's work is economically invisible, -----is suprising.

3. -----makes me worry is that women don't fight enough for their rights.
4. I don't know-----in most of the countries it is women who take care of the children.

Item 5 : Turn these sentences into either direct speech or indirect speech.

1. The author says that the work that women do has always been fundamental to the global economy.
2. "Women were traders, farmers and entrepreneurs thousands of years ago", the author confessed.
3. The author wanted to know if women's contribution hadn't registered with traditional economic institutions.
4. "Men spent more than a fraction of the time with their children than their wives do", The author declared.

Item 6 : Rewrite these sentences using the given prompts.

1. Inactivity has made women's work invisible.
 - Women's work-----
2. Although women work hard, their contribution is invisible economically.
 - Despite-----
3. Women work hard but they don't happen to be equal to men.
 - No matter-----
4. The work of women is declared to be fundamental to the global economy.
 - People-----

Item 7 : Translate these sentences into French.

1. The work that women do has always been fundamental to the global economy.
2. The United Nations estimated in 1993 that equality between the sexes would take 1.000 years to achieve.
3. Women have been traders, farmers, and entrepreneurs for years.
4. Inactivity has made women's work invisible.

B) Production écrite d'un texte de type particulier et de fonctions variées.

Contexte : La question de la parité tient à cœur les femmes.

Tâche :

Tu montreras ta compétence à rédiger un texte argumentatif en Anglais en :

- respectant les différentes parties d'un texte argumentatif ;
- construisant des phrases significatives et grammaticalement correctes ;
- utilisant le vocabulaire adéquat ;
- respectant l'orthographe et la ponctuation appropriées.

Consigne :

Writing

Do you think that women will ever be equal to men ? Write an argumentative essay to give your opinion.

NB : Don't copy the text !

EPREUVE 30

II- Compétences à évaluer

CD2 : Réaction à un texte lu

CD3 : Production écrite d'un texte

III – L'épreuve

A- La réaction à un texte écrit

Contexte

L'approche genre fait couler beaucoup d'encre et de salive de nos jours. Les femmes réclament la parité mais les hommes l'acceptent difficilement. Le texte suivant s'intéresse à ce sujet. Lis-le et apprécie.

Support

Text: Understanding gender equality and women's empowerment.

1. Gender equality implies a society in which women and men enjoy the same opportunities, outcomes, rights and obligations in all spheres of life. Equality between men and women exists when both sexes are able to share equally in

the distribution of power and influence; have equal opportunities for financial independence through work or through setting up businesses; enjoy equal access to education and the opportunity to develop personal ambitions. A critical aspect of promoting gender equality is the empowerment of women, with a focus on identifying and redressing power imbalances and giving women more autonomy to manage their own lives. Women's empowerment is vital to sustainable development and the realization of human rights for all.

2. Where women's status is low, family size tends to be large, which makes it more difficult for families to thrive. Population and development and reproductive health programmes are more effective when they address the educational opportunities, status and empowerment of women. When women are empowered, whole families benefit, and these benefits often have ripple effects to future generations.
3. The roles that men and women play in society are not biologically determined – they are socially determined, changing and changeable. Although they may be justified as being required by culture or religion, these roles vary widely by locality and change over time. UNFPA has found that applying culturally sensitive approaches can be the key to advancing women's rights while respecting different forms of social organization.
4. Addressing women's issues also requires recognizing that women are a diverse group, in the roles they play as well as in characteristics such as age, social status, urban or rural orientation and educational attainment. Although women may have many interests in common, the fabric of their lives and the choices available to them may vary widely. UNFPA seek to identify groups of women who are most marginalized and vulnerable (women refugees, for example, or those who are heads of households or living in extreme poverty), so that interventions address their specific needs and concerns. This task is related to the critical need for sex-disaggregated data, and UNFPA help countries build capacity in this area.

From **Wikipedia**, the Free Encyclopedia

Tâche:

Après avoir lu le texte ci-dessus, tu montreras que tu l'as compris en:

- répondant par "Right" ou "Wrong";
- répondant pleinement aux questions posées sur le texte ;
- Reconnaisant le sens de certains mots ou expressions du texte;
- Dérivant convenablement les mots entre parenthèses pour avoir paragraphe significatif ;
- Mettant les verbes entre parenthèses aux temps et à la forme corrects ;

- Reformulant des phrases de façon autonome
- Traduisant un passage du texte en français

N.B : Tu traiteras les items sur le texte en Anglais à l'exception de la traduction

Consignes

Item 1: Say whether these sentences are “Right” or “Wrong “. Write numbers and answer only.

1. Gender equality means women and men have the same rights and duties.
2. Women’s empowerment is useless to sustainable development
3. The empowerment of women affects positively the future generations.
4. Men and women’s roles in the society are biologically and socially determined.
5. Women belong to the same group.

Item 2: Answer these questions on the text

1. Cite three (03) conditions for the existence of equality between men and women.
2. Who benefit by the empowerment of women?
3. How is the family size when women’s status is not high?

Item 3: Find in the text words meaning nearly the same as the following expressions.

1. The fact of being male or female (paragraph 1)
2. That can continue for a long time (paragraph 1)
3. Often changing (paragraph 3)
4. Weak and easily hurt physically or emotionally (paragraph 4)

Item 4: Put the appropriate form of the word in brackets to have a correct paragraph. Write numbers and answers only.

(1) (**Internation**) women’s day in 2018 recognises how (2) (**crucial**) important women are to reduce (3) (**hungry**) and (4) (**poor**) in rural communities. Ensuring women have equal (5) (**politic**) and cultural rights is a question of (6) (**just**).

Item 5: Put the verbs in brackets into their correct tense and form. Write numbers and answers only.

1. Gender equality (to be discussed) for a long time?
2. It’s high time men (to accept) sex equality
3. I wished the Members of Parliament (to pass) the law
4. Had women been empowered, they (to contribute) to the development of Benin

5. Women (not –to – love) themselves now.
6. Women had better (to stand) up for their rights.

Item 6: Rewrite the following sentences using the prompts given. Don't change their meaning.

