



COLLECTION TCHIGAN

Réussir l'épreuve d'anglais au BEPC et durant les devoirs



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Ce manuel est composé de plusieurs épreuves d'anglais, niveau 3^e de différents établissements publics et privés du Bénin. Il est le fruit d'une collaboration avec plusieurs autres professeurs d'anglais.

Il est destiné à aider les apprenants en classe d'examen d'une part à mieux préparer leur BEPC et aussi, d'autre part, à fournir des supports de révision aux enseignants afin de préparer au mieux leurs candidats.

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EPREUVE 1

I- Compétences à évaluer

CD2 : Réagir de façon précise et approprié à un message écrit

CD3 : Produire de façon appropriée à des textes de type et de fonction variés

II- L'épreuve

A- Réaction à un texte écrit

Contexte :

Les personnes vivant avec le SIDA dans les pays en voie de développement sont souvent marginalisées et doivent faire face au rejet de leur société qui ne leur donne aucune chance de s'émanciper.

Support :

Text :

Cotonou, 25 October 2007 (IRIN)- Just five years ago, Houessou had two hectares of land in the Couffo region of south-west Benin. He inherited the land from his family and grew corn, cassava and cotton on it to meet the needs of his two wives and their six children. In 2003, however, his health began to deteriorate. "It started with headaches. I told myself that it would pass, but they got worse", he told to IRIN/PlusNews. His relatives attributed his illness to witchcraft, so Houessou went to a traditional healer, to try and relieve his pain.

"I had to pay for my treatment, giving goats as offerings. At first I used my savings but when they weren't enough, I had to sell my land" reported Houessou. Houessou's health deteriorated fast and he ended up in hospital. After a few months, he was bedridden. But he still did not know what is wrong with him. Then, he overheard a conversation between two doctors.

“ I heard one doctor refer to me as « the one with HIV »”, he said. “ I decided to leave the hospital and go home. I got myself tested. The test confirmed that i did indeed have HIV. He was immediately put on antiretroviral (ARV) drugs, the medication that lengthens and improves the lives of people living with HIV. Houessou was then confined to his house, especially since his wives were also infected with HIV.

He faced rejection of his community. “ My neighbours knew and they avoided us” he explained. “One morning, my wives cooked 10 kilos of rice to sell at the market, but some young people blocked their way and forced them to throw the rice on the ground”. But thanks to the ARV treatment, Houessou slowly got strong again. And decided he decided to fight, for himself and for others in his situation. “ I started to raise public awareness of the problems facing the people who are infected, particularly in rural environments where there is little information on the epidemic” he explained.

Now, he heads the Benin Network of associations of people living with HIV. Houessou is fighting for social and economic rehabilitation for people who are HIV positive, many of whom have lost everything.

Extracted from the article “ AIDS stripping farmers of their land”

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

- Reconnaissant certains de ses détails
- Répondant à certaines questions de façon précise
- Prouvant ta maîtrise du vocabulaire utilisé
- Reformulant certaines phrases
- Montrant ta maîtrise des temps

Consignes

ITEM 1 : Answer by “true” or “false” to the following statements

- 1- The health of Houessou began to deteriorate in 2003
- 2- Houessou was tested HIV positive
- 3- Houessou’s wives were not infected with HIV
- 4- Houessou he heads the Benin Network of associations of people living with HIV

ITEM 2 : Answer to the following questions

- 1- Which medication helps Houessou to improve his health ?
- 2- Were the Houessou’s wives infected ? Justify your answer

3- Who heads the Benin Network of associations of people living with HIV ?

ITEM 3 : Find the antonyms of the following words

- | | |
|----------------------------|---------------------------------|
| 1- Adults (paragraph 1) | 3- Husbands (paragraph 1) |
| 2- Solutions (paragraph 4) | 4- HIV negative (paragraph (5)) |

ITEM 4 : Rephrase the following sentences using the prompts given

- 1- The community must take care of those who are HIV positive
- The community should
- 2- Don't neglect people who are HIV positive
- It is strictly forbidden.....
- 3- We have to give love and affection to those who are infected with HIV
- We should.....
.....

ITEM 5 : put the verbs in brackets into their right tense or forme

- 1- The community (to reject) Houessou so far
- 2- If i (to be) Houessou , i would leave the village
- 3- (not reject) those who are HIV positive

B- La production d'un texte particulier

Contexte

Le monde contemporain est en proie aux maladies sexuellement transmissibles dont la plus connue est le VIH/SIDA. Cette pandémie loin d'être une fatalité peut être évitée si elle est mieux connue et que les informations utiles sont connues du grand public.

Tâche :

Tu montreras ta compétence à rédiger un texte en anglais en :

- Respectant le type de texte ;
- Tenant compte de la logique interne du texte ;
- Construisant des phrases grammaticalement correctes
- Utilisant le vocabulaire adéquat, l'orthographe et les ponctuations appropriées

Writing :

Write a paragraph to tell to your mates :

- What is AIDS ?
- How do we catch it ?
- How can we avoid it ?
- What should be our attitude towards those who are HIV positive ?

EPREUVE 2

A- REACTION A UN TEXTE ECRIT.

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

- reconnaissant les détails du texte,
- exprimant des appréciations personnelles sur le texte,
- trouvant des mots opposés,
- reliant des segments de phrase de façon cohérente pour les rendre significatives.

Support

Text:

According to FAO estimates in 1985 (1) about 40, 000 children die every day from hunger-related causes. This totals almost 15 millions people mainly in developing countries who are undernourished.

Undernourished and malnutrition due to various factors such as low food supply and poor education and health conditions, can have serious and long lasting effects on the wellbeing of both the individual and the family. If malnutrition occurs early in life the physical and possibly mental development of the child is affected. It is likely to grow into an adult with smaller than average stature. Malnourished children have reduced powers of contraction at school, are more likely to be absent from school due to sickness and so will have a poorer school performance than well nourished children. Thus if a malnourished child survives into adulthood, its reduced learning and working capacity will in turn reduce productivity and earning potential. Low income often results in poor housing and environmental hygiene conditions which increase the risk of disease, adding further to the problem of malnutrition. Thus a vicious and spiraling cycle is established.

(1) **World hunger, FAO, 198 P3**

Item 1: Write True or False for these statements.

1. FAO made the estimates in nineteen eighty-five.
2. Forty thousand children die every day from hunger.
3. Malnutrition is due to low food supply.
4. Malnutrition has positive impacts on school performance.
5. Low income can lead to malnutrition.

Item 2: Answer these questions on the text.

1. How many people in developing countries are malnourished?
2. What causes malnutrition according to the text?
3. What are the consequences of malnutrition?
4. According to you, what are the illnesses that malnutrition can cause?

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

1. Wellnourished (paragraph 2)
2. Present (paragraph 2)
3. Bigger (paragraph 2)
4. High (paragraph 3)

Item 4: Match the sentences in column A with their correct ending in column B.

Column A

1. As soon as the child starts taking enough vitamins
2. Malnourished children eat neither.
3. He spends his income on various food types.
4. A child cannot have a healthy status.
5. In order to be strong you should eat either yams.

Column B

- a) Or foods containing carbohydrates.
- b) Without eating a balanced diet.
- c) It will recover.
- d) Fruits nor proteins.
- e) So as to fight malnutrition.

B- LA PRODUCTION D'UN TEXT DE TYPE PARTICULIER.

Tu montreras ta compétence à produire un paragraphe en :

- utilisant le vocabulaire approprié,
- respectant l'orthographe et la ponctuation appropriées,
- répondant aux questions posées,
- améliorant les phrases du paragraphe.

Topic:

Children are malnourished in your village. Write a paragraph that explains what should be done to better their life condition.

The following questions can help you.

What is malnutrition?

EPREUVE 3**COMPETENCES A EVALUER**

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

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

A– LA REACTION A UN TEXTE ECRIT.

Contexte: De nos jours, les jeunes font face à de nombreux problèmes tels que l'usage abusif de la drogue, les maladies sexuellement transmissibles et autres.

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

- ☐ reconnaissant des détails du texte ;
- ☐ montrant ta compréhension globale et détaillée du texte;
- ☐ manifestant ta maîtrise de certains mots du texte ;
- ☐ mettant les mots entre parenthèses aux formes convenables ;
- ☐ identifiant les fonctions des mots soulignés afin de poser des questions appropriées dont ils Constituent les réponses

Support:

Text: It is time to examine our sexual behavior

1- Sometime in January, this year, I heard disturbing news on the British Broadcasting Corporation

(BBC). It was that a study was conducted on AIDS patients in the United States who have been on anti-retroviral drugs. A report from the study said some of the patients have developed a resistance to the drugs.

2- An AIDS patient on anti-retroviral medication can have his life prolonged indefinitely. This is because the medication checks the advancement of the disease.

3- If one develops a resistance to it, it means the medication is no longer strong enough to check the advancement of AIDS – a bit like the patient who still has malaria after completing a course of chloroquine.

