

# REVISION BEPC ANGLAIS TCHEKE

Pour mieux réussir son examen du BEPC en Anglais

## Epreuve n° 01 (LS1 – Sq1)

### I- COMPÉTENCES À ÉVALUER

- Réaction appropriée à un message écrit.
- Production de textes de types et de fonctions variés.

### II- L'ÉPREUVE

#### A- Réaction à un message lu

Contexte: Le SIDA est une maladie dangereuse et mortelle.

#### Support

Text: Prevention of AIDS

- 1- It is likely that between 1 million and 1,5 million Americans have already been infected with the AIDS (Acquired Immune Deficiency Syndrome) virus. At present in the United States, AIDS is concentrated among homosexual and bisexual males and users of illicit intravenous drugs, and there is also relatively high incidence of infection in children born to infected mothers, recipients of blood transfusions, and sexual partners of those in these high-risk groups. The epidemic is spreading much faster in the black and Hispanic population than in the white population. However, present evidence indicates a likelihood that the virus is capable of spreading to a very large proportion of sexually active individuals, well beyond the group now identified as high risk.
- 2- The consensus among biomedical experts is that fully effective treatments and vaccines may not be available for at least 5 years and maybe considerably longer. In the interim, practical effort to cope with the immense social, psychological, and economic problems of the AIDS epidemic will require contributions from the social and behavioral sciences in a number of areas, including ones that have been relatively neglected in recent years.

Adapted from *THE BEHAVIORAL AND SOCIAL SCIENCES*, DEAN R-GESTEIN P 62.

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 personnelles sur le texte ;
- montrant ta maîtrise du vocabulaire du texte ;
- reformulant des passages du texte de façon convenable.

#### Tâche

Item 1: Say if the following statements are "True" or "False".

- 1- Many Americans are infected with the AIDS virus.
- 2- Babies can catch AIDS from their infected mothers.
- 3- AIDS spreads more quickly in the white than in the black population.
- 4- Treatment will be ready in five years' time.

Item 2: Answer the following questions on the text.

- 1- What do these acronyms stand for: AIDS, STD, HIV?
- 2- What causes AIDS?
- 3- What are the main ways of catching AIDS?
- 4- Is there a cure for AIDS? Justify your answer with a sentence from the text.

Item 3: Match these words from the text to their definitions.

Words	Definitions
1- Blood transfusion	a- Particular kind of medical attention.
2- Virus	b- Illness caused by a bacteria or a virus.
3- Treatment	c- Putting healthy blood into a sick person.
4- Infection	d- A germ that can cause a disease

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

- 1- Legal (Paragraph 1).
- 2- Low (Paragraph 1).
- 3- Solutions (Paragraph 2).

Item 5: Write the verbs in brackets into their correct tenses and forms.

- 1- Last holidays Bob (to bring) an STD from Kenya.
- 2- He (to receive) a treatment for it at present.
- 3- This girl (to catch) AIDS many years ago.
- 4- If I were his friend, I (to eat) with him again.

#### B- Production de textes de types et de fonctions variés

Contexte: Aide ton ami Djigbé à compléter le passage suivant.

Critères d'évaluation: Tu montreras ta compétence à écrire un paragraphe en :

- choisissant le mot juste à la place convenable ;
- recopiant le paragraphe ;
- veillant à l'orthographe des mots ;
- soulignant tes réponses.

#### Tâche

Writing: Copy and complete the following passage with: *avoid – adults – virus – protect – ill – AIDS – education*.

Health ...1... is very important. We must know how to ...2... ourselves against AIDS, and how to ...3... spreading it to others. Not everybody who gets the ...4... will immediately become ...5... So, everybody in the community should be educated, not just ...6... Remember, anyone can catch ...7...

## Epreuve n° 02 (LS1 – Sq2)

### I- COMPETENCES A EVALUER

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

### II- L'ÉPREUVE

#### A- Réaction à un message lu

Contexte: De nos jours, certaines personnes se livrent à la consommation des excitants comme la drogue, le tabac, l'alcool ignorant les conséquences néfastes auxquelles elles s'exposent.

#### Support

Text: Cocaine addiction

- 1- When people take cocaine and become addicted, all they think about is getting and using cocaine. Family, friends, home, possession and health become unimportant.
- 2- Cocaine attacks your heart before it attacks your head. Your pulse rate rises, so does your blood pressure. Even if you're only 15 years old, you become a candidate for heart attack and serious diseases.
- 3- In the brain, cocaine mainly affects the part where emotions are located. Unfortunately, this part of the brain also controls your heart and lungs. A continuous use of cocaine can interrupt the electrical signals to your heart and lungs. They simply stop. That's how a basketball player in the United States died.
- 4- Cocaine makes you feel a new man. The only problem is that the new man wants more cocaine. And because cocaine is expensive, you end up doing what all addicts do. You steal, cheat, lie, deal, sell anything and everything, including yourself. In addition to all this you risk imprisonment.
- 5- Dr. Arnold Washton, one of the United States cocaine experts, says it's impossible for the non-users to imagine the deep, serious depressions that a cocaine addict suffers from.

Adapted from *A CAMPAIGN FOR STAY-OFF DRUGS*, April 1993.

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 personnelles sur le texte ;
- associant certaines expressions à leur fonction ;
- faisant usage de certaines structures grammaticales ;
- reformulant des phrases de façon autonome.

N.B. Tu traiteras toute l'épreuve en Anglais.

#### Tâche

Item 1: Write "Right" or "Wrong" for these statements.

- 1- Cocaine addicts don't think about their family, friends and their health.
- 2- Cocaine attacks your head after your heart.
- 3- The brain controls your heart and lungs.
- 4- Cocaine addicts lie too.
- 5- A cocaine addict suffers from deep and serious depressions.

Item 2: Answer these questions on the text.

- 1- Which parts of the body does cocaine attack?
- 2- What happens to the heart and lungs when there is a continuous use of cocaine?
- 3- What are the bad things that a cocaine addict can do?

Item 3: Match phrases in column A with their functions in column B. Write numbers and letters only.

Column A

- 1- Be careful!
- 2- You shouldn't smoke.
- 3- It is strictly forbidden to smoke.
- 4- Let's not smoke.

Column B

- a- prohibition.
- b- suggestion.
- c- warning.
- d- giving advice.

Item 4: Choose the correct answer within brackets to complete these sentences.

- 1- A cocaine addict can sell ..... (myself, himself, ourselves).
- 2- When people are addicted of a drug, they always think of it, ..... other things become unimportant for them. (because, so, what)
- 3- Cocaine addicts end up stealing ..... cocaine is expensive (because, so that).
- 4- My friend didn't pass his exam last year ... he had started taking drugs. (so, why, because)
- 5- Young people ..... avoid smoking (did, does, should).
- 6- Sam had nobody to look after him, ..... he became a drug addict. (because, so, why)

Item 5: Rewrite these sentences beginning as indicated.

- 1- You should stop taking drugs.
  - Why don't you .....?
- 2- If you don't stop taking cocaine, you will become an addict.
  - Unless .....
- 3- Azônoutô ends up stealing because he has no more money to buy cocaine.
  - ..... SO .....
- 4- Youths should refrain from smoking.
  - It is time youths .....

B- Production d'un texte de type particulier

Contexte: Le tabagisme est nuisible à maints égards. Il perturbe l'équilibre de l'homme et est source de maladies diverses.

Critères d'évaluation: Tu es invité(e) à écrire une lettre à l'un de tes anciens camarades de classe qui a commencé par consommer de la drogue. Ecris la lettre en Anglais en :

- respectant le format de la lettre familière ;
- respectant le contexte et la logique interne de la lettre ;
- construisant des phrases grammaticalement correctes et significatives.

Tâche

Writing: One of your classmates has started taking drugs. Write a letter to him to give advice and to warn him of the dangers of drug taking.

## Epreuve n° 03 (LS1 – Sq3)

### I- COMPETENCES A EVALUER

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

### II- L'EPREUVE

#### A- Réaction à un message écrit

Contexte: Aujourd'hui certains jeunes se sentent concernés par les différents travaux de développement dans leurs localités. Ils font ou exécutent ainsi plusieurs travaux bénévoles pour aider les gens de leurs communautés.

#### Support

Text: Youth duties

##### 1- You are never too young to help!

All over the country these days, young people of both sexes are joining the National Youth Service Corps when they finish University. But even young people are taking part in community projects now. We do it, one of our youthful correspondents writes, so that we can all grow up in a country we can be proud of, and enjoy a better life. You're never too young to take part.

2- Musa Wazaki, aged 15 years old, is one of those young people who joined the NYCS. During his youth service, he helped to dig a well in a village 25 kilometers from Kaduna. We had to make a hole of 30-meter-deep, so that we could find water. Believe me, we worked hard. We sweated and our backs ached. It was necessary because the villagers needed the water badly, so that their cattle wouldn't die of thirst in the dry season.

3- Yinka Dada, aged 14, from Lagos, is another NYCS school girl. She says: My mother used to be a nurse, and she suggested that I do some unpaid work at the local clinic. Married women come to it if they already have family and don't want any more children.

*New Focus English Book 2, page 245.*

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

- exprimant ta compréhension globale du texte ;
- montrant ta maîtrise du vocabulaire du texte ;
- reformulant certaines phrases du texte de façon autonome ;
- posant des questions à base des mots ou expressions soulignés.

#### Tâche

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

- 1- Only young boys participate in the community projects.
- 2- Young people join the NYCS because they need money.
- 3- Musa Wazaki's group dug the well so that the villagers could water the trees they planted.
- 4- Yinka Dada gets a high salary for the work she does at the local clinic.

Item 2: Answer these questions on the text.

- 1- What does NYCS stand for?
- 2- Why do young people, in general, accept to join the National Youth Service Corps?
- 3- How did Musa Wazaki help youth service?
- 4- Was Yinka Dada paid for her work at the local clinic? Justify your answer.

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

- 1- Participating in (paragraph 1)
- 2- Become adult (paragraph 1)
- 3- A large group of animals (paragraph 2)
- 4- Recommended (paragraph 3)

Item 4: Rephrase the following sentences using the given prompts.