1. Women are more numerous than men, but they are discriminated.
 - Although.....
2. The Members of Parliament didn't pass the law on sex equality, and women were angry.
 - If
3. "Where women's status is low, family size tends to be large".
 - The author says.....
4. Respect women
 - Women.....
5. The man started shouting at his wife when he got back.
 - No sooner.....

Item 7: Translation

Translation into French from "Gender equality implies"..... down to.....to develop personal ambitions".

B – Production d'un texte de type particulier

Contexte : Les femmes travaillent au même titre que les hommes et parfois mieux que les hommes. Mais quant à leur rémunération, certains pensent qu'elles doivent percevoir plus ou moins que les hommes. Tu es appelé(e), ici, à donner ton point de vue.

Tâche :

Tu montreras ta compétence à produire un texte en :

- Respectant le type de texte ;
- Utilisant le vocabulaire approprié ;
- Construisant des phrases grammaticalement correctes.
- Utilisant l'orthographe et la ponctuation appropriées.

Writing:

Consigne: Should women and men be paid the same salary for the same job? Why or why not?

These words or expressions may help you:

schools – training – abilities – conscious – honest – available – case of pregnancy – corruption – embezzlement, etc. (Not more than 20 lines)

EPREUVE 31

Compétences à évaluer

CD₂: Réagir de façon précise à des messages lus ou entendus.

CD₃: Produire de façon appropriée des textes de types et de fonctions variés.

L'épreuve

A- Compétence disciplinaire n° 2

Contexte :

La santé d'un individu dépend en grande partie de son mode de vie, mais de façon générale notre mode de vie n'est pas sain et nuit à notre santé. Il faut un changement de comportement pour inverser la tendance.

Support

Text : Do lifestyle changes really improve people's health?

The evidence for the importance of healthy lifestyles is overwhelming. New research conducted in Iran shows that lifestyle changes in diet and levels of physical activity improve the health of entire communities.

In the research project called "A healthy heart", mass media was used to educate people about healthy nutrition, food labels, etc. to encourage people to undertake physical activity, the government announced automobile-free days and built bicycle lanes in cities. Smoking was banned in the workplace.

Diet, physical activity and smoking behavior were assessed annually for four years in the intervention areas and for three years in the control areas. Changes were most notable in the diet of the research participant. In one area, 14% of participants had a healthy diet at the beginning of the study. This increased to 30% after four years. Time spent on leisure physical activity increased from 81 minutes to 181 minutes per week. Smoking declined but not significantly.

Doctor Tim Armstrong from the World Health Organization (WHO) department tells us how a healthy lifestyle makes a difference. "Non communicable diseases such as cancer, cardiovascular diseases and diabetes account 35 million deaths each year. This is 60% of all deaths. And these diseases have common risk factors; tobacco use, inappropriate diet and physical inactivity. By avoiding these risk factors in the first place, by preventing the risk factors, we can prevent the majority of the deaths due to those diseases.

Small changes in people's behavior can help prevent those diseases. For example, 30 minutes of moderate physical activity each day, that is the equivalent of a brisk walk, can reduce your risk of a heart attack by up to 50%. Increasing your fruits and vegetable consumption can reduce your risk of colon cancer by up to 50%. So changes are achievable. What we, as WHO and of course governments and encouraged to do is to create the policies and the environment for people to make these small choices. The health benefits are there, they are real, they are measured and cost effective. Effective interventions in changing people's behavior vary for the population. We have to give key messages in terms of education. For example, to increase physical activity, the population has to be educated to the importance of physical activity, but we don't have the environment, a safe place to be physically active, the education programme will not work. We have to ensure that the whole environment is one where people can make the healthy choices.

Government restrictions, too, can be effective in behavior change. The example with tobacco is one where we know that increasing the taxation on cigarettes has a real effect on the consumption of tobacco. Banning cigarettes advertising and restricting the sale and access to cigarettes are also very important.

Vocabulary: Research participants: les enquêtés.

Tâche : Après avoir lu le texte ci-dessus, tu montreras que tu l'as bien compris en :

- montrant ta compréhension globale et détaillée du texte ;
- montrant ta maîtrise du vocabulaire du texte ;
- montrant ta maîtrise de la grammaire du texte ;
- montrant ta maîtrise de divers aspects de la langue anglaise ;
- reformulant certaines phrases du texte de façon autonome ;
- traduisant un passage du texte en Français ou des phrases indépendantes en Anglais.

CONSIGNE

Item 1 : Copy and complete these sentences with relevant words or groups of words. Underline them.

- 1- On automobile free days, it is forbidden to
- 2- Smoking was banned in the workplace means that people
- 3- Inappropriate diet is the opposite of
- 4- To reduce your risk of colon cancer, you have to
- 5- Governments should restrict access to cigarettes by
- 6- Cancer, cardiovascular disease and diabetes are said to be

Item 2 : Answer these questions based on the text.

- 1- What is “a healthy heart” according to text ?
- 2- Name three non-communicable diseases.
- 3- What should we do to reduce the risk factors of these diseases ?

Item 3 : Find out in the text words or phrases meaning the same as these.

- 1- Make something better in quality or condition (Paragraph 1).
- 2- Evaluated (Paragraph 3).
- 3- To become or make something become larger in number, quantity or degree (Paragraph 3).
- 4- Not fitting, unbalanced (Paragraph 4).
- 5- Producing the result, especially the desired or intended result (Paragraph 6).

Item 4 : Choose the most suitable word to complete these sentences.

- 1- As soon as we come, he
a- has left; b- will leave; c- will be living; d- would leave.
- 2- car is this: Dad's or Mum's?
a- what; b- which; c- whom; d- whose.
- 3- My brother and will stop eating too many fats.
a- me; b- myself; c- I; d- my.
- 4- Vongba and Ganglidja are brothers; are doctors.
a- any; b- both; c- each; d- none.
- 5- Before the boss arrived, we for over an hour.
a- had waited; b- have waited; c- have been waiting; d- will wait.
- 6- If you haven't got enough money to buy this car, I will you some.
a- hire; b- borrow; c- lend; d- pass.
- 7- have you been waiting here? Two hours.
a- how far; b- how long; c- when; d- since when.
- 8- John and Janet are love They are going to get married.
a- each other; b- themselves; c- their selves; d- one another.
- 9- We have to change our lifestyle to keep healthy?
a- do we; b- don't we; c- won't we; d- will we.
- 10- I never smoke cigarettes,?
a- do I; b- don't I; c- won't I; d- will I.