4- I found this news disturbing because it indicated that far from being just around the corner, the victory posts in the race against HIV/AIDS is now here in sight. We still have many fighting years ahead. It is for this and other reasons that promoting abstinence and fidelity as the best methods in fighting this deadly disease is the best course. Humanity must, of necessity, take a good look at its sexual philosophy.

Adapted from a Ghana newspaper, The Mirror, Saturday September 14, 2002, Page 5, by Nana AGYAPOMAA.

Consigne:

Item I: Write true or false for these statements:

- 1) The narrator heard a disturbing piece of news on Golfe FM.
- 2) Some patients have developed a resistance to the medication.
- 3) Abstinence and fidelity are the worst method to fight against AIDS.
- 4) The narrator is a journalist.

Item II: Answer the following questions on the text.

- 1) Where was the study conducted?
- 2) What is the name of the drug used to prolong an AIDS patient life?
- 3) What does a resistance to the anti-retroviral medication mean?

Item III: Match the words in column A to the definitions in column B.

Column A Column B

- | | |
|-----------------|-----------------------------------------------------------|
| 1 Disturbing | a- A drug for curing diseases |
| 2 Medication | b- Somebody who is ill under the medical care of a doctor |
| 3 To check | c- At a time that is not specified |
| 4 Patient d | d- Worrying |
| 5 Sometime | e-To control |

Item IV: Put the verbs between parentheses into their correct tense or form.

- 1) In 2002, Nana (to hear) a disturbing piece of news.

- 2) If a patient (to be) on anti-retroviral medication, he would have his life prolonged.
- 3) This patient had better (to complete) his chloroquine course.
- 4) Abstinence is (to practice) by some young people

Item V: Ask questions based on the underlined words.

- 1) In January, I heard a disturbing piece of news.
- 2) A patient can have his life prolonged
- 3) I found this news disturbing because it indicated the long lasting fight against AIDS.

B- Compétence disciplinaire N3Contexte : Un de tes camarades a rédigé un paragraphe qu'il/elle s'apprête à envoyer à son correspondant.

Il a des difficultés à utiliser certains mots. Aide-le à compléter le paragraphe avec ces mots.

Tâche : Tu monteras ta compétence à produire un texte en:

- ☐ respectant le contexte du sujet de la production ;
- ☐ complétant les vides par les mots appropriés ;
- ☐ faisant en sorte qu'il y ait une cohérence dans les idées exprimées ;
- ☐ respectant l'orthographe des mots et la ponctuation.

Writing: A friend of yours is going to send this article about AIDS to his pen friend, but some words are missing.

Rewrite this article filling in the gaps with the following words: young people; abstinence; partners; condoms; sex addicts; AIDS. Then underline them in the paragraph.

Paragraph

Today most of the ...1... are fond of sex. They do not worry about the twenty-first century disease named ...2... In their opinion, AIDS is a wise way to make them use ...3...4..., they think, is out of the question. They change ...5... just as they change clothes. In a word, young people today are ...6...

EPREUVE 4

I- COMPETENCE À ÉVALUER :

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

II- L'ÉPREUVE

Contexte :

En Afrique, la jeunesse est confrontée à un certain nombre de problèmes qui sont entre autre la drogue, les MST, le trafic des enfants etc. Ici, tu auras à réagir par rapport au problème du VIH-SIDA.

Support :

Text : Difficulties with AIDS prevention in Africa.

- 1- Developing and developed nations continue to be severely affected by the spread of AIDS. In the coming decades the WHO (World Health Organization) predicts that AIDS in Africa will become the leading cause of death among young adults in their most productive years. Because the latency period from HIV infection to AIDS can last for seven years or ten years or more, long - term consequences must be considered now. In order to continue the campaign to stop the spread of AIDS, the AIDS prevention message must be reinforced continually.
- 2- Information about AIDS prevention is simply not enough to change sexual behavior. In fact, many African countries have experienced several years of war, stealing and terror. They suffer endemic diseases, such as Malaria, which in some areas kill more people than AIDS. Many do not see why they should change sexual habits just because of another disease.
- 3- Educators have more ignorance to contend with in preventing

AIDS. Women may refuse to listen to advice at all if it involves talking about sex. Men who may consider STDs almost a mark of pride, see the use of condoms as unmasculine.

- 4- One frustrating fact about AIDS pandemic is that every new case could have been prevented. If men used condoms, the number of new infections would decrease. Condoms, however, are far from universally available, and they are universally unpopular. Nevertheless, one group of women might be better able to promote condom usage: prostitutes. In Africa, various programs have been established to encourage prostitutes and their clients to use condoms.
- 5- Since there is no means of curing AIDS, education and prevention are the best defense. If people do not change their behavior, more and more people will die.

Vocabulary

To reinforce = renforcer ; areas: = regions / zone ; means : = moyens ; contend : Combattre.

Tâche:

A- LA RÉACTION À UN TEXTE ÉCRIT :

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

- Reconnaissant les détails du texte,
- Exprimant tes appréciations sur le texte,
- En choisissant le verbe qui convient dans chacune des phrases,
- Construisant des phrases significatives.

Consigne:

Item 1: *Indicate if each statement is true or false.*

- 1- All the countries on the earth are concerned with the fight against AIDS.
- 2- AIDS is about to be the first cause of death in Africa.
- 3- Many young people in Africa, change their sexual habits because they are afraid of AIDS.
- 4- Malaria is a sexually transmitted disease.
- 5- Prostitutes can play an important role to stop the spread of AIDS by obliging their clients to use condoms.

Item 2: *Answer the questions according to the text.*

- 1- Why is it difficult to convince people to change their sexual behavior?
- 2- What would happen if men accepted to use condoms?
- 3- Do people enjoy using the condom? Justify your answer with a passage from the text.
- 4- What are the methods suggested by the author to stop the spread of AIDS?

Item 3: *Match each word from the text with its definition. Use only numbers and letters (a – b – c – d – e).*

Words

- 1- decade
- 2- endemic
- 3- contend
- 4- decrease
- 5- Available

Numbers

- a) common
- b) obtainable
- c) a period of ten years
- d) fight against
- e) fall very quickly.

Item 4: *Select the right verb in each sentence.*

- 1- Young people usually (refused – refuses – refuse) to use condoms before having sex.
- 2- Adelaïde (catches – caught – has caught) HIV recently.

- 3- At the moment, Nadine and her boy friend (do – have done – are doing) a sero diagnosis to know their HIV status.
- 4- Next week, doctor Bola (came – has comes – will come) to school to sensitize students on the dangers of sexual bad habits.
- 5- Last Friday we (finded – found – find) a documents on AIDS at the library.

Item 5: *Join phrases in column A to their best endings in column B to build meaningful sentences.*

<u>Column A</u>	<u>Column B</u>
1- Treatment is available	a) avoid catching HIV infection
2- You can't find vaccine	b) for STDS chronic sufferers
3- Adopt total abstinence	c) against HIV infection
4- You'd better not drink alcohol	d) use condoms to protect themselves
5- Young people should	e) otherwise you'll damage your health

B- PRODUCTION D'UN TEXTE DE TYPE PARTICULIER

Contexte :

Bon nombre de jeunes gens s'adonnent aux activités sexuelles sans aucune forme de protection. Au cours d'une émission radiophonique, tu es invité (e) à sensibiliser les jeunes sur les voies de contaminations et les moyens de lutte contre le VIH-SIDA.

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

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

Consigne:

Write a paragraph about STDs.

The following questions may help you.

- What does STDs stand for? (définir le sigle)
- How do young people catch STDs?
- How can we do to stop the spread of STDs?

Epreuve 5

COMPETENCES À EVALUER

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

L'EPREUVE

Contexte :

Le sida est l'une des maladies qui font beaucoup de ravages dans le monde entier. Ici tu auras à réagir par rapport au problème du VIH- SIDA dans les milieux scolaires

SUPPORT

Text:

Text: AIDS in School

(1) Nadine Igala looks straight ahead as she describes the fate of her friend at Miskine High School, near Bangui, the capital of the Central African Republic. At age 15, with hope of living in Paris, her friend was diagnosed as HIV - positive. "She caught it from one of the teachers. She had" slept with him to pass exams", says Nadine. Two other school friend died of AIDS. They were just 17. Five girls at Miskine High school, which has 4000 students, died last year from complications of AIDS. Although teachers say it is impossible to know from whom the pupils contracted the virus, they suspect that the professor members spread the disease.

(2) "Girls often come to school without eating and without proper clothing" Said Françoise Nboma, head of the English department." They see their teacher as someone to help them. Many parents want their daughters to marry teachers, so they encourage their children to have relationship with them, and the staff doesn't refuse.

(3) AIDS is the leading cause of death among teachers in the Central African Republic, according to UNICEF, which studied the death of 300 teachers around the country last year and found that 85 percent had died from AIDS. And research suggests that by 2005, between 25 percent and 50 percent of all the teachers will have died from AIDS.