- 1- "We do it so that we can grow up in a country we can be proud of."
  - Musa said .....
- 2- "Do some unpaid job at the local clinic in your free time."
  - My mother invited me .....
- 3- Musa had been paid for his job. He was a good citizen.
  - ..... because .....

Item 5: Ask questions based on the underlined words.

- 1- We do it.
- 2- He helped to dig a well in a village.
- 3- My mother is a nurse.
- 4- Young people are taking part in community projects now.

B- Production d'un texte de type particulier

Contexte: De nos jours, beaucoup d'élèves ignorent leurs devoirs vis-à-vis de leurs parents. C'est aussi le cas de l'un de tes amis du nom de Kodjo, élève au CEG Avogbanna. Tu es invité(e) à lui envoyer une lettre en lui rappelant les devoirs d'un enfant à l'égard de ses parents.

Critères d'évaluation: Tu montreras ta capacité à produire une lettre en:

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

Tâche

Writing: Your friend Kodjo who is a student at CEG Avogbanna does not help his parents at home because he does not know children's duties. Send him a letter to tell him about children's duties.

## Epreuve n° 04 (LS1 – Sq3)

### I- COMPETENCES A EVALUER

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

### II- L'ÉPREUVE

#### A- Réaction à un message écrit

Contexte: Un peu partout dans le monde l'homme en général et les enfants en particulier ont des droits et devoirs qui leur permettent de bien vivre dans la société.

#### Support

##### Text

Boys and girls should be equally educated but in African tradition girls are expected to help their mothers with household chores: marketing, cooking, garden farming and many other low paid jobs.

As apprentices to their mothers, girls begin at an early age to take care of the younger brothers and sisters. The absence of the girls from these chores would considerably reduce the economic power of the family. Yet, their contributions are neither recognized nor evaluated in economic terms.

Boys, by tradition, are not expected to carry out these functions in the homes as girls. A mother would not like to lose the services of her daughters. The father on the other hand, would not accept to spend money for girls' education since they are going to get married and not remain within the family.

In addition, religious beliefs and social norms prevent parents from sending their daughters to school even when they are willing to do so. All these beliefs constitute obstacles to the emancipation of girls in the society.

Nowadays more and more women participate very actively in all sectors of community life and play important roles in the development of their countries. They are in positions to change policy that affects girls' education. They must study these problems in order to increase participation of girls in school.

*Adapted from Major Constraints to Women's access to Higher Education in Africa.*

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 personnelles sur le texte ;
- manipulant des mots du texte ;
- choisissant des mots pour compléter des phrases ;
- reformulant des phrases de façon autonome.

N.B. Tu traiteras toute l'épreuve en Anglais.

#### Tâche

Item 1: Say "Right" or "Wrong" for these statements according to the text.

- 1- In African tradition only girls should help their parents at home.
- 2- The absence of the girls from chores doesn't reduce the economic power of families.
- 3- Girls' contributions are evaluated economically.
- 4- Women study the problems so as to decrease girls' participation in school.

Item 2: Answer these questions on the text.

- 1- The text mentions some household chores girls do. Name two of them.
- 2- Why would the father not accept to spend money for daughters' education?



3- Who are in positions to change policy that affects girls' education?

Item 3: Find in the text words or groups of words having the same meaning as:

- 1- Domestic routines (paragraph 1).
- 2- Greatly (paragraph 2).
- 3- Female children (paragraph 3).
- 4- Take part (paragraph 5).

Item 4: Complete these sentences with the best answer from the brackets.

- 1- Boys and girls should be equally ..... (under educated, educating, educated)
- 2- Girls are mothers' apprentices ..... they begin at an early age to take care of their brothers. (so, because, as)
- 3- Boys ..... to do household chores. (shouldn't, ought; should, oughtn't)
- 4- Fathers wouldn't accept to spend money ..... girls are going to get married. (because, so that, so)
- 5- More and more women play important role for the ..... of their countries. (developing, development, developed)

Item 5: Rewrite these sentences without changing their meaning. Use the given prompts.

- 1- Boys and girls should be educated equally.
  - We .....
- 2- 'More and more women participate very actively in these sectors.'
  - The author .....
- 3- Boys should do household chores, girls also.
  - Both .....
- 4- 'Boys are not expected to carry out these functions in the homes.'
  - He has told us .....

#### B- Production d'un texte de type particulier

Contexte: Suite à une mauvaise manipulation de son ordinateur, l'une de tes sœurs, n'ayant aucune connaissance de la langue Anglaise, a désordonné les phrases d'un texte qui lui a été confié. Il t'est donné l'occasion de l'aider à retrouver le bon ordre des phrases du texte afin d'avoir un paragraphe cohérent.

Critères d'évaluation: Tu montreras ta compétence à produire un paragraphe cohérent en :

- ordonnant les phrases ;
- respectant la logique interne du texte ;
- utilisant l'orthographe et la ponctuation appropriées.

#### Tâche

Writing: Copy and re-order these sentences to make a coherent paragraph.

- 1- Women must study the problems so that girls will take part in schooling massively.
- 2- They do domestic routines like going to market, helping their mothers to cook and other jobs.
- 3- For example, religious beliefs and other factors do not permit to parents to send girls to school even when they want.
- 4- Many reasons prevent parents from sending girls to school.
- 5- But nobody recognized this contribution of girls to the family.
- 6- Although boys and girls should be educated the same way in Africa, girls are forced to stay at home to help their mothers.

Epreuve n° 05 (LS1 – Sq3)

#### I- COMPÉTENCES À ÉVALUER

- Réaction appropriée à un message écrit.

- Production de textes de types et de fonctions variés.

## II- L'ÉPREUVE

### A- Réaction à un message lu

Contexte: L'enfant, à un moment de sa vie, doit aider ses parents. Mais parfois les parents laissent les enfants exécuter les tâches domestiques sans les assister.

### Support

#### Text

- 1- I did most of the domestic work because my sister and my brother were still too small. My uncles were considered too big. I woke up at 4:30 in the morning to make fire in a brazier formed out of an old lavatory bucket. I washed, made breakfast, coffee for the family and tea for grandmother as she did not take coffee.
- 2- After morning coffee, which we often had with maize flour porridge from the previous night's left-over, we went to school. Back from school I had to clean the house as Aunt Dora and grandmother did the white people's washing all day. Fire had to be made; meat had to be bought from an Indian butchery in the Asiatic reserve. We were so many in the family that I had to cook porridge twice in the same big pot. We hardly ever bought more than a pound of mutton in weight. Weekday's supper was very simple: just porridge and meat. When there was no money we fried tomatoes. We never ate vegetables except on Sundays. We never had butter except when we had a visitor from Johannesburg. We ate supper out of the same plate, we children; and meat was divided up into varying sizes. We never sat at table. Only a visitor was treated to such modern ideas.
- 3- On Monday mornings, at about four o'clock, I went to the suburbs to fetch washing for Aunt Dora. Thursday and Friday afternoons, I had to take back the washing. If I was lucky enough, I borrowed a bicycle from a tenant of ours. If I couldn't get the bicycle for the morning or afternoon, I carried the bundles on my head and walked about seven miles for a single journey. When I came back, I went to school. I could never do my homework until about ten o'clock at night when I had washed up and everybody else had gone to bed.

Adapted from *Down Second Avenue* by Ezekiel Mphahlele.

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 personnelles sur le texte ;
- montrant ta maîtrise de certaines structures grammaticales ;
- reformulant des phrases autonomes de façon convenable.

### Tâche

Item 1: Choose the right answer according to the text. Write down the number and the letter only.

- 1- The narrator did most of the domestic work alone, because
  - a) there was nobody to help him.
  - b) he was a house boy.

- c) his sister and brother were too small and his aunt and grandmother too busy with their job.
- d) he was the family man (the father).
- 2- Their basic diet was
  - a) porridge.
  - b) porridge and meat.
  - c) porridge, meat, vegetables and bread.
  - d) bread, porridge and meat.
- 3- They never sat at table because
  - a) this was kept for guests only.
  - b) this was reserved for adults.
  - c) it was forbidden for their family.
  - d) the table was very small.
- 4- The narrator did his homework after 10:00 pm, because
  - a) there was too much noise until everyone slept.
  - b) there was not enough place until they had gone.
  - c) it was when he finished the washing up.
  - d) he had to finish his domestic chores first.

Item 2: Answer the following questions on the text.

- 1- Why did he do the domestic work alone?
- 2- When did the narrator wake up to start his household chores?
- 3- What happened when the narrator couldn't get the bicycle from a tenant?

Item 3: Select the best answer to complete these sentences. Write numbers and answers only.

- 1- He woke up early in the morning ..... do the domestic work. (in order – in order to – so as)
- 2- Ezekiel made tea for ..... grandmother. (he – his – her)
- 3- People make Ezekiel ..... do the washing. (to do – do – doing)
- 4- The boy did the homework by ..... (him – his – himself)
- 5- Do you think Aunt Dora did the cooking .....? (yourself – herself – hers)

Item 4: Rephrase the following sentences using the prompts given.

- 1- The narrator's brother and sister were too small, so he did the house work alone.
  - The narrator's ..... because .....
- 2- "I have done most of the domestic work", Ezekiel said.
  - Ezekiel said .....
- 3- If Ezekiel wakes up early, he will finish his house work.
  - Unless .....
- 4- I strongly advise you to do your household chores.
  - You ought .....
- 5- The children clean the house.
  - The house .....

B- Production d'un texte de type particulier

Contexte: Certains enfants aident leurs parents à la maison à faire les travaux domestiques. Toi aussi, tu aides ta maman à la maison dans les tâches ménagères. Tu es invité(e) à écrire une lettre à ton ami Ezin pour lui dire ce que tu fais pour aider ta maman à la maison.

Critères d'évaluation: Tu montreras ta compétence à écrire une lettre en :

- respectant le contexte et le format de la lettre familière ;
- construisant des phrases significatives et grammaticalement correctes ;
- respectant la logique interne ;
- utilisant l'orthographe et la ponctuation appropriées.