Item 5 : Rewrite the following sentences with the prompts given.

- 1- The education programme will not work if we don't have the environment.
❖ Unless.....
- 2- Smoking was banned in the workplace many years ago.
❖ for
- 3- Diet, physical activity and smoking behavior were assessed annually.
❖ People

4- We have to target our population.

❖ Our population

5- People have to change their lifestyle to improve their health.

❖ I wish people

6- Smoking declined last year because governments and the World Health Organization sensitized the population on its dangers.

❖ If

Item 6 : Translate into French.

From "Government restrictions..... " down to "..... are also very important."
(Paragraph 6)

Item 7 : Translate into English (**For T^e A only**).

- 1- Tout le monde doit avoir un mode de vie sain.
- 2- Notre santé dépend aussi de notre style de vie.
- 3- La cigarette nuit gravement à la santé.
- 4- Le gouvernement doit sensibiliser la population sur les dangers de la prise de la drogue.

B- Compétence disciplinaire n° 3

Contexte : « Comme on fait son lit, on couche » dit-on souvent. De ton mode de vie dépend l'état de ta santé physique et mentale. Que faire quotidiennement pour maintenir durablement cet équilibre ?

Tâche : Tu montreras ta compétence à produire un article de journal en :

- respectant le contexte et la logique interne du texte ;
- respectant les différentes parties d'un article de journal ;
- construisant des phrases significatives et grammaticalement correctes ;
- utilisant le vocabulaire adéquat ;
- utilisant l'orthographe et la ponctuation appropriées.

CONSIGNE

Composition : Write an article to tell people how to keep in good health.

EPREUVE 32

II- Compétence à évaluer

Compétences disciplinaire N°2 : Réagir de façon précise et appropriée à des messages lus ou entendus.

Compétences disciplinaires N°3 : Produire de façon appropriée des textes de types et de fonction variés.

I – Réagir de façon précise et appropriée à un message écrit.

III- L'Epreuve :

A/ Contexte

Les conflits armés sont en Afrique source de destruction de l'environnement, des ressources naturelles et causes par conséquent le sous-développement, la pauvreté etc. dans nombre d'Etats africains.

B/ Support

Text

- 1- Armed conflicts in Africa often cause death to hundreds of people and are destructive to the natural resources people mainly live on. So the Washington based conservation organization, the world wide fund (WWF) has held a workshop this year, in Victoria Falls, Zimbabwe, to make people aware of the adverse consequences of wars on our environment.
- 2- "Armed conflict as we have witnessed it over this year, has brought in some cases irreparable damage to both humans and natural resources", said Edward Chindori-Chininga, Zimbabwe's deputy Minister of environment and tourism who officially opened the workshop. "Wildlife has often borne the brunt of the worst negative effects of armed conflict, because it provides a source of ready protein for people and its territory can be taken over." Chininga called for the need to take into account long-term biodiversity conservation measures, which involve the survival of human beings as well as the preservation of natural resources. He said that in the Great Lakes Region, the Rwanda civil war impacted negatively on the rich and unique biodiversity of the Virunga Volcanoes regions.
- 3- Robert Mwinyihali, manager of the Zoning and Wildlife Reserve Program in the Democratic Congo, said "people in the DRC are relying on natural resources, specially the poaching of WILDLIFE such as elephants, gorillas and rhinos. The rebels took advantage of the situation to exploit minerals; to exploit everything they could, in order to raise money to fuel the war that is going on." Mwinyihali said that for the past two years, armed conflict in the DRC has had a severe impact on the country's forest; the timber went to Kigali, Rwanda, and Kampala, Uganda, as stated correctly in a UN's recent report. The UN report on DRC said Uganda and Rwanda were involved in 'mass-scale looting' of DRC's resources which includes diamonds. He said DRC nationals were not benefiting from their resources. "It is the predatory rebels who are benefiting, while local people lack basic public infrastructure such as roads."
- 4- The protracted DRC conflict has impoverished and displaced people and increased pressure on the exploitation of minerals and WILDLIFE through poaching. A Sierra Leone national who attended the workshop and spoke on conditions of anonymity said, "Inequity is an underlying cause of conflict in Sierra Leone." He said people living near protected areas such as national parks

were not involved in their management and, when threatened with hunger they invaded these areas to exploit natural resources. Mozambique's 12-years civil war had a severe impact on its wildlife, resulting in a sharp decline of its elephant population through poaching. Although its forests are recovering, its elephant population is still struggling to reach a viable size. Ethiopia's long and multifaceted conflict left a legacy of deforestation, soil erosion, destruction of wildlife and decline in water quality.

From Development Outreach World BANK Institute

Fall 2001, by Emmanuel Koro. Page 34, slightly adapted.

Tâche:

Après avoir lu le texte, tu montreras que tu l'as compris en:

- Répondant par vrai ou faux à des affirmations ;
- Répondant aux questions de compréhension du texte ;
- Prouvant ta maîtrise du vocabulaire ;
- Conjuguant certains verbes aux temps appropriés ;
- Reformulant des phrases ;
- Traduisant un passage du texte.
- Triant des mots ou expressions relatifs à un thème donné.

Consignes

Item 1: Are these statements « true » or « false ».

- 1) During the conflicts hundreds of people rescue their natural resources.
- 2) The objective of the Zimbabwe workshop is to make people aware of the danger of armed conflicts on the environment.
- 3) Armed conflicts have caused devastating consequences to people only.
- 4) The rebels build roads for local people.
- 5) The long conflict in Ethiopia caused the poor water quality.

Item 2: Answer theses on the text.

- 1) What does WWF stand for?
- 2) What does the Victoria Falls workshop aim at?