(4) These statistics are frightening and the repercussions for the society are great. "The average age that girls begin sexual activity is 15", says Adjibad Karimou of UNICEF's office in Bangui and their first partner is often their teachers. The very people upon whom we rely to teach pupils how to protect themselves against AIDS are often the ones passing on the virus",

By Lucy Jones, from the San Francisco chronicle, September 2001.

Tâche:

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

- Reconnaissant les détails du texte;
- Exprimant tes appréciations sur le texte;
- Montrant ta connaissance du vocabulaire du texte
- Complétant les phrases de façon convenable Reformulant des passages du texte de façon personnelle.

NB : Tu traiteras les items en anglais

Consignes

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

- 1- AIDS is spreading in the schools of the Central African Republic.
- 2- Nadine Igala is HIV - positive
- 3- At least 25% of teachers in the Central African Republic will have died of AIDS in 2005
- 4- Teachers are often school girls first sexual partners.
- 5- Girls start sexual activity at fifty years old.

Item 2: Answer the following questions in your own words.

- 1- Who was diagnosed as HIV - positive?
- 2- How did she catch the disease?
- 3- Why are female students having sex with their teachers?
- 4- How many teachers died around the country last year?

Item 3: Match each word with its synonym

Words

Synonyms

- | | |
|------------|---------------|
| 1- Fate | a) propose |
| 2- Suspect | b) distribute |
| 3- Spread | c) destiny |
| 4- Refuse | d) reject |
| 5- Suggest | e) suppose |

Item 4: Select the right verb in each sentence.

- 1- Young people usually (refused - refuses- refuse - refuse) to use condoms before having sex.
- 2- Adelaïde (catches- caught -has caught) HIV recently.
- 3- At the moment, Nadine and her boy friend (do- have done- are doing) a serodiagnosis to know their HIV status.
- 4- Next week, doctor Bola (came- has comes- will come) to school to sensitize students on the dangers of sexual bad habits.
- 5- Last Friday we (found - found -find) a document on AIDS at the library.

Item 5: Join phrases in column A to their best endings in column B to build meaningful sentences.

Column A

- 1- Treatment is available
- 2- You can't find vaccine
- 3- Adopt total abstinence
- 4- You'd better not drink alcohol
- 5- Young people should

Column B

- a) avoid catching HIV
- b) for STDS chronic sufferers
- c) against HIV infection
- d) use condoms to protect themselves
- e) otherwise you'll damage your health

Contexte

La plupart des jeunes élèves ne savent pas comment se protéger contre le VIH-SIDA. Pendant une causerie tu es appelé à les sensibiliser sur les modes de contamination du SIDA et sur les méthodes de prévention de cette maladie

Tâche:

Tu montreras ta compétence à produire un paragraphe cohérent en :

- Répondant aux questions
- Respectant la logique interne du texte,
- Construisant des phrases grammaticalement correctes
- Utilisant le vocabulaire, l'orthographe et la ponctuation appropriés

Consigne:

Many students are not aware of the dangers of AIDS. Write a paragraph to tell them how people can catch AIDS and how to protect themselves. These questions may help you.

- What is AIDS? (Define it)
- How do people catch AIDS?
- Is there any vaccine for AIDS?
- What should young people do to avoid AIDS?

EPREUVE 6

COMPETENCES A EVALUER

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

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

I EPREUVE

A- LA REACTION A UN TEXTE ECRIT

Contexte: Dans notre société d'aujourd'hui nombreux sont ces jeunes garçons et jeunes filles qui déjà à l'adolescence commencent à pratiquer des activités sexuelles ignorant ainsi les dangers qu'ils/elles en courent. Ils/elles sont d'habitude victimes de maladies sexuellement transmissibles ou de grossesses non désirées. Il suffit de les informer sur ces questions pour sauver plusieurs vies.

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

- ☐ Montrant ta compréhension globale et détaillée du texte ;
- ☐ Prouvant ta maîtrise du vocabulaire du texte ;
- ☐ Montrant ta maîtrise de certaines structures et fonctions de la langue anglaise.

Support

Text: HIV infection and AIDS.

1. HIV, short for "Human Immunodeficiency Virus" is a virus that progressively destroys the body's immune system. It does so by killing or damaging cells of the body's immune system.
2. In the early stages, HIV infection may have no symptoms or just symptoms of a flu-like illness. However as the disease progresses, the symptoms become progressively more severe. This may take several years to manifest.
3. AIDS (Acquired Immunodeficiency syndrome) is the advanced stage of HIV infection. The body's immune system has been largely destroyed and it is susceptible to many life-threatening diseases and certain cancers.
4. HIV infection reached worldwide epidemic proportions since emerging in the 1980s. Transmission is mostly done through unprotected sex, the sharing of syringes or needles, and from infected mother to baby during pregnancy or birth. However there is no evidence that the infection can be spread through saliva or casual contact.
5. In the final stages of disease where the body has practically no immune system, all sorts of opportunistic infection can affect the body. The inevitable result of this is death.
6. Precautions that can be taken to prevent HIV infection include having no unprotected sex especially with someone you do not know well even if he or she shows no symptoms of infection. Also do not share or repeat the use of needles and syringes. The best thing to do is not to have multiple sex partners and not to take drugs. AIDS is a killer. Your life is too precious to take chances with it.

Adapted from: English essay (preschool). Google store app.

Consignes:

Item 1: Are the following statements "true" or "false"? (2pts.)

- 1- HIV is a disease.

- 2- The symptoms of HIV infection manifest several years after.
- 3- A person suffering from AIDS can get many life-threatening diseases and cancers.
- 4- HIV can be spread through saliva and casual contact.

Item 2: Write full answers to these questions.(4pts.)

- 1- How does HIV destroy the body's immune system?
- 2- When did HIV emerge?
- 3- How is HIV transmitted?
- 4- Give three precautions that can be taken to avoid HIV.

Item 3: Find from the text the words meaning the same as the following. (1.5pts.)

- 1- Signs (paragraph 2)
- 2- Damaged (paragraph 3)
- 3- Risks (paragraph 6)

Item 4: Rephrase the following sentences using the prompts given (4pts.)

- 1- People had better not share the same blades, otherwise they will get AIDS.
☐ If
- 2- Why don't you place a condom before sexual intercourse?
☐ You should
- 3- If you have unprotected sex with someone you do not know well, you will catch STDs.
☐ Don't
- 4- Nobody is allowed to take drugs.
☐ It is strictly

Item 5: Complete these sentences with the right answer between the suggested ones in brackets. (1.5pts.)

- 1- be faithful to our sex partner. (Be; let's be; let's being)
- 2- The sentence "You should not have multiple sex partners" expresses
(advice; warning; prohibition)
- 3- The sentence "If you have unprotected sex with someone you do not know well, you will catch STDs" expresses(prohibition; advice; warning)

B- PRODUCTION D'UN TEXTE DE TYPE PARTICULIER

Contexte :

Au cours d'anglais, tu as acquis un certain nombre de mots et d'expressions qui te permettent d'écrire un paragraphe sur les causes et les moyens de prévention des maladies sexuellement transmissibles.

Tâche : Tu montreras ici ta capacité à produire un paragraphe en anglais en:

- ☐ Complétant le passage ci-dessous avec les mots et expressions appropriés ;
- ☐ Construisant des phrases significatives et grammaticalement correctes ;
- ☐ Respectant l'orthographe et la ponctuation ;
- ☐ Faisant en sorte qu'il y ait une logique entre les phrases et les idées exprimées.

Consigne: This is a skeleton paragraph about sexually transmitted diseases. Complete it using the appropriate vocabulary words. (5pts)

STDs stands for sexually ... diseases. Some examples of STDs are ..., ... and AIDS. People catch STDs by having ... or using the same sharp objects. Pregnant women can pass the virus to their baby during ... or ... To avoid STDs, young boys and girls should observe total ..., be ... to their partner and place ... before having sexual contact. They should not share the same needles, ... and syringes.

Epreuve 7

I- COMPÉTENCE À ÉVALUER

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

II- L'ÉPREUVE

Contexte :

La jeunesse de notre époque ne cesse de se donner à des vices tels que la prise de la drogue, l'envie grandissante de fumer etc. Elle ignore les dangers qu'elle court en se donnant à ces pratiques. En dépit des nombreuses campagnes de sensibilisation, la situation ne cesse de s'empirer. Tu auras à réagir par rapport à un texte qui te parle des conséquences qu'on court en se donnant à la cigarette.

Support :

Text: Smoking, main cause of heart disease.

1) Researchers have studied entire population to try to discover what it is in our everyday lives that increases the risk of heart attack. Their results show that there are several factors, which together may be the cause of heart attack. But smoking seems to be the main cause.

2) In fact, cigarette smoking can double your risk of dying from a heart attack. And if you smoke heavily you are even more likely to die young from heart disease for example, a man aged 50 who smokes more than 20 cigarettes a day is four times more likely to suffer from heart disease than a non-smoker of the same age. And women are just as much at risk as men. The risk for a woman who smokes is especially high if she is over 35 and is on the pill.