### Tâche

Writing: Write a letter to your friend Ezin who lives in Togo telling him about what you do to help your mother at home.

Your name is Akouèdjo and your address is: P.O. Box 1025 Abomey-Calavi, Benin. You are writing to your friend on May 12<sup>th</sup>, 2018.

## Epreuve n° 06 (LS1 – Sq3)

### I- COMPETENCES A EVALUER

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

### II- L'EPREUVE

#### A- Réaction à un message écrit

Contexte L'éducation des jeunes doit prendre en compte la vie scolaire et la vie familiale. Un(e) jeune exemplaire est celui ou celle qui prend au sérieux les études et s'acquitte de ses travaux domestiques.

#### Support

##### Text

A vivid applause rose from the public to show its pride to this young girl of fifteen who was receiving the first prize of Mathematics competition, organized by the deputy of the locality who wanted to prove his attachment to the youth. Anna was so happy to receive that first prize that she effectively deserved.

In fact, Anna is a studious pupil in the 4th form. She is always at school on time; she learns her lessons, respect her teachers and is very intelligent.

At home, Anna is a respectful child. She does correctly household chores. Early in the morning before going to school, she cleans the furniture and fetches water to the bathroom to her parents. In the evening, after the school, she helps her mother in the kitchen, she grinds pepper and tomatoes and observes how the cooking is done. She doesn't want to become those household wives who don't know how to keep their house.

During the weekend, Anna tidies properly the rooms and helps her junior sister to do her exercises. Anna is a fantastic young girl who spends her leisure time on the playground. She likes playing basketball to maintain a good health and shape.

Adapted from *Get Strong 3e*, 2015, page 78.

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

- reconnaissant certains de ses détails ;
- répondant à des questions de compréhension globale ;
- prouvant ta maîtrise du vocabulaire du texte ;
- manifestant ta maîtrise de certaines fonctions et structures grammaticales.

#### Tâche

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

- 1- Anna won the first prize of Mathematics competition.
- 2- The competition was organized by a businessman.
- 3- Anna doesn't help her mother with the household chores.

- 4- Anna spends her leisure time playing basketball.

Item 2: Answer these questions on the text.

- 1- Who organized the Mathematics competition?
- 2- What form is Anna in?
- 3- When does Anna help her mother in the kitchen?
- 4- Does she tidy the rooms during the weekend?

Item 3: Find from the text words meaning the opposite of the following.

- 1- Private (paragraph 1)
- 2- Lazy (paragraph 2)
- 3- Disobedient (paragraph 3)
- 4- Dislikes (paragraph 4)

Item 4: Rewrite these sentences basing on the suggested prompts.

- 1- Anna was a studious pupil, so she won the first prize of Mathematics competition.
  - Anna ..... because .....
- 2- "Why didn't you clean up your bedroom yesterday?", Anna's mother asked her.
  - Anna's mother asked her why .....
- 3- Anna will go to school when she finishes the chores.
  - As soon as Anna .....
- 4- A good child should respect his parents and elderly people.
  - A good child had better .....
- 5- I want to know your age.
  - How .....?

#### B- Production d'un texte de type particulier

Contexte: Filles et garçons doivent apprendre à faire les travaux domestiques et bien travailler à l'école pour rendre leurs parents heureux.

Critères d'évaluation: Tu montreras ta compétence à construire un paragraphe cohérent en :

- mettant des phrases en ordre ;
- suivant les idées internes du texte et celles développées dans chaque phrase ;
- recopiant le paragraphe reconstruit.

#### Tâche

Writing: Put the following sentences into the correct order to have a coherent and meaningful paragraph.

- 1- She is always the top of her class.
- 2- She leaves home at 7:30 for school.
- 3- Anna is a young girl in the fourth form.
- 4- After revising her lessons, she cleans the furniture and fetches water to the bathroom to her parents.
- 5- All the teachers like her because she is a studious girl.

6- She gets up at 5:30 every morning.

Epreuve n° 07 (LS1 – Sq3)

I- COMPÉTENCES À ÉVALUER

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

II- L'ÉPREUVE

A- Réaction à un message écrit

Contexte: Bien des jeunes n'écoutent pas les conseils de leurs parents et mènent une vie de débauche. Quand ils se rendent compte de leurs erreurs, c'est déjà trop tard.

Support

Text

Tears filled his eyes when he remembered what his mother had continuously warned him about. He always turned a deaf ear<sup>1</sup> to her advice. And that was the reason why he was crying. He had wasted his years and now he was going to die. "Can I go and tell mummy about it? Will she listen to me and forgive me for disobeying her?" he asked softly. He was going to courageously walk into his mother's bedroom and tell her that he is HIV-positive and that he had failed his final exams.

Seventeen years ago, Tawiah was born to Agya Koo and Maame Mansah in a village called Onipa. His parents were both farmer and trader. They bought foodstuffs from their village and sold them in the cities. They were very rich.

The people of Onipa were very happy when Maame Mansah gave birth to a bouncing baby boy. Two cows, one goat, five hens and three ducks were killed and a big feast was given to the guests who attended the naming ceremony. It was a big feast.

Tawiah brought so much joy to his family. His parents' friends adored him. At the age when young boys should have good moral lifestyles<sup>2</sup>, Tawiah and his friends engaged in all sorts of bad practices like drugs, drinking, chasing girls and missing classes. Tawiah sometimes ran away from home for so days. He only came home after Agya Koo, his father, had promised not to beat him.

Adapted from *The result of disobedience* by Mrs. Harriet Decker.

Vocabulary notes: 1. to turn a deaf ear: faire la sourde oreille    2. lifestyle: mode de vie

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

- complétant le tableau avec des informations appropriées ;
- répondant à des questions de façon approfondie ;
- montrant ta maîtrise du vocabulaire ;
- reconnaissant des structures grammaticales ;
- reformulant des phrases de manière adéquate.

Tâche

Item 1: Copy and complete this table with information from the text.

Name	Relationship	Occupation
Tawiah	.....	.....
.....	Father	.....
Maame Mansah	.....	.....

Item 2: Answer these questions.

- 1- Did Tawiah listen to his mother's advice? Justify your answer with a sentence from the text.
- 2- How old is he? And what has happened to him?
- 3- Name two bad attitudes of Tawiah and his friends.

Item 3: Find in the text the opposites of these words.

- 1- Forgot (paragraph 1)
- 2- Never (paragraph 1)
- 3- Poor (paragraph 2)
- 4- Detested (paragraph 3)

Item 4: Ask questions based on the underlined words.

- 1- Tawiah was born in Onipa.
- 2- His parents' friends adored him.
- 3- They bought foodstuffs from their village.
- 4- The father killed three ducks for the celebration.

Item 5: Rephrase these sentences.

- 1- If you are not a disobedient child, you won't fail.
  - Unless .....
- 2- "Will my mother listen to me?"
  - Tawiah asked .....
- 3- He always turned a deaf ear to his advice and that was the reason why he was crying.
  - ..... because .....
- 4- Two cows and five hens were offered as sacrifice.
  - Tawiah's parents .....

B- La production d'un texte de type particulier.

Contexte: Tawiah s'est enfin décidé à aller dire toute la vérité à sa mère après un long temps d'hésitation et de crainte. Tu es invité(e) à imaginer leur conversation.

Critères d'évaluation: Tu montreras ta compétence à produire un dialogue en :

- compétant ll dialogue ;
- respectant le contexte ;
- respectant la logique interne du dialogue ;
- utilisant l'orthographe et la ponctuation appropriées.

Tâche

Writing: Copy and complete the following dialogue.

Dialogue

Tawiah: .....

Mother: Good evening, my son.

Tawiah: .....

Mother: Ok. I am listening to you.

Tawiah: .....

Mother: What's wrong with you? Why are your eyes so red?

Tawiah: (crying) .....

Mother: What? Really? Oh my God!

Tawiah: .....

Mother: How did it happen?

Tawiah: .....



Epreuve n° 08 (LS2 – Sq1)

### I- COMPETENCES A EVALUER

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

### II- L'EPREUVE

#### A- Réaction à un message écrit

Contexte: Le corps humain et d'autres êtres vivants ont besoin des substances nutritives pour leur bon fonctionnement.

#### Support

Text: Food

- 1- Food is very important to man and all other living things. It gives them strength and helps them to grow. No living thing can live for a long time without food. Different living things take food in different forms. The quantity and the quality of food consumed are also important.
- 2- As mentioned earlier, the quality of food is a very important aspect that must be taken into consideration. Good quality food helps in making the body healthy and strong. What determines the quality of food? Most of the food we eat contains six important nutrients. There are carbohydrates, fats and oil, proteins, minerals, water and vitamins, all of which are required by the body. They must however be taken in the correct proportion to provide a balanced diet to ensure good health.
- 3- When the food taken does not provide sufficient nutrients, it leads to malnutrition. When that happens we are easily attacked by diseases.

*Unpublished*

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 personnelles sur le texte ;
- montrant ta maîtrise du vocabulaire du texte ;
- construisant des phrases grammaticalement correctes.

N.B. Tu traiteras toute l'épreuve en Anglais.

#### Tâche

Item 1: Answer these statements by 'true' or 'false' according to the text.

- 1- Food is very important only to man.

- 2- No living thing can live without food.
- 3- A healthy and strong body depends on the quality of food.
- 4- Man can catch diseases if he doesn't control what he eats.

Item 2: Answer these questions on the text.

- 1- Why is food important to man and all the other living things?
- 2- Cite the different nutrients mentioned in the text?
- 3- Is a balanced diet a healthy diet?

Item 3: Find in the text the opposites the following words.

- 1- Die (Paragraph 1).
- 2- Unhealthy (Paragraph 2).
- 3- Weak (Paragraph 2).
- 4- With difficulty (Paragraph 3).

Item 4: Reorder the following words to make correct and meaningful sentences.

- 1- / ? / food / is / to / important / man /
- 2- / five / there / categories / are / of / food / . /
- 3- / . / people / eat / balanced / should / diets /
- 4- / body / . / diseases / to / vitamins / fight / the / help /

#### B- Production d'un texte de type particulier

Contexte: La secrétaire a oublié certains mots dans ce texte déposé par le professeur d'informatique pour la saisie.