- 3) How did the rebels exploit the DRC?
- 4) How did Ethiopia's long conflict affect the environment?

Item 3: Find the synonyms of these words or group of words in the text.

- 1) To draw people attention on (paragraph 1)
- 2) Affected unfavorably (paragraph 2)
- 3) Depending (paragraph 3)
- 4) Injustice (paragraph 4)

Item 4: Write each verb in brackets in its correct tense

- 1) WWF (to hold) a workshop in Zimbabwe for two weeks now.
- 2) They (to live) on natural resources for two years.
- 3) The World Wide Fund (to initiate) a workshop on racism so far.
- 4) It was the second time Robert Mwinyihali (to come) back to DRC.
- 5) After the protracted DRC conflict (to impoverish) people, it displaced them.
- 6) If you had not promoted tolerance, you (not to make) your society progress.

Item 5: Rephrase the following sentences.

- 1) Had we known, we would have protected our natural resources.
 - If.....
- 2) Armed conflicts took the lives of hundreds of African people years ago.
 - It is.....
- 3) Rebels should stop looting DRC's resources.
 - It is high time.....
- 4) If people living near protected areas are not hungry, they will not invade these areas.
 - Unless.....
- 5) We have never witnessed an armed conflict before
 .It's the first time.....

Item 6: Translate the first paragraph of the text into French.

Item7 : Which of the following words or expressions have nothing to do with racism?

Conflict/forgiveness/trouble/tolerance/ethnicity/acceptance of differences/religious discrimination/civil war/equitable justice/refugees/genocide/

B – Compétence disciplinaire N°3

Contexte

La violence, les guerres et les conflits de tout genre, sont enregistrés partout dans le monde et créent de véritables insécurités à l'humanité.

Tâche :

Tu montreras par la production d'une lettre, ta compétence à rédiger en Anglais en :

- respectant le contexte,
- Construisant des phrases significatives et grammaticalement correctes,
- respectant la logique interne du texte,
- utilisant la ponctuation et l'orthographe appropriées.
- le type de lettre et ses différentes parties.

Consigne

Write a letter to a newspaper to suggest ways and means to stop ethnic or religious discrimination in your school or in the town.

-Your name is BORO Saliou, your address: P.O.box:1071 PARAKOU and you are a student of CEG Banikanni.

-You are sending the letter to DJAKPATA newspaper, P.O.box: 296, Calavi.

EPREUVE 33

COMPETENCE A EVALUER

I-Compétence disciplinaire N° 2 : Réagir de façon précise et appropriée à un message écrit.

II- Compétence disciplinaire N° 3 : Réagir de façon appropriée à des textes de types et de de fonctions variés.

L'EPREUVE

I- REACTION A UN TEXTE ECRIT

A- Contexte

Le mode de vie que nous adoptons peut avoir un impact très négatif sur notre état de santé car notre santé dépend de notre style de vie.

B- Support

Text: What makes up a healthy lifestyle?

- 1) Many factors contribute to your wellness although some things like genetic predisposition to diseases and age are beyond your control. Healthy diet, regular sleep, daily physical activities and a moderate approach to life's stressful moment will all lead you in the right direction to a healthy lifestyle.
- 2) A healthy body system depends on a continual supply of nutrients to feed cell growth and metabolism. Food containing proteins, carbohydrates, fats, minerals, vitamins and water should be eaten to promote good health. It is important to eat foods high in fibre such as beans, grains, fruits and vegetables because it helps your body to digest the foods you eat and decrease the chance of getting cancers, heart disease and diabetes. You need to avoid foods with a lot of sugar, salt and oil. You have to drink alcohol with moderation and avoid smoking so as to improve your overall health. Excessive drinking can cause cardiovascular problems, cancer, depression, anxiety and gastritis. Smoking harms many body organs and increase the risk of heart attack, stroke and diabetes.
- 3) Daily physical activities can greatly improve your quality of health and lifespan. For example, to have a healthy lifestyle, look for day-to-day activities like climbing stairs, bricks walking, swimming, running, yoga, jogging, cycling and muscle strengthening exercise like weight lifting can help you stay active. The U.S Department of Health Service suggests 150 minutes exercise per week; but inactive adults should build this gradually under the supervision of their doctors.
- 4) A healthy lifestyle goes hand in hand with quality sleep. After some mental and physical activities, our body needs sleep time to rebuild energy and repair cellular damage.
- 5) Effective stress management is another way to a healthy living. Stress can have a positive effect on emotional wellness, interrupt sleep, reduce energy level and cause a variety of physical aches and pains. Stress is not completely avoidable, but learning how to deal with it effectively can prevent it from affecting your health. Practice positive self-talk, take time to do things you find pleasure in and devote time each day to relaxation or meditation to keep stress levels at bay.

Nancy Clarke, 2013. Source Internet via Wikimedia Commons.

C- Critères d'évaluation

Après avoir lu le texte, tu montreras que tu l'as compris en :

- Reconnaisant les détails du texte ;
- Répondant aux questions ;
- Manifestant ta maîtrise du vocabulaire du texte ;
- Montrant la maîtrise de certaines structures grammaticales ;
- Traduisant un passage du texte en français.

D- Tâches

Item 1: Write "true" or "false" according to the text.

1. Genetic factors also contribute to determine our health.
2. Fibres help to decrease our chances of getting cancer.
3. Drinking alcohol and smoking can ameliorate our health.
4. Taking part in daily activities can lead to a healthy lifestyle.
5. Stress can be totally avoided.

Item 2: Answer these questions on the text.

1. Which aspects contribute to a healthy lifestyle according to the text?
2. Name six nutrients that can help to promote good health.
3. How many minutes exercise does the U.S. Department of Health and Human Service recommend weekly?
4. What can we do to solve stress problems according to the text?

Item 3: Find in the text the synonyms of the following words or expressions:

1. Sickneses (paragraph 1)
2. To give food to (paragraph2)
3. To a great extent (paragraph3)

4. That belongs to a nation (paragraph 4)
5. Diminish (paragraph 5)

Item 4: Translate this passage of the text into French

From “Foods containing proteins, carbohydrates...” **Down to** “...cancers, heart disease and diabetes.” (see paragraph 2).