3) How does smoking affect the heart? The nicotine in tobacco smoke increase the pulse rate and raises the blood pressure. The carbon monoxide content of cigarette smoke cuts down the amount of oxygen in the blood. So your heart is having to work harder but getting less oxygen.

4) What you can do to avoid heart attack is to give up smoking. As soon as stop smoking you will start to reduce your risk of heart attack. Giving up smoking altogether may not be easy. But it's certainly worth it. To help you make your decision, think about what you gain by stopping:

- You'll be healthier and breathe more easily
- You'll avoid coughing
- You'll smell fresher
- You'll save money.

So you'd better stop smoking, otherwise you'll run many dangers.

Vocabulary

To gain : gagner ; to breathe : respirer

Tâche:

A- La réaction à un texte lu

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

- reconnaissant les détails du texte,
- donnant des appréciations personnelles sur le texte,
- montrant sa compréhension du vocabulaire du texte,
- complétant des phrases avec des mots appropriés
- reformulant des phrases de façon autonome.

NB : *Tu répondras aux questions en Anglais.*

Consignes:

Item 1: *Choose the correct answer and write only the letter a, b, c et d.*

- 1- you can get a heart attack if you:
 - a) exercise a lot ; b) smoke ; c) sell cigarettes ; d) avoid taking tobacco.
- 2- Cigarette smoking can:
 - a) increase your risk of catching heart attack;
 - b) decrease your risk of catching heart attack;
 - c) help you be healthy;
 - d) help you feel great.
- 3- The risk of a woman who smokes is especially high if:
 - a) She is under 35 and is on the pill
 - b) She is over 35 and is not on the pill
 - c) She is 35 and is on the pill
 - d) She is over 35 and is on the pill.
- 4- The substances responsible of heart problems are:

- a) the nicotine in tobacco
- b) the carbon monoxide content of cigarette
- c) the nicotine in tobacco and the carbon monoxide content of cigarette
- d) none of the two substances.

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

- 1- According to the researchers, what is the main cause of heart attack?
- 2- In which condition people are like to die young from heart disease?
- 3- What substance increases the pulse rate and raises the blood pressure?
- 4- What can we do to avoid heart disease?

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

- 1- Chance (paragraph 1)
- 2- A person who doesn't smoke (paragraph 2)
- 3- Red liquid inside the body (paragraph 3)
- 4- To abandon (paragraph 4)

Item 4: *Choose the suitable reflexive pronoun to complete each sentence.*

- 1- We can kill ----- by smoking too many cigarettes per day (ourself ; ourselves ; weselves ; uselves)
- 2- A young man should protect ----- by avoiding smoking (hisself ; heself ; himself ; hisself)
- 3- Young people ought to care of ----- (theyselves ; theirselves ; themselves ; themselves) in order to be healthy.
- 4- To protect ----- is the best way to avoid catching heart disease (it self, onself , onselves , itselves)
- 5- Your heart can stop by ----- if you continue smoking heavily. (oneself , itselves , itself , itsself).

Item 5: *Rephrase the following sentences.*

- 1- Don't smoke more than 20 cigarettes a day.

It is -----

2- Young people are not allowed to smoke heavily

Young people mustn't -----

3- A man aged 50 died yesterday because he smoked more than 20 cigarettes a day.

A man aged 50 ----- so he ----- yesterday.

4- Moussa has given up smoking so he doesn't waste his money any more.

Moussa ----- because he -----

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

Contexte :

Dès qu'un jeune commence par se donner à un vice, plusieurs de ses parents, de ses collègues ou de ses camarades de classe ne cessent de lui prodiguer des conseils afin de l'amener à changer de comportement. Tu auras à écrire une lettre à un de tes amis dont tu as appris qu'il vient de commencer par fumer afin de lui donner des conseils pour qu'il abandonne cette mauvaise pratique

Tâche : Tu montreras ta compétence à écrire une lettre amicale en :

- respectant le contexte d'une lettre amicale ;
- construisant des phrases grammaticalement correctes ;
- respectant la ponctuation.

Consigne :

Writing :

One of your friends has started smoking. Write a letter to him / her to give advice and to warn him / her of the dangers of smoking.

EPREUVE 8

II – COMPETENCES A EVALUER

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

Compétence disciplinaire n°3 : Produire un texte de type et de fonction variés.

III- L'épreuve

A- LA REACTION A UN TEXTE ECRIT

Contexte: Nous vivons dans une société dans laquelle les jeunes garçons et jeunes filles font face à de nombreux problèmes tels que les grossesses non désirées, les maladies sexuellement transmissibles (MST), l'addiction à la cigarette, à l'alcool et à la drogue. Il urge d'informer ces âmes innocentes sur ces questions en particulier les MST, qui se développent de jours en jours, emportant beaucoup de jeunes.

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

- ☐ Reconnaissant les détails du texte,
- ☐ Prouvant ta maîtrise du vocabulaire du texte,
- ☐ Posant des questions dont les réponses sont les mots et groupes de mots soulignés,
- ☐ Conjuguant des verbes aux temps et formes convenables.

Support

Text:

1. HIV stands for human immunodeficiency virus. AIDS stands for Acquired immunodeficiency syndrome. HIV is the virus that causes the disease AIDS. People who are HIV positive have been tested and found to have signs of the human immunodeficiency virus in their blood. HIV destroys part of the immune system. It specifically affects a type of white blood cell called the T lymphocyte or T cell. T cells are one type of “fighter” cell in the blood that help the body fight off all kinds of germs and diseases.
2. Since the discovery of HIV in 1983, millions of people throughout the world have been infected with the virus. Most are adults, but some kids and teenagers have HIV too. Right now, 37 million people in the world are living with HIV infection or AIDS.
3. HIV infection is not like a cold or the flu. A kid cannot get HIV by riding a school bus with or visiting the home of someone who has HIV, or by holding that person's hand. HIV is passed only through direct contact with another person's body fluids, such as blood. The majority of people get infected with HIV by sexual contact, by sharing needles or syringes with another person. Some infected pregnant women pass it to their child during delivery or breastfeeding.

4. Right now, there is no cure for HIV or AIDS, but new medicines can help people live long and healthy like people with other chronic diseases (such as diabetes). People can help stop the spread of HIV by not touching another person's body fluids, using latex condoms during sexual contact, and not sharing needles and syringes. Young boys and girls are advised not to practice sex before marriage; which means observe total abstinence from any kind of sexual activity.

Slightly extracted from: www.m.kidshealth.org

Consignes:

Item 1: Are the following statements "right" or "wrong" (2pts)

- 1- HIV is a disease.
- 2- HIV was discovered in 1937.
- 3- A kid can get HIV by visiting the home of someone who has HIV.
- 4- There is a cure against AIDS.

Item 2: Write full answers to these questions. (4pts)

- 1- What does HIV destroy?
- 2- How many people are living with HIV or AIDS in today's world?
- 3- How is HIV transmitted?
- 4- How can people help stop the spread of HIV?

Item 3: Find from the text the words meaning the same as the following. (2pts)

1. Damages (paragraph 1)
2. Adolescents (paragraph 2)
3. Sexual intercourse (paragraph3)
4. Illnesses (paragraph 4)

Item 4: Ask questions based on the underlined words. (4pts)

- 1- HIV destroys part of the immune system.
- 2- Some infected pregnant women pass the virus to their child during delivery or breastfeeding.
- 3- HIV was discovered in 1983.

4- Young boys and girls get HIV because they do not place latex condoms before sexual activities.

Item 5: Complete these sentences with the correct tense and form of the verbs in brackets: (2pts)

1- A lot of young people (to test) HIV positive in our community last year.

2- Look! Bio (to buy) latex condoms.

3- If girls use female condoms, they (not, to get) unwanted pregnancies.

4- Health officials (to sensitize) our school students about STDs next week.

B-PRODUCTION D'UN TEXTE DE TYPE PARTICULIER

Contexte: Au cours d'anglais, tu as acquis un certain nombre de mots et d'expressions qui te permettent d'écrire un paragraphe sur les causes et les moyens de prévention des maladies sexuellement transmissibles.

Tâche : Tu montreras ici ta capacité à produire un paragraphe en anglais en:

- Complétant le paragraphe avec les mots et expressions appropriés ;
- construisant des phrases significatives et grammaticalement correctes
- Respectant l'orthographe et la ponctuation.
- Faisant en sorte qu'il y ait une logique entre les phrases et les idées exprimées.

Consigne:

Writing: This is a skeleton paragraph about sexually transmitted diseases. Complete it using the appropriate vocabulary words. (4pts)

STDs stand forSome examples of STDs are,, and People catch STDs by, Pregnant women can pass the virus to their baby duringorTo avoid STDs, young boys and girls should observe, be to their partner and place before They should not share the same..... and

Epreuve 9

II- COMPETENCE A EVALUER

- CD2 : Réagir de façon appropriée à des messages lus ou entendus
- CD3 : Produire de façon appropriée un texte de type particulier.