Critères d'évaluation: Tu es invité (e) à écrire un paragraphe en :

- recopiant le paragraphe ;
- remplaçant les pointillés par les mots convenables choisis dans la liste ;
- soulignant tes réponses et évite les ratures et surcharges.

#### Tâche

Writing: Copy and complete the following paragraph with: *nutrients – eat – fruits – water – food – energy*.

Every living thing must have ...(1)... for growth. All the food we ...(2)... contains some ...(3)... . These nutrients needed by the body are divided into the following groups: carbohydrates, fats and oil, proteins, vitamins, minerals and ...(4)... . Each of the group plays an important role in the body working. For example, carbohydrates produce heat and ...(5)... for the body. They are often found in ...(6)... and vegetables.

Epreuve n° 09 (LS2 – Sq1+2)

I- COMPETENCES A EVALUER

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

II- L'ÉPREUVE

A- Réaction à un message écrit

Contexte: La santé est un don de Dieu que nous devons préserver à tout prix. Pour être toujours en bonne santé, nous devons souvent faire le sport et consommer des aliments sains et équilibrés.

Support

Text: Nutrients and their functions

- 1- To avoid diseases and stay healthy, we need to have a balanced diet. This means that we must daily eat something from each of the four food group.
- 2- Nutrients are substances which are very important for a healthy diet; they are contained in the foods we eat. What are those nutrients, what are their functions, and which food do they come from?
- 3- We can distinguish six nutrients: carbohydrates, fats and oils, proteins, vitamins, minerals and water.
- 4- The first one comes from "staple" food such as rice, potatoes and cereals. They provide us with heat and energy to work and to play. Likewise, fats and oils give us small amounts of energy. Fats are found in milk and fatty meat, whereas oils are present in peanuts and vegetable oils. For the third substance, they are for body building; they make and repair our cells. Proteins come from meat, fish, milk, eggs and nuts. The fourth and fifth nutrients protect us against diseases. We can get vitamins from fruits, vegetables and milk. Cheese, liver fish and milk are good sources for minerals. Let's notice that the latter are necessary for strong bones and teeth. All these nutrients need to be carried around our body by the sixth one. In fact, we generally need between two and three liters of water each day. We get part of it from drinking and some from the foods we eat. In sum all those nutrients are essential for us, that's the reason why we must vary our food. Most of all, we must eat both fruits and vegetables a lot.

*Unpublished*

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 personnelles sur le texte ;
- montrant ta maîtrise du vocabulaire du texte ;
- choisissant la bonne réponse pour compléter des phrases ;
- reformulant certaines phrases de façon autonome.

N.B. Tu traiteras toute l'épreuve en Anglais.

### Tâche

Item 1: Answer these statements by 'true' or 'false' according to the text.

- 1- You don't need to have balanced meals to be in good health.
- 2- "Staple" food such as cereals and potatoes are good sources for energy.
- 3- You can get minerals from peanuts, fruits and vegetables.
- 4- A balanced diet combines all the varieties of nutrients in the right amount.

Item 2: Answer these questions on the text.

- 1- Where do we get our nutrients from?
- 2- What kind of nutrients provides us with heat and energy?
- 3- Does the water we need only come from drinking?

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

- 1- A diet consisting of foods from all food groups (Paragraph 1)
- 2- That occurs every day (Paragraph 1).
- 3- Provide (Paragraph 4).
- 4- Similarly (Paragraph 4).

Item 4: Select the best answer to complete these sentences. Write numbers and answers only.

- 1- Everybody should ..... a balanced diet. (to eat – eat – eating)
- 2- As soon as we have eaten, we ..... to bed. (will go – went – go)
- 3- We must have a balanced diet ..... keep healthy. (because, in order to, so as)
- 4- Akouèdjo eats neither cassava ..... potatoes. (or – and – nor)
- 5- People ..... eat unbalanced diet. (ought not to – ought to not – ought not)
- 6- The doctor told the patient ..... salty foods. (to not eat, not to eat, to eat not)

Item 5: Rephrase these sentences using the prompts given.

- 1- My mummy has made a rice cake.
  - A rice cake .....
- 2- These children eat fish and egg.
  - Fish and egg .....
- 3- "Take a balanced diet", the doctor advised me.
  - The doctor advised me .....
- 4- You shouldn't consume too much sugar.
  - You ought .....

### B- Production d'un texte de type particulier

Contexte: Nos repas quotidiens contiennent un certain nombre de nutriments. Ces composants élémentaires sont nécessaires pour le développement de tout être vivant.

Critères d'évaluation: Tu montreras ta compétence à produire un paragraphe en :

- ordonnant les phrases du texte ;
- suivant leur ordre chronologique et la cohésion du paragraphe ;
- respectant l'orthographe des mots et la ponctuation appropriée.

### Tâche

Writing: Reorder these sentences to have a coherent and meaningful paragraph.

- 1- They are often found in fruits and vegetables.
- 2- For example, carbohydrates produce heat and energy for the body.
- 3- Each of the groups plays an important role in the body working.
- 4- These nutrients needed by the body are divided into the following groups: carbohydrates, fats and oil, proteins, vitamins, minerals and water.
- 5- All the food we eat contains some nutrients.
- 6- Every living thing must have food for growth.

## Epreuve n° 10 (LS1 – Sq1)

### I- COMPETENCES À EVALUER

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

### II- L'ÉPREUVE

#### A- Réaction à un message écrit

Contexte: La nourriture et la santé sont étroitement liées.

#### Support

Text: Eat your way to health and longevity

Eating is one of the most important events in everyone's life. We enjoy eating. It is part of who we are and part of our culture. In fact, eating is the hottest universal topic of all times. We depend on eating; the foods we eat are the sole source of energy and nutrition. We know so much about eating; we are born with the desire to eat and grow up with rich traditions of eating. But we also know so little about eating, about how the foods we eat every day affect our health. We are more confused than ever about the link between diet and health: margarine is healthier than butter or not a little alcohol will keep heart attacks at bay but cause breast cancer; dietary vitamin antioxidants can prevent lung cancer or cannot. Eating is a paradox and a mystery that our ancestors tried and modern scientists are trying to solve.

Based on experiences and traditions, our ancestors have used food and plant materials to treat various kinds of illness. Manuscripts discovered from a tomb (dated 168 B – C) in China described prescriptions for 52 foods with herbs, grains, legumes, vegetables, animal parts, and minerals. Ancient Sumerians recorded the use of 250 medicinal plants on tablets five thousand years ago.

Today, plant and food remedies are still the major medicinal source for 80% of the world.

*Unpublished*

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

- reconnaissant les détails du texte ;
- exprimant tes appréciations personnelles sur le texte ;
- montrant ta compréhension du vocabulaire du texte ;
- formulant des questions à partir des mots ou expressions soulignés ;

- reformulant des phrases de façon autonome et correcte.

N.B. Tu traiteras toute l'épreuve en Anglais.

### Tâche

Item 1: Write True or False for these statements.

- 1- Eating is only part of our culture.
- 2- Our ancestors did not know anything about food.
- 3- Too much alcohol is beneficial to our health.
- 4- There is a link between food and health.

Item 2: Answer these questions on the text.

- 1- What is the part of who we are and of our culture?
- 2- Where did people discover manuscripts about food prescriptions?
- 3- How long ago did ancient Sumerians record the use of 250 ml medicinal plants on tables?

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

- 1- Like (Paragraph 1).
- 2- Forefathers (Paragraph 1).
- 3- Found out (Paragraph 2).
- 4- Old (Paragraph 2).

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

- 1- Eating is the one of the most important events.
- 2- People enjoy eating.
- 3- This boy is suffering because he eats wrong foods.
- 4- People discovered manuscripts from a tomb in China.
- 5- We eat fruits twice a week.

Item 5: Rephrase these sentences basing on the suggested prompts.

- 1- If I want I can eat a pineapple or a banana.
  - I can eat either .....
- 2- A little alcohol will keep heart attack at bay.
  - Heart attack .....
- 3- Paul didn't buy any fruits. Anna didn't buy any fruits either.
  - Neither Paul .....
- 4- Young men should avoid alcohol; old men too.
  - Both young men .....
- 5- "I will eat Amiwo today", Rebecca said.
  - Rebecca said .....

### B- Production d'un texte de type particulier

Contexte: La malnutrition n'est pas sans inconvénients sur la santé des enfants.

Critères d'évaluation: Tu montreras ta compétence à produire paragraphe en :

- respectant le contexte et le type de texte ;
- construisant des phrases grammaticalement correctes et significatives ;

- utilisant l'orthographe et la ponctuation appropriées.

### Tâche

Writing: Write a paragraph about malnutrition.

These questions can help you.

- What is malnutrition?
- What causes malnutrition?
- What are its consequences?
- What can people do to avoid malnutrition?

## Epreuve n° 11 (LS2 – Sq1)

### I- COMPÉTENCES À ÉVALUER

- Réagir de façon appropriée à un message écrit.
- Produire de façon appropriée un texte de type et de fonctions variés.

### II- ÉPREUVE

#### A- Réaction à un message écrit

Contexte: Bien des gens ignorent qu'une bonne alimentation est un facteur déterminant pour une bonne santé. Toi, par contre, tu as acquis des connaissances sur le lien qui existe entre notre alimentation et notre santé. L'occasion t'est donnée de le prouver à travers un texte à ta portée.