Item 5: Choose the correct relative pronoun from the given list to combine these pairs of sentences to have new clauses: **that, which, where, whose, who.**

Example: John is a football player. He plays in our national team.

- John is the football player **who** plays in our national team.
1. Alabama is a state in America. Black people exercise a lot there.
 2. We must eat food in fibre. It helps the body to digest easily.
 3. Jogging, climbing stairs, running are physical activities. They make people stay active.
 4. Mr JOHN SMITH is the U.S Health Department’s doctor. He requires his patients 7 to 9 hours of sleep.
 5. SARAH is a woman in the next village. Her daughter suffers from hypertension.

Item 6: Rewrite these sentences as indicated. Don’t change their meanings.

1. Just as those children got a balanced, they became strong.
 - Hardly
2. Although that woman is an athlete, she is often sick.
 - Despite
3. He often slept for eight hours when he was in America
 - He used
4. If she has enough sleep, she will be healthy.
 - Unless.....
5. He suffered from hypertension because he ate too much fatty food.
 - If.....

II- PRODUCTION D’UN TEXTE DE TYPE PARTICULIER

A- Contexte

Le souhait de tout homme est de vivre le plus longtemps possible. Pour y parvenir, il est important d'observer les règles.

B- Critères d'évaluation

Tu montreras ta compétence à produire en Anglais un article de journal en :

- Tenant compte du contexte et la logique interne du texte ;
- Respectant le format de la rédaction d'un article de journal ;
- Construisant des phrases grammaticalement correctes ;
- Faisant usage du vocabulaire, de l'orthographe et de la ponctuation appropriés.

C- Tâche

Writing

In your school, most of the students are having health problems and you have decided to talk to them. Write an article to your school magazine to sensitize them on how to stay healthy, keep fit and live longer.

EPREUVE 34

I- COMPETENCES A EVALUER

- **Compétence disciplinaire n°2 : Réagit de façon appropriée à des messages lus**
- **Compétence disciplinaire n°3 Produire de façon appropriée à des textes de types et de fonctions variés**

II- L'ÉPREUVE

A- Réaction à un texte lu

Contexte : De nos jours, les jeunes adoptent une mauvaise hygiène de vie ; ce qui a fâcheuses conséquences sur leur santé.

Support:

Text: Teenagers lifestyle

Nowadays, teenagers have changed in comparison with those in the past taking into account eating habits, an active way of life; spending free time and wearing clothes .They constitute a "technology" generation. For the teens nowadays, mobile phones, internet, music, movies, television and playing computer games are very important. They prefer watching television and playing computer games instead of reading books. They don't like reading because watching TV is easier and they don't have to use their own imagination. Computer games are useful but they are also harmful to health. Young people prefer to spend free time in front of a computer rather than to walk, to play or to go to a swimming pool. Moreover, games plunge them into a virtual world which seems very exciting.

Every teenager needs a balanced diet. They eat too many fast and unhealthy foods. Moreover they take soft drink containing a high proportion of sugar; all this leads them to obesity. Some other young people, especially girls, torture themselves with diets which lead to various diseases with physical basis like anorexia and bulimia. Young people must not give up food especially breakfast. In fact, skipping breakfast is a frequent cause of fainting and complications which lead to death. Teenagers have to remember that a healthy lifestyle requires appropriate nourishment, but they must not forget personal hygiene.

Personal hygiene plays a very important role in healthy lifestyle its task is the maintenance and strengthening of health. A remarkable part of young people think that taking a shower once a day, wearing nice clothes and splashing them with a deodorant is proper, but it is not. Everyday toilet will prevent skin diseases. Therefore, personal hygiene institutes an important part of healthy lifestyle and it cannot be skipped just like physical activity.

Physical activity has a large influence on young people lifestyle. It improves health condition in various ways. Physical activities reduce the appetite and help in the reduction of the fatty mass of the body. The research reveals that regular training among the youth is an important fact improving health.

Tâche :

Après avoir lu le texte ci-dessus, tu donneras la preuve que tu l'as compris en :

- reconnaissant les détails du texte
- exprimant des appréciations personnelles sur le texte
- montrant ta maîtrise du vocabulaire
- montrant ta maîtrise de certaines structures à travers des choix de mots
- reformulant des phrases du texte
- traduisant un passage du texte en français

Consignes:

Item1: Answer by right or wrong

- 1- Teenagers in the present and those in the past have the same lifestyle.
- 2- Teenagers like exercising a lot.
- 3- Fast foods and soft drinks lead generally to a good health.
- 4- Scientists reveal that exercising is not an important fact improving the health.
- 5- A healthy lifestyle doesn't require balanced diet.

Item2: Answer the following questions based on the text.

1-Why are teenagers called 'technology' generation?

2-what are the benefits of everyday toilet?

3-What should young people do in order to have a healthy lifestyle?

Item3: Find out from the text the opposites of:

- 1- Adults (paragraph 1)
- 2- Unbalanced (paragraph 2)
- 3- Life (paragraph 2)
- 4- Unhealthy (paragraph 3)
- 5- Increase (paragraph 4)

Item4: Choose the correct words to complete sentences

- 1- I'd rather Codjo a balanced diet a) having b) had c) would have
- 2- I wish you breakfast next time a) won't give up b) wouldn't give up c) hadn't given up
- 3- You'dhave personal hygiene a) should b) better c) wish
- 4- he is fat, he takes oily food a)not only b) although c) despite
- 5-he exercises regularly, he will have health problems a) if b) unless

c) provided

Item 5: Rephrase these sentences with the prompts given

1- Teenagers eat fast food and they take soft drinks.

Not only.....

2- Young people prefer watching television nowadays.

I wish they.....

3-Computer games are useful but they are also harmful to health.

Although

4-If you don't take care of your health, you will get sick.

Unless.....

Item 6: Translate the last paragraph of the text in English

B- Production d'un texte particulier

Contexte :

Pour être en bonne santé, il est indispensable de connaître et d'observer certaines règles. Malheureusement tout le monde ne le sait pas. Tu es invité à les aider pour leur donner des conseils.