III- L'EPREUVE

Contexte :

Pour être en bonne santé l'on doit avoir une alimentation équilibrée. Dans ce devoir tu auras à réagir à propos des aliments qu'il faut consommer pour un bon équilibre physique et mental de l'homme.

Support :

TEXT : Planning meals for the family.

- 1- Meals must be very carefully planned so that the family is well fed, and eats meals which are both enjoyable and nourishing.
- 2- There should be a protein meal once a day, for example beans, meat, eggs or snail. In some places it will be fish or fowl instead of meat. If you can get all three of them, then you should try to use each of them in turn.
- 3- There should be a fresh vegetable meal every day. This will keep you healthy. Some vegetables can be dried and kept for the time when fresh vegetables are rare. The best way is to have a garden and grow vegetables; the extra work will be repaid in the better health of the family.
- 4- Beans can be used often, because, for many people they are the main source of protein, and can be grown easily. We should use eggs on some days for the protein meal. If you get hens and look after them well, their eggs and meat will be a valuable addition to your diet. You can add fresh fruit to your diet any time that is possible.
- 5- People must have plenty of good food if they are to be strong and healthy. In areas where there is no fish, there are many people who eat animal protein; meat, eggs and fowl, only when there is a feast, or an honored guest. This way of living does not permit a man or a woman to do a hard day's work all through the year. Even where there is plenty of fish to provide protein,

it is a mistake to depend on fish only. A better diet is obtained when many different kinds of food are used; because each has its own special value.

S. Hoyle and D.J. Hoyle.

Vocabulary

Fowl = volaille/oiseau. ; guest = invite ; dried = séché(e) ;

area = region/zone

A- Compétence disciplinaire n°2

Après avoir lu le texte, tu es invité (e) à montrer que tu l'as compris en :

- reconnaissant les détails du texte,
- donnant tes appréciations sur le texte,
- montrant ta maîtrise de vocabulaire du texte,
- mettant les phrases à la voix passive,
- sélectionnant le mot pour chacune des phrases.

Consigne :

Item 1 : Say whether the statements are "True" or "False"

- 1- A family is well fed when it has an unbalanced diet.
- 2- There should be a protein meal many times a day.
- 3- It is good to eat fresh and dried vegetables.
- 4- From beans we get only minerals.
- 5- Hens produce eggs.
- 6- Where there is plenty of fish, it is good to eat only fish.

Item 2: Answer the following questions according to the text.

- 1- How often should there be a protein meal?
- 2- From which food items do we get proteins?
- 3- Should we eat fish, fowl and meat all together? Justify your answer with a passage of the text.

4- On which occasion do some people eat animal proteins?

Item 3: Match words in column A with their meanings in column B. Use only numbers and letters.

Column A

Column B

- | | |
|-----------|------------------------------------------|
| 1- Diet | a) Female chicken |
| 2- Rare | b) allow |
| 3- Hen | c) Food that you eat and drink every day |
| 4- Plenty | d) scarce |
| 5- Feast | e) large amount |
| 6- Permit | f) event that brings great pleasure |

Item 4: Turn these sentences into passive voice.

- 1- We should eat carbohydrates.
- 2- Salima cooks fish.
- 3- Ali has grown beans.

Item 5: Select the correct word to complete the following sentences.

- 1- We will eat ----- Mum finishes cooking (neither – when – that's why)
- 2- The Doctor makes the malnourished children (to eat – eat – eats) meat, fish, vegetables and fruit.
- 3- He has a balanced diet ----- he is healthy (because ; as soon as ; that's why).
- 4- We eat proteins ----- (that's why ; in order to ; neither) build our body.
- 5- Bake eats neither fish ----- eat (because ; or ; nor).
- 6- Father prefers ----- yam or maize (neither ; nor ; either).

B- Compétence disciplinaire n°3:

Tous les aliments contiennent des nutriments. L'absence de l'un d'eux cause une alimentation déséquilibrée.

Tâche :

Tu montreras ta compétence à recopier un paragraphe en :

- Le complétant avec les mots appropriés,
- Respectant la logique interne du texte,
- Respectant l'orthographe et la ponctuation appropriée.

Consigne :

Writing : Copy and complete this paragraph with : "Minerals" – "fats" – "starch" – "body" – "proteins" – "energy" – "diseases".

Carbohydrates come from ----- foods such as potatoes, yams and cassava. They provide fuel that our ----- needs in order to produce ----- . We also need small amounts of ----- and oils for energy. We get them from fatty meat, and butter. ----- are for body-building. They come from eggs, milk and meat. Vitamins help to protect our body against. To stay healthy we need to eat fruits. ----- are necessary for strong bones and teeth. Finally, people need between two and three liters of ----- each day.

NOTICE: Don't forget to underline the words used to fill in the gaps.

Epreuve 10

II COMPÉTENCES A ÉVALUER

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

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

III EPREUVE

A- LA REACTION A UN TEXTE ECRIT

Contexte: De nos jours, la jeunesse fait face à de nombreux vices. Entre autres, les plus dangereux sont l'usage de la drogue, la cigarette, l'alcool et surtout les maladies sexuellement transmissibles.

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

- ☐ reconnaissant les détails du texte
- ☐ prouvant ta maîtrise du vocabulaire du texte
- ☐ Montant ta maîtrise de la grammaire et des fonctions qui te sont demandées.

Support:

Text:

1- AIDS is a disease of immune system caused by a virus (HIV). During the initial infection, a person may experience a brief period of influenza-like illness. This is typically followed by a prolonged period without symptoms. As the illness progresses it interferes more and more with the immune system, making people much more likely to get infections, including opportunistic infections, and tumors that do not usually affect people with immune systems.

2- HIV is primarily transmitted via unprotected sexual intercourse (including anal even oral sex), contaminated blood transfusions and hypodermic needles and from mother to

child during pregnancy, delivery, or breastfeeding. Some bodily fluids, such as saliva and tears, do not transmit HIV.

3- Prevention of HIV infection, primarily through safe sex and needle-exchange programs, is a key strategy to control the spread of the disease. There is no cure or vaccine; however, antiretroviral treatment can slow the course of the disease and may lead to a near-normal life expectancy. While antiretroviral treatment reduces the risk of death and complications from the disease, these may be associated with side effects.

4- Generic research indicates that HIV originated in west-central Africa during the early twentieth century. AIDS was first recognized by the Centers for Disease Control and Prevention (CDC) in 1981. Since its discovery, AIDS has caused nearly 30 million deaths (as of 2009). As of 2010, approximately 34 million people have contracted HIV globally. AIDS is considered as a pandemic—a disease outbreak which is present over a large area and is actively spreading.

From: Wikipedia, the free encyclopedia

Vocabulary: Influenza-like illness = maladie grippale; life expectancy = espérance de vie; a pandemic = une pandémie; outbreak = déclenchement

Consignes

Item A: Write 'True' or 'False' for these statements

- 1- When you have AIDS, you show symptoms immediately.
- 2- AIDS can cause many other diseases.
- 3- Antiretroviral treatment can help to cure AIDS.
- 4- AIDS is everywhere in the world and kills a lot of people.

Item B: Answer these questions on the text

- 1- What do the acronyms AIDS and HIV stand for?
- 2- Give 3 ways of transmission of AIDS from the text.
- 3- According to the text, where did AIDS start?

Item C: Find the synonyms of the following words in the text

- 1- A short time (Paragraph1)
- 2- Transferred (Paragraph2)

3- To check (Paragraph3)

4- Started (Paragraph4)

Item D: Rewrite these sentences to express warning. Use the following cue. Do not copy the example

Example: have sexual intercourse with many partners / catch AIDS

- Don't have sexual intercourse with many partners, otherwise you'll catch AIDS
- You'd better not have sexual intercourse with many partners, otherwise you'll catch AIDS

Etc....

To share hypodermic needles / to catch AIDS

- 1- Don't.....
- 2- You'd.....
- 3- You shouldn't.....
- 4-If you.....

Item 5: Put each bracketed verb into its correct tense and form. Write only the number and the answers.

- 1- Lots of young people (not to use) prevention methods. So they catch AIDS.
- 2- Tomorrow we'll have an exam about STDs, (to read) our notebooks.
- 3- You (to be) HIV-positive? No, I am not.
- 4-Last week a health specialist (to tell) us about antiretroviral treatments.

B- PRODUCTION D'UN TEXTE DE TYPES ET DE FONCTIONS VARIES

Contexte: Après un cours sur les Maladies Sexuellement Transmissibles, tu décides d'informer les gens de ta communauté sur ce sujet.

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

- ☐ respectant le contexte
- ☐ construisant des phrases significatives et grammaticalement correctes
- ☐ respectant la logique interne du texte

- ☐ utilisant l'orthographe et la ponctuation appropriées.