### Support

Text: Facts about food

- 1- Eat fresh food. Concentrate on eating "real" food-whole, fresh food that people have been enjoying for millenniums rather than modern processed foods. Commercially prepaced foods and fast food from chain restaurants usually contain high level of sugar, lard and fat, which are associated with heart disease, stroke, cancer and other serious illnesses. When cooking, try steaming, baking and boiling instead of frying. Try using more herbs and spice to cut down salt. Make sure meats are properly cooked, and never eat spoiled food.
- 2- Do not eat too much. The World Food Organization reports a dangerous worldwide increase in overweight and obese people, often the result of overeating. One study found that in part of Africa, "there are more children who are overweight than malnourished". Obese children are at risk of present and future health problems, including diabetes. Parents, set a good example for your children by limiting your own portions.
- 3- Eat mostly plants. A balanced plate favors a variety of fruits vegetables, and whole grains over meats and starches. Once or twice a week, try substituting fish for meat. Parents, protect your children's health. Give them nuts and thoroughly washed fresh fruit, and vegetables for snacks instead of chips and candy.
- 4- Drink plenty of fluids. Adults and children need to drink plenty of water and other unsweetened liquids every day. Drink more of these during hot weather and when doing heavy physical work and exercises. Such liquids aid digestion, cleanse your body of poison, make for excessive amounts of alcohol and too many sweetened drinks. One soft drink a day can add seven kilograms to your weight in a year.

- 5- In some lands, obtaining clean water can be hard work and is expensive. Yet drinking it is vital. Tainted water needs to be boiled or chemically treated.
- 6- Dirty water is said to kill more people than wars or earthquakes; it reportedly kills 4 000 children a day.

Extracted from *Awake*, March 2011.

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

- exprimant ta compréhension globale sur le texte ;
- manifestant ta maîtrise de certains mots du texte ;
- reconnaissant certaines structures grammaticales ;
- reformulant des phrases de façon autonome.

### Tâche

Item 1: Write True or False for these statements.

- 1- Modern processed foods are better than fresh foods.
- 2- Eating prepacked food is dangerous.
- 3- There are more children who are overweight than malnourished in some parts of Africa.
- 4- We should prefer fruits, vegetables and grains to meat and starches.

Item 2: Answer these questions on the text.

- 1- What foods can cause heart disease?
- 2- Is overweight good? Justify your answer.
- 3- What precaution should we take before drinking dirty water?
- 4- How many children does dirty water kill a day?

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

- 1- To reduce (paragraph 1)
- 2- Who don't eat properly (paragraph 2)
- 3- A well composed meal (paragraph 3)
- 4- A lot of (paragraph 4)

Item 4: Select the right words or expressions to complete the sentences.

- 1- He eats too much sugar, ... he becomes obese. (if, that's why, because).
- 2- Children should protect ..... against diseases by good nutrition. (theyself, themselves, ourselves)
- 3- Parents make their children ..... fresh foods. (eating, eat, to eat)
- 4- People take food ..... to cure diseases. (that's why, because, in order)

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

- 1- "My children didn't eat any vegetables yesterday."  
 • The woman said .....
- 2- The boy shouldn't drink unclean water.  
 • The boy ought to .....
- 3- Mum will come in a few minutes and we will eat rice.  
 • As soon as .....
- 4- If I want I can eat fruit or vegetable.  
 • I can eat either .....

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

Contexte: Un met mal conservé peut se gâter et devenir source de maladie quand on le consomme. C'est ce qui est arrivé à Coffi.

Critères d'évaluation: Tu montreras ta compétence à produire un texte en :

- respectant le contexte et le type de texte ;
- mettant les phrases dans un ordre correct et significatif ;



- respectant la logique interne.

### Tâche

Writing: Put these sentences into the correct order to make a coherent passage.

- 1- So they took him to hospital.
- 2- The doctor after examining him told them that he had eaten spoiled food the day before.
- 3- Sometimes after he started crying and vomiting.
- 4- Finally, he gave the parents a prescription with the warning that they should be careful with the quality of the foods their son eats.
- 5- One day Coffi had a bad temperature.
- 6- His parents were very afraid.

N.B. First use the numbers. Then write down the text on your paper.

## Epreuve n° 12 (LS2 – Sq3)

### I- COMPETENCES A EVALUER

- Réagir de façon appropriée à un message écrit.
- Produire de façon appropriée un texte de type et de fonction variés.

### II- L'EPREUVE

#### A- Réaction à un texte écrit

Contexte: La nourriture n'est pas seulement pour satisfaire la faim, elle doit être aussi ce qui nous permet de maintenir notre santé. Une mauvaise alimentation est toujours la source des maladies qui nous pourrissent l'existence.

### Support

Text: Malnutrition

- 1- Many people think that eating food is simply something which is pleasant and necessary to satisfy hunger. They do not realise that a great deal of their ill-health is due to eating the wrong kinds of food. The reason for this is that they do not know enough about what food is for.
- 2- In many parts of the world, notably in certain Asian countries, there is much starvation, and many people die each year because they eat insufficient food. In these countries, the main problem is the low production of food. In Africa however, starvation<sup>1</sup> is not as common as in Asia because in most areas the climate and soil allow the people living there to produce enough food for their needs.
- 3- But food is not necessary only to satisfy hunger<sup>2</sup>, but also to provide the body with certain substances to keep it healthy; ill-health due to a poor diet is known as malnutrition. It is important for people to realise that malnutrition causes a great deal of illness and death.
- 4- Moreover, apart from the people who are obviously ill, there are many thousand who are tired or weak, or have poorly developed bodies, simply through lack of proper feeding. These people are more likely to get common diseases (tuberculosis, infections, or diarrhea) than those with a good diet.
- 5- Malnutrition is most common and severe in children under five years of age, and women of childbearing age. It has been going on for years, and is likely to become more widespread<sup>3</sup> as more and more our people who go to live in big towns cease to grow their own food.

Notes: 1. starvation: la famine 2. hunger: la faim 3. widespread: répandu (répandre)

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

- reconnaissant ses détails ;
- manifestant ta maîtrise du vocabulaire ;
- reformulant des passages du texte de façon personnelle ;
- manifestant ta maîtrise de la grammaire du texte.

#### Tâche

Item 1: Answer by True or False.

- 1- People eat only food to satisfy hunger.
- 2- In Africa there is more starvation than in Asia.
- 3- Sickness caused by absence of appropriate feeding is called malnutrition.
- 4- The climate and the soil are better in Asia than in Africa.

Item 2: Answer the following questions on the text.

- 1- What is food important for?
- 2- Name two diseases caused by poor feeding.
- 3- Does malnutrition affect everybody? Justify your answer.

Item 3: Finds words or expressions in the text which are the opposite of the following.

- 1- Right (paragraph 1)
- 2- Live (paragraph 2)
- 3- Rich (paragraph 3)
- 4- Strong (paragraph 4)
- 5- Rare (paragraph 5)

Item 4: Put the bracketed verbs into the right tenses and forms.

- 1- Abiba will be strong if she (to satisfy) her hunger.
- 2- Dossou had better (to feed) his children.
- 3- Look! Fatou (to eat) a big loaf of bread with butter.
- 4- Afi (to eat) rice as soon as she has come back home.
- 5- Sugar always (to supply) heat and energy for work?

Item 5: Rephrase the following sentences. Use the prompts given.

- 1- This man eats too much fat, that's why he is suffering from hypertension.
  - ..... because .....
- 2- "These patients suffered from marasmus two months ago".
  - The doctor declared that .....
- 3- Don't take drugs anymore.
  - It's strictly .....
- 4- Carbohydrates supply heat and energy for work.
  - Heat and energy .....
- 5- If you don't give up taking salty foods, you will die.
  - Unless .....

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

Contexte: Les légumes font partie des aliments que nous consommons et constituent la source des vitamines. Ces légumes doivent être bien conservés et mangés crus pour fournir les vitamines qui jouent un rôle protecteur et désencombrant dans l'organisme.

Critères d'évaluation: Tu montreras ta compétence à produire un paragraphe cohérent en :

- complétant le paragraphe avec les mots de la liste proposée ;

- veillant à l'orthographe des mots et à la ponctuation appropriée.

#### Tâche

Writing: Complete the following paragraph with: *cooking; benefits; natural; beneficial; ingredients; functioning; therapeutic; mineral; diseases; fresh*. Write numbers and answers only.

Vegetables are important protective food and highly .....1..... for the maintenance of health and prevention of .....2..... They contain valuable food .....3..... which are essential for the proper .....4..... of the body. Vegetables contain various medicinal and .....5..... agents and are valuable mainly for their high vitamin and .....6..... content. Faulty .....7..... and prolonged careless storage can however destroy these valuable elements. To drive maximum .....8..... of their nutrients, vegetables should be consumed .....9..... as far as possible. Most vegetables are best in their .....10..... raw state in the form of salads.

### Epreuve n° 13 (LS3 – Sq1)

#### I- COMPÉTENCES À ÉVALUER

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

#### II- L'ÉPREUVE

##### A- Réaction à un texte écrit

Contexte: L'un des désastres naturels majeurs auquel fait face l'humanité à cette ère de réchauffement climatique reste sans nul doute la sécheresse et ses corolaires la famine et la disparition progressive de toute vie.

#### Text: Drought

A drought is the absence of rain in an area for a long period. Very often, when drought occurs, the weather is dry. So, people, animals, etc. suffer a lot. For example, people have nothing to eat. They are hungry, very thin and weak. Sometimes, small babies and people who cannot resist this disaster die.

Rivers, stream and wells dry up. As a result, there is little water to drink and it is often dirty. The land gets very dry too. This makes plants lose their leaves and die because their roots could no longer stand. Food crops become rare and so, their prices rise.

Animals too fall into this calamity. They hardly find herbs (grass) to eat and water to drink. The movement of animals along stock routes becomes difficult and sometimes impossible on foot because the stock routes dry up. Most of the animals get thinner and thinner. As a result, their prices fall. In some cases, abattoirs do not have the capacity to cope up with an increased supply of animals for slaughter. During these periods, organizations like the Red Cross and FAO come to help people. They come with food, medicine and clean water that they distribute to the people.

Slightly adapted from *Focus on English for Senior Secondary Schools*.

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

- reconnaissant les détails du texte ;
- donnant tes appréciations personnelles sur le texte ;
- montrant ta maîtrise de certains mots du texte ;
- choisissant judicieusement des mots pour compléter certaines phrases ;
- reformulant de façon autonome certains passages du texte.

N.B. Les items doivent être traités en Anglais.

### Tâche

Item 1: Copy and complete these sentences with words from the text.

- 1- When it doesn't ..... there is a drought.
- 2- People are ..... during drought.
- 3- ..... are rare.
- 4- Charity organizations distribute ..... to the victims.