Tâche :

Tu montreras ta compétence à produire un texte en anglais en:

- respectant le type de texte ;
- respectant le contexte ;
- faisant des phrases cohérentes et correctes ;
- utilisant l'orthographe et la ponctuation appropriées.

Writing:

Bad health is widespread and has become a major concern in your community.

What do you think people can do to keep fit and healthy? In a coherent presentation, suggest some measures that can work successfully.

(Not more than 15 lines)

EPREUVE 35

COMPETENCES A EVALUER

- I- Réagir de façon précise et appropriée à des messages lus ou entendus.
- II- Produire par écrit un texte de types et de fonctions variés.

L'EPREUVE

I- Réaction à un texte lu

A- Contexte

Lorsque les catastrophes naturelles surviennent, elles causent souvent des dégâts qui laissent les victimes dans une précarité sans précédent.

B- Support:

Text : Flooding at Kwaya-Kusar Farmlands

1. Flood has destroyed farms in some farming communities at Kwaya-Kusar Local Government in the Southern part of Bomo State after hours of heavy downpour, submerging crops in three villages of Wawa, Yiwari, Lalan and Bilazi.
2. According to sources, torrential downpour which lasted for about five hours in the area, led to overflow of water and flood which subsequently submerged farmlands and destroyed crops such as millet, guinea corn and citrus along the River banks, 80 Kilometers South of Biu.
3. Commenting on the flood, Hon, Saley Mohammed, a member of the Bomo State House of Assembly, representing Kwaya-Kusar Constituency said "the flood is an act of God" which should be accepted in good faith, despite the destruction of crops and citrus of farmers here.
4. He said though the farmers were alerted on the impending flood in Biu area last week, he regretted there was nothing they could do since flood is a natural phenomenon, adding that Biu, which is a flood prone council area as alerted by the Federal Ministry of Environment, is located north of Kwaya-Kusar.

5. He appealed to the state and Federal Government to intervene, by assisting the affected farmers, as they solely rely on these crops as their means of food and incomes.
6. One of the affected farmers, Dahiru Usman told journalists through a phone message that he was expecting huge yield in harvest period.
7. "I was expecting to harvest a minimum of 35 bags of millet and 49 baskets of guavas next month, but last weekend's floods have destroyed them by submerging the entire farmlands and orchards along the banks of the river" he lamented.
8. Dairu said the flooded farmlands could only be useful after the rainy season to grow vegetables and fibres including onions, carrots and pepper.

From **Daily Sun Friday, August 31st, 2012**

C- Critères d'évaluation:

Après avoir lu le texte, tu donneras la preuve que tu l'as compris en:

- Reconnaissant certains de ses détails,
- Manifestant la compréhension globale que tu en as,
- Montrant ta maîtrise de son vocabulaire,
- Traduisant un passage du texte en français,
- Traduisant un passage du texte en anglais,
- Reformulant certaines phrases.

D- Tâches:

Item 1: Write "True" or "False" for each of these statements about the text.

Write down the number and answer only.

- 1) The heavy rain caused some damage to human and animal lives.
- 2) For Honourable Saley Mohammed, flood is a divine act.
- 3) Kwaya-Kusar farmers received no alert related to the flooding in their area.
- 4) Biu area is located in south of Kwaya-Kusar.
- 5) Humanitarian organizations were called to assist the farmers.

Item 2: Answer these questions

- 1) How long did the rain last?

- 2) What three crops were damaged by the flood as mentioned in the text
- 3) Why is it necessary to help Kwaya-Kusar's farmers?

Item 3 :Find in the text words or expressions meaning the same or almost the same as the following

- 1) Heavy fall of rain (paragraph 2)
- 2) Consequently (paragraph 2)
- 3) Imminent (paragraph 4)
- 4) Requested (paragraph 5)
- 5) Believing with confidence that something will happen in the future (paragraphs 6,7)

Item 4 :Write the words in brackets in the correct form

- 1- (Fortune) the flooding hasn't caused any human death.
- 2- Farmland (destroy) is frequent after a down pour in villages.
- 3- Flooding, earthquake and hurricane are (nature) disasters.
- 4- How many (survive) were there after the downpour?
- 5- The whole farm was (flood) by a heavy rain yesterday.

Item 5 : Rewrite the following sentences starting by the prompts given

- 1- A violent wind blew out and then a torrential rain started.
 - As soon as.....
 - No sooner.....
- 2- "The torrential rain destroyed many farmlands in Kwaya-Kusar yesterday"
 - The journalist reported that.....
- 3- It rained a lot. That's why many farmlands were destroyed.
 - If.....

4- The affected zone was remote, however humanitarian organizations managed to get there.

➤ Despite.....

5- Both Federal and state governments have been called for to assist the victims.

➤ They.....

Item 6: Translate into French

Translate from "I was expecting to harvest....."down to"..... he lamented"

Item 7: Translate into English (T^e AB only)

- 1- Bien qu'il pleuve les récoltes coûtent chères.
- 2- C'est la première fois qu'il y a eu une forte pluie au village.
- 3- Les organisations internationales viennent aider les réfugiés.
- 4- Le tremblement de terre est une catastrophe dangereuse.
- 5- Les dégâts sont nombreux.

II- Production d'un texte de type particulier

A- Contexte :

Aucun pays au monde n'est à l'abri des catastrophes naturelles. La semaine dernière, certaines régions de ton pays ont été inondées juste après les premières pluies.

B- Critères d'évaluation :

Tu montreras ta compétence à rédiger un article de journal en :

- Respectant le type de texte,
- Respectant le contexte et la logique interne,
- Utilisant le vocabulaire approprié,
- Construisant des phrases significatives et grammaticalement correctes.

C- Tâche :

Writing:

Last week, a terrible flood occurred in your village. Write an article for a newspaper to tell about it. Make sure you answer the following questions:

- How did the flood occur?
- What damage did it cause to the villagers?
- How did they manage to reduce its effects?
- What measures were taken by the authorities and the humanitarian organizations to help the victims?