Consigne :

Writing: Write a paragraph to talk to a group of young people about AIDS.

The following questions can help you.

What kind of disease is AIDS?

How do people contract it?

How can we avoid AIDS? If one of your friends has a lot of sexual partners, what will you tell him/her?

Epreuve 11

I- COMPETENCES A EVALUER

- Réaction appropriée à un message lu
- Production d'un texte de type particulier.

II- L'EPREUVE

A- La réaction à un texte lu

Contexte : Si nul n'ignore que les aliments sont très importants pour la vie et qu'il faut bien manger, beaucoup par contre ignorent comment bien se nourrir, car ne connaissant par les oligo éléments contenus dans les aliments dont l'organisme à besoin.

Ici, tu es appelé (e) à t'approprier le texte sur les aliments, leur rôle, leur provenance et les effets de leur mauvaise combinaison.

Support

Text: Role of foods.

1- Human are classified as omnivores, partaking both classes of food i.e meat and vegetales. Having the right diet is important for humans especially a diet that provides the 6 essential food groups comprising carbohydrates, protein, fats and oil, vitamins, minerals, and water. We need protein to build our body and to make new cells in order to repair worn-out tissues. Protein comes from meat, fish egg, beans, peas, milk, yoghurt etc. the body needs energy to work and play. We get most of our energy from carbohydrates which come from starch food, rice, potato, maize... The rest of our energy comes from fats and oil. Fat and oils keep our body wam and supply essential fatty acids which help to keep the skin smooth.

2- Many people can be malnourished though they eat a lot of starchy food and meat. This can happen because they don't eat a lot of vitamins which protect the body against diseases and minerals which build our bones. Vitamins are found in fruit (orange, lemon, mango...), in liver and in milk. The good sources of minerals are green and leafy vegetables, spinach, unpolished rice, milk, bitter leaf, cereal, salt etc... The main nutrient, without which other nutrients can't function correctly, is water. Water helps to digest the food we eat into nutrients and carries the nutrients around our body. It can be found in drinking water, in beer, coke, fruits and in most foods.

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

- répondant par "True" or "False" aux affirmations
- répondant aux questions qui te sont posées.
- trouvant dans le texte des mots synonymes des expressions ou définitions données.
- reformulant des passages du texte.
- complétant des phrases avec des mots du texte.

Consignes:

Item 1: Write "True" or "False" for the following statement.

1/ A balanced diet is the one we eat everyday that contains only protein and vitamins.

2/ It is not necessary to have all the six nutrients

3/ All the energy our body needs comes only from carbohydrates.

4/ We need vitamins to keep the skin smooth.

5/ Water contributes to the good functioning of all the nutrients in the body.

Item 2: Answer the following questions on the text.

1/ How many basic nutrients are mentioned in the text? Name them.

2/ What are proteins used for?

3/ Why can people who eat a lot of meat and starchy food be malnourished?

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

1/ People who eat both meat and vegetables (paragraph 1)

2/ They are very important for the bones (paragraph 2)

3/ We find it in all the food (paragraph 2)

4/ The elements in food that our body needs to grow up (paragraph 2)

Item 4: Re-write the following sentences using the prompts given. Don't change their meaning.

1/ We will cook and then we will eat.

* As soon as.....

2/ We find water in fruits

* Water.....

3/ "My children are not nourished," the young lady said.

4/ Don't eat too much fatty food.

* It's strictly forbidden to.....

Item 5: Complete each of the following sentences with information from the text.

1/ So as to repair worn out tissues, we need protein to.....

2/ Although many people eat a lot of starchy food and meat, they can be.....

3/ Green and leafy vegetables, spinach, unpolished rice, milk, bitter leaf are.....

B- Production d'un texte de type particulier.

Contexte : Les aliments que nous mangeons et notre état de santé ont un lien très étroit.

Ici, tu es invité à compléter le paragraphe ci-après en utilisant les mots qui te sont donnés pour ressortir ce lien.

Consigne:

Writing: Copy and complete the paragraph below with: Health; diet; food; nutrients; diseases.

NB: Underline your answers:

A.....rich enough in vitamins protects us against.....We would rather prevent disease than try to cure them. Our.....depends a lot on what we eat every day. Proteins, fat and vitamins are all.....; they are necessary for a balanced.....

Epreuve 12

I- COMPETENCE A EVALUER

CD2: Réagir de façon précise et appropriée à un texte lu.

CD3 : Produire de façon appropriée un texte de type particulier.

II- EPREUVE

Contexte :

Malgré tous les efforts et moyens déployés par les ONG et les autorités sanitaires le SIDA est toujours ignoré de certaines personnes.

Ici, tu es invité (e) à réagir par rapport à ta connaissance sur la découverte du mal du siècle.

Text: Finding out about HIV and AIDS.

1- “First of all, what’s HIV?” asked Aliu.

“Let’s see,” said Ugo.

She turned to the back of the book and found the index. She read the entry ‘HIV 24’, so she turned to page 24 of the book. There she found a section about HIV. She read what she found to Aliu, “HIV is short for ‘Human Immunodeficiency Virus’”.

2- Aliu looked surprised, “They’re difficult words.”

“Yes,” answered Ugo. “And it says AIDS is short for ‘Acquired Immune Deficiency Syndrome’. The letters that start each word have been put together to make new, simple words, AIDS and HIV”.

“Oh, I see, but what do they mean? Asked Aliu.

“Let’s read this and find out”, said Ugo.

3- They read quietly for five minutes and learnt some important facts. They found out that HIV lives in the blood. It only passes from one person to another through body fluids such as semen, and blood. This can happen when people have sex, accidents, or have injections with dirty needles.

In the next part of the book they read that HIV will change to AIDS one day.

4- They also learnt that people can protect themselves from getting HIV. It is important to use condoms when having sex, not to use a needle for an injection that has been used by someone else. It is also important to take care in accidents where there is blood around.

Nick Coates

Tâche :

I- LA REACTION A UN TEXTE ECRIT

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,
- retrouvant dans le texte les mots se rapportant à ceux qui te sont donnés,
- identifiant des mots ou expressions ayant les mêmes significations dans le texte que ceux qui te sont proposés.
- complétant des phrase avec des mots ou expressions du texte.

Consignes :

Item 1: Write “True” or “False” for each of these statements

1/ Ugo’s friend seems not to know much about HIV.

- 2/ Ugo couldn't read the entry from the book she opened.
- 3/ Aliu found words related to HIV very easy to understand.
- 4/ The two friends learnt only about non essential information about HIV.
- 5/ Ugo and her friend learnt how to protect oneself against AIDS.

Item 2: Answer the following questions on the text

- 1/ Where did Ugo find facts about HIV?
- 2/ Which red liquid in the body contains HIV virus?
- 3/ What precautions can we take to avoid catching HIV?

Item 3: Who or what do the following pronouns and demonstrative refer to?

- 1/ "She", in "She turned to the back of the book"
- 2/ "They," in "they're difficult words"
- 3/ "They", in "oh, I see, but what do they mean?"
- 4/ "It", in "it only passes from one person to another"
- 5/ "They", in "they read quietly for five minutes"

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

- 1/ Not easy (paragraph 2)
- 2/ Not complex (paragraph 2)
- 3/ Body fluids that pour down after an accident (paragraph 3)
- 4/ A rubber contraceptive men wear on the penis during sex.

Item 5: Complete each of the sentences below with a word or a group of word from the text.

- 1/ HIV is he...which causes AIDS.
- 2/ HIV lives in the blood and also in the...
- 3/ People who can't be faithful and observe total abstinence, must use...when they are having...
- 4/ We can catch HIV virus by using infected...

II- PRODUCTION ECRITE D'UN TEXTE DE TYPE PARTICULIER

Contexte : Après le cours sur le VIH/SIDA, Issa un camarade de classe se propose de faire un bref compte rendu à ses camarades absents. Mais, il se rend compte à la dernière minute qu'il n'a pris sur lui que le brouillon de sa prise de notes et, ne se retrouve pas.

Il te sollicite pour l'aider à mieux arranger ses notes pour leur donner un sens.

Writing: Reorder the following words to make meaningful sentences.

1/ blood – the – HIV – in – lives

2/ Catch – sexual – through – virus – contact – we – the –

3/ last – can – incubation – years – many – HIV.

4/ use – to – people – condoms – STDs – avoid.

5/ let's – many – partners – sex – have – with – not.

Epreuve 13

I- COMPÉTENCES À ÉVALUER

- Réaction appropriée à u message lu
- Production d'un texte de type particulier

II- L'EPREUVE

A- La réaction à un texte lu

Contexte : Tout parent attend de ses enfants l'obéissance, le respect et surtout l'ardeur au travail. Mais souvent, tous les enfants ne répondent pas favorablement aux désirs de leurs parents.

Ici, tu es appelé (e) à réagir par rapport à l'attitude des enfants d'un homme riche.