Item 2: Answer these questions based on the text.

- 1- What happens when there is a drought?
- 2- Why do plants lose their leaves?
- 3- Do meat and livestock become expensive during a drought?

Item 3: Find in the text the antonyms of these words.

- 1- Wet (paragraph 1).
- 2- Clean (paragraph 2).
- 3- Frequent (paragraph 2).
- 4- Easy (paragraph 3).

Item 4: Copy and complete these sentences with *a few, few, a little, little*.

- 1- During drought, there is ..... water in the wells.
- 2- In times of drought ..... people can eat.
- 3- Only ..... months ago, there was a terrible flood in Benin.
- 4- I have ..... money, I can help you.

Item 5: Rephrase these sentences as indicated.

- 1- During drought you can't have much water. You can't have much food either.
  - During drought you can neither .....
- 2- The prices of food become expensive because the ground is crackled.
  - The ..... that's why .....
- 3- Could you send clean water to my village?
  - I'd appreciate it if .....
- 4- The plants can't grow if they don't get water.
  - Unless .....
- 5- 'People will die of hunger soon', FAO said.
  - FAO said .....

### B- Production d'un texte de type particulier

Contexte: La sécheresse est un état atmosphérique sans pluie. Pendant cette saison, tout devient sec. Ceci peut durer des semaines voire des mois.

Critères d'évaluation: Tu montreras ta compétence à produire un paragraphe en :

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

### Tâche

Writing: There was a terrible drought in your village or area. This is due to the absence of rain for some days. Write a paragraph to describe it.

These questions can help you:

- How did the drought happen?
- What were the impacts on the environment and people?
- What can we do to prevent such consequences?

## Epreuve n° 14 (LS3 – Sq1)

### I- COMPÉTENCES À ÉVALUER

- Réaction appropriée à un message écrit.
- Production de textes de types et de fonctions variés.

### II- L'ÉPREUVE

#### A- Réaction à un message lu

Contexte: La sécheresse et ses corolaires.

### Support

Text: Drought in a village

- 1- Drought is the lack of rain and water in an area over a long period of time. It is a disastrous phenomenon that severely affects every living being.
- 2- In the village of Luo, it didn't rain for months. The rivers, lakes, cisterns and wells dried up. There is water neither for people nor for animals and plants. The atmosphere in the village was tense and confused. Villagers could no more carry out their daily works.
- 3- Outside there was a strange calm, except for the thirsty birds that sang lazily on the trees. The blinding mid-day heat forced people to stay outside their rooms under dying trees. A young woman whispered to her co-wife, 'If they have not solved this rain issue today, the worst may happen'. 'Yes, our cattle are dying and all our crops are already devastated. Soon it will be our children and then ourselves', replied the co-wife.
- 4- The villagers were waiting for the chief Labongo, who had gone to consult the ancestors. When he came back, he went to his hut and wept for a while because the ancestors have chosen his only daughter, Oganda, to be offered as a sacrifice to the lake Monster in order that it may rain again in the village.

Slightly adapted from *The Rain Came* by Grace Ogot.

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

- complétant des phrases selon l'idée du texte ;

- exprimant tes appréciations personnelles sur le texte ;
- montrant ta maîtrise du vocabulaire du texte ;
- reformulant certaines phrases de façon autonome et correcte.

N.B. Tu traiteras toute l'épreuve en Anglais.

### Tâche

Item 1: Choose the best endings to complete these sentences. Write only numbers and letters.

- 1- According to the text, people of Luo
  - a) suffered from the lack of water.
  - b) had problems of flood.
  - c) had problems of earthquake.
- 2- The villagers
  - a) carried out their works.
  - b) were inside their rooms.
  - c) were outside because of the terrible heat.
- 3- Before the village chief announced the news to his people
  - a) he had organized a festival.
  - b) he had gone first to his room where he wept for a while.
  - c) he had killed some of them.
- 4- The one who must be sacrificed to the lake Monster is
  - a) Luo.
  - b) Oganda.
  - c) Labongo.

Item 2: Answer these questions on the text.

- 1- What is drought according to the text?
- 2- What happened when there is drought?
- 3- Why did Labongo weep?

Item 3: Find in the text the antonyms (opposites) of the following words.

- 1- Flood (Paragraph 1).
- 2- Cold (Paragraph 3).
- 3- The best (Paragraph 3).
- 4- Son (Paragraph 4).

Item 4: Complete these sentences with: *little, a little, a few or few*.

- 1- When there is drought, people have very ..... water left.
- 2- Only ..... women found water to cook.
- 3- In times of drought ..... people can eat.
- 4- I have ..... water, you can take some.

Item 5: Rephrase the following sentences. Do not change their meaning.

- 1- The heat forced the people to go outside.
  - The heat made.....
- 2- "The village chief will find a solution to our problem", the young woman said.
  - The young woman said .....
- 3- The plants can't grow if they don't get water.
  - Unless .....
- 4- Send bags of rice to my village.
  - I'd appreciate .....
- 5- During drought you can't have much water. You can't have much food either.
  - During drought you can neither .....

### B- Production d'un texte de type particulier

Contexte: Pendant les saisons pluvieuses, beaucoup de zones sont inondées. Ceci peut durer des semaines.

Critères d'évaluation: Tu montreras ta compétence à produire un paragraphe en :

- respectant le type de texte et la logique interne ;
- construisant des phrases significatives et grammaticalement correctes ;
- faisant usage vocabulaire approprié.

### Tâche

Writing: There is a flood in your village or area after a heavy rain. Write a paragraph to describe it. These questions can help you.

- What is a flood?
- How did the flood happen in your village?
- What were the impacts on the environment and people?

## Epreuve n° 15 (LS3 – Sq2)

### I- COMPÉTENCES À ÉVALUER

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

### II- L'ÉPREUVE

#### A- Réaction à un message écrit

Contexte: L'eau est source de vie. Mais elle engendre également des dégâts.

### Support

Text: Benin under water

Half of the country is under water, and it's still raining. We recently received a request from the president of Benin to assist with recent flooding. I was asked to go and take a look, get a feel for the scale of the problem, find out what government and donors were doing about it, and make some recommendations for Bank action. So I flew to Cotonou. After briefing from the Minister of Interior and Decentralization, we toured the flooded areas of Cotonou in canoes. I have not been to Venice, so had not experienced the old sensation of boating down a city street. The water was thick, black and ominous – a brackish cocktail of floating garbage and the contents of countless latrines. I could imagine the water-borne diseases happily multiplying in this soup. Indeed, the latest reports are that 800 people have already come down with cholera, a figure which must certainly rise much higher.

Despite water levels, most people appeared to remain in their homes and many came out to watch us float by. Some were sleeping in boats. Other families were living in schools, displacing the students who had just started the new school year two weeks ago.

The scale of the problem changed when we got up in an army helicopter. We flew over the southern third of the country, and it immediately became apparent that over half of the country was submerged. In terms of food production, the floods could not have come at a worse time, with the harvest just weeks away. The Oueme basin was the worst hit, and it was difficult to say where the river was and where it wasn't. There were no roads visible anywhere. Many families were living in or on their roofs.



After three weeks in the water with no help from the outside, they must be getting desperate. Meanwhile, we have to hope the rains stop, the water recedes, and that these flood victims figure out to survive.

Submitted by Daniel SELLEN (representative of the World Bank) on Wednesday, 20<sup>th</sup> October, 2010.

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

- manifestant ta compréhension globale du texte ;
- montrant ta maîtrise du vocabulaire du texte et de certaines structures grammaticales.

Tâche

Item 1: Write Right or Wrong for the following statements according to the text.

- 1- The scale of the flooding is not immense.
- 2- The authorities didn't ask for any aid.
- 3- Mr. Sellen came from Venice.
- 4- The water was dirty and unhealthy.
- 5- Many people became homeless.
- 6- Some families came to stay in schools.

Item 2: Complete these sentences with words or expressions from the text.

- 1- ..... is under water.
- 2- 800 people have caught .....
- 3- Some people were sleeping in .....
- 4- The floods have come at .....
- 5- ..... were living in or on their roofs.

Item 3: Answer these questions.

- 1- Why is a large part of the country under water?
- 2- How did people go to the flooded areas?
- 3- Did the floods have any impact on the school year? Justify your answer.
- 4- How long have the victims been in water without any assistance?

Item 4: Find in the text the words or expressions meaning almost the same as:

- 1- People who give various things to the victims (paragraph 1)
- 2- Places under water (paragraph 1)
- 3- Illnesses caused by unclean water (paragraph 1)
- 4- To stay (paragraph 2)
- 5- Covered with water (paragraph 3)

Item 5: Put the verbs into the correct tenses.

- 1- As it (to rain), we stayed at home.
- 2- A car (to fall) into a gutter five days ago.
- 3- The relief services (to come) to our rescue next week.
- 4- While they (to cross) the lake, some victims started to call them.
- 5- He was eating on the roof when I (to see) him.

Item 6: Rephrase these sentences.

- 1- They asked me to go to the flooded areas.
  - I .....
- 2- If it doesn't stop raining, our house will be submerged.
  - Unless .....
- 3- "My crops are destroyed."
  - The farmer said .....
- 4- Don't go near the river.
  - You are .....



B- La production d'un texte de type particulier

Contexte : Il y a eu également une terrible inondation dans le village de ton ami Tani. Il en parle dans ce paragraphe lacunaire. Aide-le à reconstruire le paragraphe en le complétant.

Critères d'évaluation: Tu montreras ta capacité à produire un paragraphe en :

- compétant le paragraphe avec les mots de la liste proposée ;
- veillant à l'orthographe des mots et à la ponctuation appropriée.

Tâche

Writing: Copy and complete this paragraph about flooding with: *crops – homeless – relief services – shelters – desperate – collapsed – flood – rescue*.

Some months ago there was a terrible ....1.... in my village. There was water everywhere. Many houses ....2.... and some people became ....3.... In the fields, all the ....4.... were destroyed. The villagers were ....5.... Fortunately, some .....6.... came to their .....7.... They provided food, clean water and ....8....