EPREUVE 36

II. / COMPETENCES A EVALUER

C.D.N°2 : Réagir de façon précise et appropriée à des messages lus ou entendus.

C.D.N°3 : Produire de façon appropriée des textes de types et de fonctions variés.

III./ EPREUVE

Contexte : Les maladies dont nous souffrons sont parfois liées à notre mode de vie et c'est justement le cas dans le texte ci-dessous soumis à votre analyse.

Support

Text: **The outbreak of cholera in Okeira.**

1-The recent outbreak of cholera in Okeira claimed several lives. **It** started like a small outbreak of infection which could be contained but it later took a frightening proportion leading to an epidemic. The epidemic lasted for two days but **its** effects are massive.

2-The cholera outbreak was caused by the unhealthy environment which is a result of the unhygienic nature of the residents of Okeira. Almost everywhere, you will find heaps of refuse. Refuse bins are not readily emptied and every roadsides is littered with the waste. It is a common sight to see mountainous dunghills covering up the major roads in the community. Furthermore, Okeira lacks good drinkable water. The residents depend on a stream where the whole community gets its water. The streams itself is not hygienic and clean enough for drinking as different people enter **it** to bathe and fetch water from the same source. Some of these people have sore on their legs and other forms of infections. Defecation around the stream does not help matters as this stream becomes contaminated with virus and germs.

3-Similarly, Okeira lacks a good market where people can buy food items. The local market is located at the far end of the community which makes it difficult for people to trek down to buy things there. The residents, therefore, have to buy food items from hawkers who expose **their** goods to flies. Meat sellers go about without covering their wares.

4-The effects of the epidemic are colossal. Many lives are lost. ccording to the available medical report, about two hundred and fifty people died in two days as a

result of the epidemic. Many able-bodied men, women and children lost **their** lives, thus causing anguish and sorrow in the community.

5-The state government and the Ikeja Local Government Council should come to the rescue of the residents of Okeira. My suggestion is that the government should launch a campaign to enlighten the residents on how to cultivate simple hygienic habits. Secondly, the local government should ensure that the heaps of refuse are cleared on time. Thirdly, sanitary inspectors should be sent out to inspect homes in the community and ensure that the residents clean their surroundings regularly. Any resident who fails to maintain a clean environment should be made to pay a fine as punishment. Lastly, government hospitals should be built for the residents and the clinic in the community should be equipped to contain further outbreaks of such epidemic.

By Caled Farayola, Okeira

Tâche

A/ Compétence disciplinaire n°2

Après avoir lu le texte tu montreras que tu l'as compris en :

- exprimant tes appréciations personnelles sur le texte ;
- reconnaissant des détails du texte ;
- montrant ta maîtrise du vocabulaire du texte ;
- identifiant les références de certains mots ;
- reformulant des phrases de manière appropriées.
- manipulant certains mots.

Item 1: Answer the following statements by "right" or "wrong".

- 1- Right from the beginning of the outbreak of cholera, people did not know it would be an epidemic.
- 2- The inhabitants of Okeira do not respect the rules of hygiene.
- 3- There isn't any good drinkable water in Okeira.
- 4- In Okeira, there is a good market where people can buy food items.
- 5- According to the available medical report, the epidemic claimed about two hundred and fifty lives every day.

Item 2: Answer these questions based on the text.

- 1- How long did the epidemic of cholera in Okeira last?
- 2- What provoked this epidemic in Okeira?
- 3- How do the residents of Okeira get water for drinking and bathing?
- 4- Is the water found in Okeira hygienic? Why or why not?

5- What sanction is reserved for those who won't respect the rules of hygiene suggested by the author?

Item3: Find out in the text words or phrases meaning the same or almost the same as the following ones.

- 1- Began (Paragraph 1)
- 2- Garbage (Paragraph2)
- 3- Purchase (Paragraph.3)
- 4- Merchandise (Paragraph3)
- 5- Perished (Paragraph4)
- 6- To keep (paragraph5)

Item4: What or who do the underlined words in the text refer to?

- 1- "it" (Paragraph 1)
- 2- "its"(Paragarph1)
- 3- "it"(Paragraph2)
- 4- "their"(Paragraph3)
- 5- "their"(Paragraph4)

Item 5 : Rephrase the sentences below without changing the meaning . Use the prompts given.

1- Many lives will be saved if the government comes to the rescue of the residents of Okeira.

- Unless.....

2- They didn't respect the rules of hygiene; that is why the epidemic of cholera broke out in Okeira.

- If

3- It is a pity that people start throwing garbage everywhere again?

- I wish.....

4-The cholera started like a small outbreak of infection but it later took a frightening proportion.

- Although.....

5-Meat sellers don't cover their wares.

- Meat sellers' wares.....

6- The stream itself is neither hygienic nor clean enough for drinking.

- Not only.....

Item 6: Give the right nouns of verbs below.

- 1- To reside →
- 2- To dwell →
- 3- To see →
- 4- To equip →
- 5- To cause →

Item 7: Translate this passage of the text into French.

“The state government and the Ikeja Local Government Council should come to the rescue of the residents of Okeira. My suggestion is that the government should launch a campaign to enlighten the residents on how to cultivate simple hygienic habits. Secondly, the local government should ensure that the heaps of refuse are cleared on time. Thirdly, sanitary inspectors should be sent out to inspect homes in the community and ensure that the residents clean their surroundings regularly. Any resident who fails to maintain a clean environment should be made to pay a fine as punishment.”

B/ Compétence disciplinaire n°3 : La production d’un texte de type particulier

Contexte : Notre mode de vie est la cause de nombreuses maladies très dangereuses. Le choléra qui est l’une de ces dangereuses maladies crée beaucoup de dégâts à chaque apparition.

Tâche : Tu montreras ta compétence à produire un article de journal en anglais en :

- respectant le contexte et le type de texte;
- construisant des phrases significatives et grammaticalement correctes ;
- utilisant le vocabulaire et la fonction appropriés ;
- respectant la logique interne du texte et en utilisant l’orthographe et la ponctuation appropriées.