Support:

Text:

Once upon a time, there was a certain rich man in a village called Ayiwémè. He had many wives and several children. He liked well educated people and their behaviour fascinated him.

Even though he was not educated himself, most of his friends were from the highly educated class in the society.

On a certain Eke day, he gathered all his children and spoke to them about the value of education. The following day, he ordered one of his servants to send the children to school with a driver. He bought uniforms and books for them and also paid their fees. You can send a horse to the stream but you cannot force him to drink. Most of the children Eyondamèdé had sent to school simply went there to play. He paid their fees regularly and provided their material needs. As far as he was concerned, money was not the problem. The more money a child demanded from him, the more he felt that the child was in academic business. After several years, he realized that only one of his children made any progress at school. All the other thirty five sons flouted school regulations and boasted of their father's wealth. Many a time they would swagger before their teacher whom they considered inferior to their father because of his wealth. They would often say to themselves: "Going to school is a kind of punishment. Teachers make you listen to them whether you like it or not" They saw no reason to subject themselves to any type of academic rigour. "Those who go to school" they would often say, "do so to acquire the silver spoon but we have been born with it".

Danchede was different; he was gentle and had a certain eagerness to learn from his elders and to obey them. He was not afraid of teachers and was not bored by the lesson they taught him. Like Tennyson's Telemachus, he was determined to follow knowledge like a sinking star beyond what the human eye could discern. He works hard both at home and at school. His father was always impressed with his performance at school. 'Danchede!' his father would say to him: 'I will spend any amount of money in the world – up to the last kobo I have to educate you. I have taken all the titles of my clan – and performed the ceremonies that go with them. But I still feel that something is missing since I haven't produced a graduate.

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

- répondant par "True" or "False" aux affirmations données,
- répondant aux questions qui te sont posées sur le texte,
- en trouvant dans le texte, les opposés des mots proposés,
- re-écrivant des propos au style indirect
- complétant des phrases avec des mots du texte.

Item 1: Write “True” or “False” for the following statements

- 1/ The rich man didn’t want to send any of his children to school.
- 2/ He believes that school is very bad for children
- 3/ All his children work hard at school.
- 4/ They all respect the school regulations
- 5/ Only Danchede was different from the other children

Item 2: Answer the following questions on the text

- 1/ What did the rich man gather all his children for?
 - 2/ Did the rich man’s children see the importance of school?
- Justify your answer with a sentence from the text.
- 3/ Why did Danchede’s father make him a promise?

Item 3: Find in the text the opposites of the following words or expression

- 1/ Poor – paragraph 1
- 2/ Dispersed – paragraph 1
- 3/ Respected school prescriptions – paragraph 2
- 4/ Similar – paragraph 3

Item 4: Rewrite the following sentences in indirect speech.

- 1/ “I will spend any amount of money in the world”,
Danchede’s father told him
- 2/ “I still feel that something is missing now”, the rich man declared.
- 3/ “Send the children to school with a driver”, He ordered one of his servants.
- 4/ “He worked hard both at home and at school,” Paul told Awa.

Item 5: Complete each of the following sentences with: so – because.

- 1/ Going to school is a punishment,...they saw no reason to subject themselves to any type of academic rigour.
- 2/ The children didn’t see the importance of going to school...they are born with silver.

- 3/ Danchédé's father promised to spend all his money on him...he works hard and is obedient.
- 4/ Well educated people's behaviour fascinated him,...he liked them.
- 5/ I still feel that something is missing...I have not produced a graduate.

B- Production d'un texte de type particulier

Contexte : Après la leçon sur les droits et devoirs des parents et des enfants, Rafiou, un de tes camarades qui était absent au cours, te demande de lui faire part de ses droits et devoirs.

Ici, tu es appelé (e) à arranger les mots suivants dans un ordre cohérent pour exprimer ces droits et devoirs des parents et des enfants.

Consigne:

Writing: Re-order the following words to make meaningful sentences.

- 1/ children – must – school – respect – regulations
- 2/ uniforms – father – bought – for – children – school – his
- 3/ children – work – ought to – hard – and – school – at – home – at.
- 4/ Parents – pay – fees – regularly – children – should – their
- 5/ To – boys – must – girls – and – school – go.

EPREUVE 14

II- COMPETENCE A EVALUER

CD2 : Réagir de façon précise et appropriée à des messages lus ou entendus.

CD3 : Produire de façon appropriée des textes de types et de fonctions variés

III- Epreuve

A- LA REACTION A UN TEXTE ECRIT

Contexte: Le tabagisme est un fléau à combattre à cause de ses nombreuses conséquences sur la santé. C'est conscient d'un tel état de chose que King JAMES I de l'Angleterre a écrit un livre sur ce thème.

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

- ☐ reconnaissant des détails du texte;
- ☐ répondant aux questions de façon approfondie ;
- ☐ montrant ta maîtrise du vocabulaire ;
- ☐ faisant le choix des mots appropriés ;
- ☐ reformulant des phrases du texte.

Support :

Text: Tobacco is dangerous to the lung.

1- Tobacco comes from America. It first arrived in about 1565. King JAMES I of England didn't like it. In 1604, he wrote a little book to try and convince people not to smoke. In the last sentence of the book, he said "tobacco is dangerous to the lungs."

2- King GEORGES VI knew about his famous ancestor's book but it didn't prevent him from smoking. He died of lung cancer in 1952.

3- Two years before GEORGES VI died, an English doctor called Richard DOLL proved that lung cancer kills more smokers than non-smokers. Since then, dozens of scientists in Britain and America have done research on health problems of smokers. What they have discovered is frightening.

4- Cigarettes cause more cancer than anything else. They cause more heart diseases than anything else, too. And it is not just the people who smoke that suffer. For babies whose mothers are smokers, the chances of being born small and of dying young are grater. Even if you are non-smoker, living with a smoker means that you may get cancer.

5- The problem is really a modern one, because cigarettes only became popular and cheap a hundred years ago, after an American called James Albert BONSACK invented a machine to make them. Before the invention of that machine, people smoked pipes and cigars, which are much less dangerous. BONSACK's machine has been responsible for many millions of death. Every year, cigarettes kill at least two million people.

Consignes

Item 1: Write "right" or "wrong" for these statements.

a) Africans invented tobacco.

- b) King GEORGES VI never smoked.
- c) More smokers die of lung cancer than those who don't smoke.
- d) BONSACK's machine was good.

Item 2: Answer these questions on the text

- a) Who said: "tobacco is dangerous to the lung?"
- b) How many people die of cigarettes effects a year?
- c) What did king GEORGES VI die of?
- d) What was the result of Doctor Richard DOLL's work?

Item 3: Find the synonym of the following words

- a) Persuade (paragraph 1)
- b) provided evidence (paragraph 3)
- c) illnesses (paragraph 4)
- d) not expensive (paragraph 5)

Item 4: Rephrase the following sentences using the prompts given

- a) It is strictly forbidden to smoke cigarette.
☐ You.....
- b) GEORGES suffered from lung cancer because he smoked cigarette.
☐ GEORGES.....so.....
- c) If you do not smoke, you cannot become cigarette addict.
☐ Unless.....
- d) If you smoke you will suffer from lung cancer.
☐ You had better.....

B- PRODUCTION D'UN TEXTE DE TYPE PARTICULIER

Contexte : conscient des effets néfastes de la drogue sur la santé, un élève décide d'écrire une lettre à l'un de ses amis qui a commencé à prendre de la drogue.

Tâche : Tu montreras ici ta capacité à une lettre en :

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

Consignes

Writing:

One of your friends has started taking drugs. Write a letter to him/her to give advice and warn him/her about the dangers of drug taking. Your name is FILOU Taboti and your address is: P.O.BOX 34, DRE.

Epreuve 15

Compétence à évaluer

Réaction appropriée à un texte lu.

Production d'un texte de type particulier.

L'Epreuve

I- La réaction à un texte lu.

Contexte :

De nos jours, la jeunesse est confrontée à plusieurs problèmes de société tels que l'usage abusif du sexe, de l'alcool, des drogues, des cigarettes,...

Ici, tu es appelé à réagir par rapport aux conséquences que peuvent avoir la cigarette et la drogue sur la santé.

Support:

Text: Smoking and health.

1- Many people and even some doctors smoke. My friend and their parents were doing it, so I like smoking. I started smoking when I was in form 3 and I was only fourteen years old. I found it pleasurable and it makes me grown up. I would take one part of my weekly money to buy cigarettes and hide myself where nobody could see me to smoke.

2- My Dad could not tolerate this. Anytime he found when I was smoking, he was angry with me. He could warn me against bronchitis, arteriosclerosis and cancer but I don't believe all that stuff about smoking. Look at all sports that have tobacco companies as sponsors. Athletes would not allow that if smoking was harmful and smoking hasn't affected my health.

3- Three years ago I made a terrible discovery. One of my cousins went mad. From cigarettes smoking, he has indulged into drugs taking. Things changed dramatically he talked a lot, his speech didn't make sense and he began to take off all his clothes. His mother sent for a doctor. The doctor came and said my cousin was going mad and advised his mother to take him to an asylum.