Epreuve n° 16 (LS3 – Sq1+2+3)

I- COMPÉTENCES À ÉVALUER

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

II- L'ÉPREUVE

A- Réaction à un message écrit

Contexte: Les catastrophes naturelles sont des événements inattendus face auxquels les populations paraissent souvent impuissantes.

Support

Text: Natural disasters

- 1- The definition of natural disasters is any catastrophic event that is caused by nature or the natural processes of the earth. The severity of a disaster is measured in lives loss, economic loss, and the ability of the population to rebuild. Events that occur in unpopulated areas are not considered disasters. So a flood on an uninhabited island would not count as a disaster, but a flood in a populated area is called a natural disaster.
- 2- All natural disasters cause loss in some way. Depending on the severity, lives can be lost in any number of disasters. Falling buildings or trees, freezing to death, being washed away, or heat stroke are just some of the deadly effects. Some disasters cause more loss of life than others, and population density affects the death rate as well.
- 3- Then there is loss of property, which affects people's living quarters, transportation, livelihood, and means to live. Fields saturated in salt water after tsunamis take years to grow crops again. Homes destroyed by floods, hurricanes, cyclones, landslides and avalanches, a volcanic eruption, or an

earthquake are often beyond repair or take a lot of time to become livable again. Personal effects, memorabilia, vehicles and documents also take a hit after many natural disasters.

www.besicplane/natural disasters/March 2017

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

- reconnaissant certains de ses détails ;
- répondant aux questions sur le texte ;
- montrant ta maîtrise du vocabulaire ;
- manifestant ta maîtrise de certaines notions grammaticales.

### Tâche

Item 1: Say "Right" or "Wrong" according to the text.

- 1- Natural disasters are caused by human beings.
- 2- There are no damages after a natural disaster.
- 3- People's living quarters are affected by the loss of properties.
- 4- The damages of a natural disaster are often beyond repair.

Item 2: Answer these questions based on the text.

- 1- What is a natural disaster?
- 2- Why do some fields take years before growing crops again?
- 3- Name four catastrophic events mentioned in the text.

Item 3: Find in the text an antonym for each of the following words.

- 1- Artificial (paragraph 1)
- 2- Gain (paragraph 2)
- 3- Repaired (paragraph 3)
- 4- Unlivable (paragraph 3)

Item 4: Rephrase these sentences. Don't change their meaning.

- 1- The authorities forbid to build houses in risky areas.
  - It's strictly .....
- 2- Don't live in a marshy land if not flood will destroy your belongings.
  - You'd better ..... otherwise .....
- 3- "The government will help the victims of this disaster next week".
  - The news stated that .....
- 4- Natural processes of the earth cause natural disasters.
  - Natural disasters .....

### B- Production d'un texte de type particulier

Contexte: Les inondations font partie des catastrophes les plus inquiétantes dans certains pays.

Critères d'évaluation: Tu montreras ta compétence à produire un texte en :

- respectant le contexte et le type de texte ;
- respectant la logique interne du texte ;
- utilisant le vocabulaire, la ponctuation et l'orthographe appropriés.

### Tâche

Writing: People have been victims of flood in your country. In a short paragraph, write about this catastrophe.

The following clues can help you write your paragraph:

- How can you define flood?
- What is its main cause?
- What are the consequences?
- What have the authorities done to help people?
- How did people feel?

Epreuve n° 17 (LS4 – Sq2)

I- COMPÉTENCES À ÉVALUER

- Réagir de façon appropriée à un message écrit.
- Produire de façon appropriée un texte de type et de fonctions variés.

II- ÉPREUVE

A- Réaction à un message écrit

Contexte: Dans la tradition africaine, la dot est un prix capital à payer avant l'union d'un homme et d'une femme et de leurs familles respectives.

Support

Text

- 1- A dowry is a transfer of parental property at the marriage of a daughter. Dowry contrasts with the concepts of bride<sup>1</sup> price and dower. While bride price is a payment by the groom or his family to the bride's parents, dowry is the wealth transferred from the bride's family to the groom<sup>2</sup> or his family. Similarly, dower is the property settled on the bride herself by the groom at the time of marriage.
- 2- Dowry is an ancient custom. But it continues to be expected, and demanded as a condition to accept a marriage proposal in some parts of the world. Disputes related to dowry sometimes result in acts of violence against women, including killings and acid attacks.
- 3- In Egypt, a dowry is known as *Gehaz*. This is the property a bride is expected to bring with her at marriage, and it is different from the dower paid by the groom to the bride. *Gehaz* is observed in

rural Egypt and is typically negotiated between the groom's family and the bride's. *Gehaz* includes furniture, appliances, jewelry, bedding and various household items. Families begin collecting dowry years before a girl is betrothed<sup>3</sup>. Many Egyptian girls take up jobs so as to save money necessary to meet the expected dowry demands.

- 4- Every piece of the *Gehaz* is placed on open cars that go around the village several times, with music in order to show off the dowry being given by the bride family to the groom.

Adapted from [www.wikipediacommons/dowry.com](http://www.wikipediacommons/dowry.com)

Vocabulary notes: 1. bride: la mariée; 2. groom: le marié ; 3. to betroth: se fiancer

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

- reconnaissant les détails du texte ;
- exprimant tes appréciations personnelles sur le texte ;
- formulant des questions à partir des mots ou expressions soulignées ;
- manipulant certaines structures grammaticales de façon appropriée.

#### Tâche

Item 1: Answer by True or False.

- 1- Dower and dowry mean the same thing.
- 2- Dowry is no longer paid nowadays.
- 3- Dower is a transfer of property of the bride to the groom.
- 4- *Gehaz* includes items worn as ornaments.

Item 2: Answer these questions on the text.

- 1- What is the difference between dower and dowry?
- 2- Find out the difference between bride price and dower.
- 3- How do Egyptian girls prepare for *Gehaz*?
- 4- Why are pieces displayed on open cars during *Gehaz* in Egypt?

Item 3: Ask questions based on the underlined words.

- 1- Disputes related to dowry sometimes result in acts of violence.
- 2- In Africa families set a high value to dowry.
- 3- The groom pays dower to the bride.
- 4- Egypt is many kilometres from Benin.

Item 4: Write the verbs in brackets in the right tense or form.

- 1- Folakè (to learn) while her mother was cooking.
- 2- The thieves (to burgle) Salifou's shop when the policemen arrived.
- 3- You will improve your English as soon as you (to start) speaking it.
- 4- If I had married that girl, I (to travel) with her.

#### B- La production d'un texte de type et de fonction variés

Contexte: Tout comme la dot, la scarification a son importance et certains peuples en Afrique y sont d'ailleurs très attachés.

Critères d'évaluation: Tu montreras ta compétence à produire un texte en :

- respectant le contexte et le type de texte ;
- faisant des phrases significatives et grammaticalement correctes ;

- respectant la logique interne ;
- utilisant l'orthographe et la ponctuation appropriées.

### Tâche

Writing: Write a coherent paragraph about scarification.

These questions may help you:

- What is scarification?
- Who practise it?
- How do they practise it?
- Is it a good practice? Justify your opinion.

N.B. Not more than 10 lines.

Epreuve n° 18 (LS4 – Sq1)

### I- COMPETENCES À ÉVALUER

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

### II- L'ÉPREUVE

#### A- Réaction à un texte écrit

Contexte: Beaucoup d'éléments composent la culture d'un pays voire de tout un continent. C'est le cas des cicatrices en Afrique, qui véhiculent de messages bien précis.

### Support

Text: Scarification among African cultures

Among the recurrent formal qualities that can be found in African sculpture, scarification, along with hairstyles is generally represented idealistically, implying its importance as a major aesthetic and cultural component. Scarification, as a cultural activity, is widely performed across Africa. In essence, it is the practice of incising the skin with a sharp instrument (such as a knife, glass, stone, or coconut shell) in such a way as to control the shape of the scar tissue on various parts of the body. Cicatrisation is a special form of scarification, whereby a gash is made in the skin with a sharp instrument and irritation of the skin caused by applying caustic plant juices forms permanent blisters. Dark pigments such as ground charcoal or

gunpowder are sometimes rubbed into the wound to provide emphasis. These cuts, when healed, form raised scars, known as keloids. The most complicated cicatrisation was probably found in the Congo Basin and neighbouring regions, and among the Akan speakers of West Africa.

Scarification is a long and painful process, and a permanent modification of the body, transmitting complex messages about identity and social status. Permanent body markings emphasize fixed social, political and religious roles. Facial scarification in West Africa is used for identification of ethnic groups, families, individuals, but also to express personal beauty. It is also performed on girls to mark stage of the life process, such as puberty, marriage etc. they can assist in making them more attractive to men, as the scars are regarded as appealing to touch as well as to look at, but also as testimony that women will be able to withstand the pain of childbirth.

Helen Coleman – November 2002.

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

- reconnaissant les détails du texte ;
- exprimant des appréciations sur le texte ;
- montrant ta maîtrise du vocabulaire du texte ;
- reformulant des phrases du texte de façon autonome.

N.B. Tu traiteras toute l'épreuve en Anglais.

### Tâche

Item 1: Are these sentences Right or Wrong?

- 1- Scarification is not practised in Africa.
- 2- Scarification consists of incising the skin with a sharp instrument.
- 3- Scarification is a special form of cicatrisation.
- 4- Only boys undergo the practice of scarification.

Item 2: Answer these questions on the text.

- 1- How is the scarification defined according to the text?
- 2- Where was the most complicated cicatrisation probably found?
- 3- What is facial scarification used for?

Item 3: Which words in the text mean the same or almost the same as these?

- 1- A most important (Paragraph 1).
- 2- Carried out (Paragraph 1).
- 3- Which hurts (Paragraph 2).
- 4- Wedding (Paragraph 2).

Item 4: Copy and complete these sentences with information from the text.

- 1- Scarification is practised with a.....
- 2- The Congo Basin and neighboring regions are where the..... was probably found.
- 3- Scarification transmits.....
- 4- In West Africa, scarification helps to enhance women's.....