Consigne: Cholera is one of the epidemic diseases which cause a lot of damage when it appears. Write an article to describe an epidemic of cholera in an area called “Ghetto city”. State the comportment of “Ghetto city” dwellers that caused the outbreak; enumerate some consequences of the epidemic and suggest what could be done to rescue the inhabitants and also prevent any other outbreak of cholera in this place.

NB: Don’t forget the headlines of your article and don’t go beyond 20 lines.

EPREUVE 37

II./ COMPETENCES A EVALUER

C.D.N°2 : Réagir de façon précise et appropriée à des messages lus ou entendus.

C.D.N°3 : Produire de façon appropriée des textes de types et de fonctions variés.

III. / EPREUVE

Contexte: L’Afrique est un continent en proie à des problèmes. Parmi ses problèmes figurent des maladies telles que le sida et récemment l’Ebola qui fait des ravages. Le texte ci-dessous vous parle de l’épidémie d’Ebola en Afrique de l’Ouest.

Support:

Text: Ebola fear.

1-Ebola is a serious infectious illness which often proves fatal. The virus, which is thought to have originated in fruit bats, was first detected in 1976 in an outbreak near the Ebola River in what is now the Democratic Republic of Congo. Today, Ebola is back again. The number of people with Ebola in West Africa has risen above 16,000, with the death toll from the outbreak reaching almost 7,000, the World Health Organisation (WHO) says. The World Health Organization has warned the number of infections will increase to 20,000 by November if efforts to control the spread are not stepped up.

2-The hardest-hit countries are Liberia, Guinea and Sierra Leone. The deadly virus is transmitted through body fluids such as sweat, blood and saliva, and there is no proven cure. This makes life feel very precarious for people living in affected areas. A UN agency, the Food and Agriculture Organisation (FAO), warned that families in the three countries were at risk of both malnutrition and under-nutrition.

3-Vincent Martin, of the FAO, said 70% of people interviewed in Sierra Leone had been eating only one meal a day since the outbreak, rather than two or three.

Restrictions on movement had led to panic buying, food shortages and severe price hikes, the agency said.

4-I know people who have died from this deadly Ebola virus. A doctor who had been helping sick people in my community - even when public hospitals were closed - contracted the virus and died. A newspaper reporter has also died and one family lost three of its members.

5-Since the outbreak, all hospitals have been closed throughout the country. There are virtually no treatment centres. The ones that exist are filled to capacity and are no longer accepting new cases. Nurses and doctors have abandoned the hospitals because of fear of the virus.

6-People have a sort of denial mentality - most Liberians from remote and suburban areas of the country don't believe that the Ebola virus is real. Some confirmed Ebola patients are escaping treatment centres. A lady who was diagnosed escaped the quarantine centre in Lofa where the outbreak started. Everyone who had been in direct contact with her became infected and only one doctor survived. So lying about infection is also responsible for the huge death rates in Liberia. I wash my hands regularly with soap. I clean my clothes and I never shake hands with people. I try to protect myself and my family.

Slightly adapted from the internet

Vocabulary: **Outbreak:** épidémie ; **The death toll:** le bilan en vies humaines.

Tâche:

A/Compétence disciplinaire n°2

Après avoir lu le texte ci-dessus, montre que tu l'as compris en:

- reconnaissant des détails du texte ;
- répondant à certaines questions de façon appropriée;
- montrant ta maîtrise du vocabulaire ;
- traduisant un passage en Français ;
- montrant ta maîtrise à utiliser le pronom approprié ;
- montrant ta maîtrise à reformuler des phrases de façon appropriée.

Consignes:

Item1: Say whether these statements are “true” or “false” according to the text.

1-Ebola is a serious illness.

2-More than half a million people have died of Ebola.

3-There are many nurses and doctors at hospital to treat Ebola-sufferers.

4-Many Liberian people believe Ebola virus is only a myth.

5-Anyone in direct contact with a person infected with Ebola cannot survive.

Item2: Answer the following questions according to the text.

1-Where did people suffer from Ebola for the very first time?

2-How many people are said to have died of Ebola?

3-Apart from death, quote from the text two consequences of Ebola on the populations.

4-What is the consequence of the fact that many Liberians don't believe Ebola is real?

Item3: Complete the following sentences with the suitable information from the text.

1-Ebola is not a new illness; it first appeared in.....

2-We contract Ebola through.....

3-There is food shortage because.....

4-A doctor survived Ebola even though he.....

Item4: Find from the text words or phrases meaning the opposites of the following ones.

1-fall (paragraph 1)

3-healthy (paragraph 4)

5-telling the truth (paragraph 6)

2-vital (paragraph 2)

4-courage (paragraph 5)

Item5: Rephrase the sentences below without changing their meanings. Utilize the prompts given.

1-The international community should help West Africa fight Ebola virus.

*It is high time.....

2-Ebola was first detected twenty-nine years ago.

*It is.....

3- The number of infections will increase to 20,000 by November if efforts to control the spread are not stepped up.

*Unless.....

4-The death toll was very high because most people didn't believe in Ebola virus.

*If.....

5-Many foreigners saw the deaths in the three countries and then they decided to leave.

*Hardly.....

Item6: Translate the fourth paragraph of the reading text into French.

B – Production d'un texte écrit de type particulier

Contexte: A l'instar de l'Ebola, le sida fait beaucoup de ravages au sein de nos populations qui ignorent ses voies de contamination et les mesures à prendre pour éviter cette maladie dangereuse. Tu es alors chargé(e) de les sensibiliser à ce sujet.

Tâche : Tu montreras ta compétence à produire un texte en Anglais en :

- respectant le contexte et le type de texte ;
- respectant la logique interne du texte ;
- construisant des phrases significatives et grammaticalement correctes ;
- utilisant le vocabulaire et la orthographe appropriés.
- utilisant la ponctuation appropriée.

Consigne: Many people in your community contract HIV-AIDS because health specialists don't sensitize them properly. So answer the questions below to sensitize your people.

- What is HIV-AIDS?
- How do people contract this deadly illness?
- What are some of its symptoms?
- What can we do to avoid it?

NB: Write a text by answering the questions. Not more than 20 lines.