Item 5: Rewrite the sentences below. Do not change their meaning.

- 1- Scarification is widely performed across Africa.
  - People.....
- 2- After the experts had finished the scarification, they went home.
  - Before.....
- 3- "Scarification is a long and painful process", the old man confessed.

- The old man confessed.....
- 4- People regard the scars as appealing to touch.
- The scars.....

#### B- Production d'un texte de type particulier

Contexte: Au-delà de l'importance des cicatrices dans la culture africaine, leur pratique peut aussi se révéler compliquée.

Critères d'évaluation: Tu montreras ta capacité à produire un paragraphe cohérent en :

- respectant le type de texte ;
- respectant la logique interne du texte ;
- réordonnant les phrases de façon correcte ;
- utilisant l'orthographe correcte des mots et la ponctuation appropriée.

#### Tâche

Writing: Put these sentences into the correct order to make a coherent paragraph.

- 1- For example, the most complicated cicatrisation was probably found among in West Africa.
- 2- Scarification is a major aesthetic and cultural component in Africa.
- 3- Cicatrisation is a special form of scarification that can reveal complicated.
- 4- It is the practice of incising the skin with a sharp instrument.
- 5- Finally, scarification helps women to enhance their beauty.

### Epreuve n° 19 (LS4 – Sq3)

#### I- COMPETENCES A EVALUER

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

#### II- L'EPREUVE

##### A- Réaction à un message écrit

Contexte: L'hospitalité est l'action de recevoir et d'héberger chez soi gracieusement quelqu'un par charité, ou par amitié. Les Ibos, ce peuple du Nigeria, offrent une cordialité exceptionnelle dans la manière d'accueillir et de traiter leurs hôtes.

#### Support

Text: Hospitality

- 1- Visitors and strangers are often astonished by the way Ibos receive them. This way of life is inherited from their ancestors who hold that the gods can only help the villages if the villagers themselves are kind and open hearted.
- 2- Neighbours come together in the evening to chat. If any family has any wine to spare, it informs the neighbours who come and drink. Women are even more hospitable than the men. Each housewife who prepares new soup sends a spoonful or two to the housewives living nearby. She asks them to tell her whether or not there is enough salt in the soup, or if there is too much pepper.
- 3- On important occasions every family sends food to the neighbouring families. If a family has a visitor, the neighbours will all entertain the visitor in turn. The wife goes to the house where the visitor is lodging and asks the host or hostess to bring the visitor to her house. Secretly she will find out what the new-comer likes and then prepares that food. When the guests arrive, kola is served and food is brought. As always, palm wine is used to wash down the food. It is a sign of disrespect for the visitor to refuse the food. On the other hand, visitors are not supposed to finish all the food. They are expected to leave morsels<sup>1</sup> of it. Otherwise the impression is created that the guest has not had enough food to eat for a long time. As a rule, enough food is provided. Children who wash plates and dishes are unhappy if they do not find remnants<sup>2</sup> of food on the plates or dishes.

By REMS NNA UMEASIEGBU *The way we lived*, 1969.

Vocabulary notes: 1. morsels: pieces 2. remnants: small parts that remain.

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

- exprimant ta compréhension globale du texte ;
- montrant ta maîtrise du vocabulaire du texte ;
- posant des questions sur des idées du texte ;
- reformulant des phrases.

### Tâche

Item 1: Choose the correct endings to the following sentences. Write only numbers and correct letters.

- 1- When a family is in possession of wine .....
  - a) It sends the neighbours a part of it.
  - b) It invites the neighbours to join in the drinking.
  - c) It drinks it with its members only.
  - d) It organizes a festival.
- 2- Strangers are well received among the Ibos because .....
  - a) They don't know who they are.
  - b) They fear the gods.
  - c) They are relatives.
  - d) They want benediction from the gods.
- 3- Among the Ibos .....
  - a) Only young people care for strangers.
  - b) Men never care for strangers.



- c) Housewives care for strangers more.
- d) Women don't care for strangers at all.
- 4- Enough food is given to the visitor, so .....
  - a) He should not finish all of it.
  - b) He should eat all the food.
  - c) He should return home remnants of it.
  - d) He should refuse to eat it.

Item 2: Answer these questions on the text.

- 1- How do the Ibos receive the visitors and strangers? Why is it so?
- 2- Is it respectful for the visitor to refuse the food?
- 3- Who do the washing-up?

Item 3: Find in the text the synonyms of the following words or phrases.

- 1- Surprised (paragraph 1)
- 2- Surplus to what is needed (paragraph 2)
- 3- Giving accommodation (paragraph 3)
- 4- Someone who receives hospitality in the home of another (paragraph 3)

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

- 1- Visitors are surprised by the way Ibos receive them.
- 2- He visits his family twice a year.
- 3- Some women sent strangers soup last night.
- 4- Ibo people are kind and open-hearted.

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

- 1- You mustn't reject a stranger here.
  - It is strictly .....
- 2- "We can cook this food for you ourselves", the women told the guest.
  - The women told the guest .....
- 3- They are going to cook rice for the visitors.
  - Rice .....
- 4- You can't stop strangers from drinking. You can't stop them from eating either.
  - You can neither .....

B- Production d'un texte de type particulier

Contexte: L'hospitalité est une vertu. Elle se perd de jour en jour malheureusement.

Critères d'évaluation: Tu montreras ta compétence à produire un paragraphe en:

- mettant les phrases dans un ordre correct et significatif ;
- respectant la logique interne du paragraphe ;
- veillant à l'orthographe des mots ;
- utilisant la ponctuation appropriée ;

- recopiant le paragraphe reconstruit.

### Tâche

Writing: Put these sentences into the correct order to make a coherent paragraph.

- 1- But they are not supposed to finish all the food.
- 2- Generally speaking, Ibos receive their visitors very well.
- 3- Otherwise children will not be happy.
- 4- Kola, palm wine and food are provided to welcome the guests.
- 5- All the neighbours want to chat with them.
- 6- They eat joyfully.
- 7- When visitors come.

Epreuve n° 20 (LS4 – Sq1)

### I- COMPÉTENCES À ÉVALUER

- Réaction appropriée à un message écrit.
- Production de textes de types et de fonctions variés.

### II- L'ÉPREUVE

#### A- Réaction à un message lu

Contexte: La colonisation ne s'est pas opérée de façon facile en Afrique. Certaines personnalités du continent lui ont opposé une résistance farouche.

### Support

Text: Two African heroes

- 1- Europeans established some colonies in many parts of the world in the 17th and the 18th centuries. They were present in Asia, America and in Africa. In Africa, they imposed colonial rules on their

people. However, some African figures didn't keep silent to that domination. Behanzin and Samory Touré are two heroes of the continent. They represent two figures of African resistance against European penetration. They rebelled against French domination and enslavement with the help of their people.

- 2- Son of King Glèlè whom he succeeded, Behanzin was born in 1844. He took the throne at 45 years old and changed his name from Kondo. He ruled over the kingdom of Abomey from 1889 to 1894. A great nationalist, he resisted the French penetration and rebelled against French rulers. He was defeated in 1894 by General Dodd's troops. Deported to West Indies and later to Algeria, he died on December 10th, 1906.
- 3- Samory Touré was born in Manyambaladougou around 1830 from a poor black merchant and a Senegalese female slave. He also fought the French from taking possession of his homeland. The war of resistance lasted more than eighteen years during which France suffered large losses of manpower and money. Because of his military strategy, he was nicknamed "The Black Napoleon of Sudan". He died in Njole in 1900.

Adapted from *Document d'Accompagnement 3è*, page 75.

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 personnelles sur le texte ;
- montrant ta maîtrise de certaines structures grammaticales ;
- reformulant des phrases autonomes de façon convenable.

### Tâche

Item 1: Write True or False for these statements.

- 1- Europeans established colonies only in Africa.
- 2- Behanzin and Samory Touré fought against English penetration in Africa.
- 3- Behanzin was also called Kondo.
- 4- Samory Touré's father was a King.

Item 2: Answer the following questions basing on the text.

- 1- How did Behanzin and Samory Touré react against the French presence in their homeland?
- 2- Where and when did Behanzin die?
- 3- Why was Samory Touré nicknamed "The Black Napoleon of Sudan"?

Item 3: Find in the text words meaning the same as the following ones.

- 1- Periods of one hundred years (Paragraph 1)
- 2- Took over from (Paragraph 2)
- 3- Army, soldiers (Paragraph 2)
- 4- Trader (Paragraph 3)

Item 4: Rewrite these sentences. Start them with the prompts given.

- 1- Behanzin was deported to Algeria by the colonial rulers.
  - The colonial rulers .....
- 2- Samory Touré's military strategy was good, so the French nicknamed him "The Black Napoleon of Sudan".
  - ..... because .....
- 3- King Toffa 1<sup>er</sup> didn't reject colonization; he didn't fight the French settlers either.
  - King Toffa 1<sup>er</sup> neither ..... nor .....
- 4- "Did you follow the documentary about African colonization on television last night?".
  - The history teacher asked his students .....

Item 5: Choose the words in brackets to complete each sentence.

- 1- France colonized many African countries. So ..... England. (does, did, colonized)
- 2- Spain didn't colonize ..... countries in Africa. (much, many, a lot of)
- 3- ... African countries get united, they won't be able to use a common currency. (because, if, unless)
- 4- Slavery ..... in Africa before Europeans came in that continent. (existed, has existed, had existed)

B- Production d'un texte de type particulier

Contexte: Certaines personnalités historiques, politiques et autres ont marqué le Bénin ou l'Afrique de façon positive et constituent des modèles pour la jeune génération.

Critères d'évaluation: Tu montreras ta compétence à rédiger 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 le vocabulaire, l'orthographe et la ponctuation appropriés.

Tâche

Writing: Write a short text at most to describe an important historical or political personality of Benin or of Africa. Make sure your text takes into account these points:

- Name of the personality ;
- His or her country or nationality ;
- His or her ruling period ;
- Achievement (what did he or she do?)
- Your personal opinion about him or her.

(Not more than 10 lines)

Note: To take into account: tenir compte ; prendre en compte.