4- But why do some people continue to smoke?

I'm now in form 6 and I need your assistance. Advise me.

Tâche:

A- La réaction à un texte lu.

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 compréhension du vocabulaire,
- mettant les verbes aux temps et aux formes correctes,
- reformulant certaines phrases de façon personnelle.

Consignes:

Item 1:

- 1/ The narrator has never gone to school.
- 2/ Smoking can damage one's health.
- 3/ The narrator's cousin became an addict.
- 4/ The narrator's cousin behave well when things changed.
- 5/ An asylum is a place where addicts work.

Item 2:

- 1/ Who bought cigarettes for the boy?
- 2/ How did his father feel when he find him smoking?
- 3/ Does the boy believe all what his father tell him about smoking? Justify your answer with one sentence from the text.

Item 3: Which word in the text mean the same or almost the same as the following ones.

- 1/ Not to make oneself seen by (paragraph 1)
- 2/ Unhappy (paragraph 2)
- 3/ Crazy (paragraph 3)
- 4/ help (paragraph 4)

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

- 1/ I usually (to buy) cigarettes with my weekly money.
- 2/ Look, my cousin (to inhale) drug over there.
- 3/ If your father (to catch) you trying to smoke again, he will punish you.
- 4/ (Not to take) drugs otherwise you'll have a heart attack.

5/ Jonas (to give) his friend a good advice yesterday.

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

1/ It is strictly forbidden to sell drugs

You must.....

2/ The boy suffered from lung cancer and died.

.....so.....

3/ His cousin died from an overdose, that's why he accepted to have a treatment.

.....because.....

4/ No smoking here.

You are not.....

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

Contexte :

Malgré les nombreuses conséquences de la cigarette sur la santé, beaucoup de jeunes continuent de fumer ; non pas parce qu'ils ignorent le danger qu'ils courent mais parce qu'il leur est difficile d'arrêter.

Ecris une lettre à ton ami fumeur pour lui donner des conseils afin de le convaincre à cesser de fumer.

Tâche :

Tu montreras ta capacité à écrire une lettre en :

- identifiant les différentes parties de la lettre,
- respectant le contexte,
- construisant des phrases correctes et significatives,
- utilisant la ponctuation appropriée.

Writing:

One of your friend has started smoking cigarettes. Write a letter to advise and convince him to stop.

NB: Suppose your name is Abou and your address is:

BP XYZ Parakou

Republic of Benin

- Your friend's name is Chabi.

EPREUVE 16

II- COMPETENCES A EVALUER

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

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

III- L'EPREUVE

A- LA REACTION A UN TEXTE ECRIT

Contexte : De plus en plus, les jeunes sont confrontés à certaines tentations qui minent dangereusement leur santé .Entre autres, la consommation de la cigarette, de la drogue et autres.

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

- ☐ reconnaissant les détails du texte
- ☐ montrant ta compréhension globale et détaillée du texte;
- ☐ manifestant ta maîtrise de certains mots du texte ;
- ☐ reformulant certaines phrases du texte.

Support

Text: The dangers of smoking.

1- Cigarettes are a major cause of ill-health and death in many countries. Cigarettes contain nicotine, a brown oily substance which gets into your lungs with the smoke which you inhale. This poisonous substance never dissolves. It stays in your lungs.

2- As a result, smokers develop coughs, bronchitis and pneumonia .Bronchitis is the illness people get when the bronchial tubes leading to their lungs become blocked. Pneumonia is a severe form of this, accompanied by fever.

3- Cigarettes can cause cancer of the lungs. A cancer is an abnormal growth of cells in some parts of thebody. It forms a hard lump inside the person, and prevents that part of the body from functioning properly.

There is no known cure yet. It usually leads to a long and painful illness ending in death. Cigarettes make you short of breath so that you cannot run so fast. Cigarettes make your breath smell bad. Cigarettes stain your teeth and your fingers.

4- When pregnant women continue to smoke, their babies may be neither so strong nor so heavy as those of non-smokers.

5- Smoking is bad for you. For your own sake, you are strongly advised not to smoke.

From English Africa, Kenneth Cripwell, page 111.

Consignes

Item1: Write true or false for the following statements:

- a- Nicotine gets into the smokers' lungs.
- b- Smoking never brings coughs, bronchitis and pneumonia.
- c- Your breath smells good when you smoke cigarettes.
- d- Smokers' teeth are as white as cotton.

Item2: Answer the following questions.

- a- What gets into people's lungs while they smoke cigarettes?
- b- What happens to people suffering from bronchitis?
- c- Give two types of damages cigarettes can cause to people.
- d- How does smoking affect pregnant women?

Item3: Find the synonym of the following words or group of words in the text.

- a- Disappears (paragraph 1)
- b- Painful (paragraph 2)
- c- Quickly (paragraph 3)
- d- Newly (paragraph 4)

Item4: Rephrases the following sentences using the given prompts.

- 1- Don't smoke cigarettes here.
 - ☐ It is strictly forbidden.....
- 2- If that pregnant woman doesn't stop smoking, her baby will be sick.
 - ☐ Until
- 3- "Pregnant women, don't smoke", Kinde said.
 - ☐ Kinde told the pregnant woman.....
- 4- Smokers cannot run so fast.
 - ☐ Smokers are not

B- LA PRODUCTION D'UN TEXTE PARTICULIER.

Contexte: Les conséquences du tabagisme sont multiples et de plusieurs ordres. Ici tu es invité à produire un paragraphe qui présente les dangers auxquels s'expose un élève fumeur, en :

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

Writing:

Write a coherent paragraph in order to advise your classmates about the consequences of smoking cigarettes

Epreuve 17

II- COMPETENCE A EVALUER

CD2 : Réagir de façon précise et appropriée à des messages lus ou entendus.

CD3 : Produire de façon appropriée des textes de types et de fonctions variés

II- EPREUVE

A- LA REACTION A UN TEXTE ECRIT

Contexte : Le tabagisme et la drogue sont des fléaux à combattre à cause de ses nombreuses conséquences sur la santé.

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

- ☐ reconnaissant des détails du texte ;
- ☐ montrant ta compréhension globale et détaillée du texte;
- ☐ manifestant ta maîtrise de certains mots du texte ;
- ☐ reformulant certaines phrases du texte.

Text: The consequences of smoking or taking drugs.

One day I read in a newspaper the following remarks:

“Recent research has shown that school children who smoke are three times more likely to need time off school than those who don’t. That’s because they have more illnesses, especially coughs and chest infections. And they have a higher risk of getting lung cancer.

Even children who don’t smoke themselves can be at risk. Researchers have found that children whose parents smoke also suffer from more chest infections. They are affected by what is called ‘passive smoking’.

It is even claimed that if mothers smoked when they were pregnant, their babies are likely to have a lower weight at birth. And when they go to school, these children are likely to do less than others.”To tell the truth, I hardly believed these remarks until three years ago when

I made a terrible discovery: my son was taking drugs! He began to behave strangely. He talked a lot, but it didn't make sense, and then he got angry and shouted at all of us. One day he began to take off all his clothes. He told me he heard voices. "They say clothes are unnecessary", he told me. "If we don't wear clothes we will be able to fly". I thought he was going mad. I told him he needed help. At first he wouldn't listen to me. He became very ill, he couldn't eat and he was getting thinner and thinner every day. Then one of his friends died from overdose of drugs. The doctor told my son, "If you don't give up the drugs, you will die too."

Consignes

Item I: Answer by true or false according to the text.

- 1- The writer of this text would like children to smoke.
- 2- Babies whose parents smoke become excellent at school.
- 3- A smoker damages also other people's health.
- 4- Taking drugs makes children mad.
- 5- Mad children make their parents suffer a lot.

Item II: The expressions in column A are from the text. Match them with their correspondents in column B.

Column A

- 1- time off school
- 2- to take off one's clothes.
- 3- wouldn't
- 4- going mad
- 5- overdose

Column B

- a- to become naked
- b- saying nonsense or strange things.
- c- stay at home.....
- d- didn't want to ...
- e – too much quantity

Item III: Answer with your own sentences

- 1- Why do children smokers need more time off school?
- 2- Which people are passive smokers?
- 3- Tell two bad things that can happen to passive smokers.
- 4- Tell two bad things that can happen to smokers or drug takers.

Item IV: Put the verbs in brackets into the correct tenses.

- 1- Children who (to smoke) regularly can be at risk.
- 2- When these babies grow up and go to school, they (to do) less than others.
- 3- Three years ago, I (to find) out that my son smoked.
- 4- If you (not, to stop) taking drugs, you will die too.”

Item V: Rephrase these sentences without changing their meaning.

- 1- “My child is going mad,” the mother said.
 - The mother said that
- 2- If you don’t give up smoking, you’ll die.
 - Unless.....
- 3- They are affected by passive smoking.
 - Passive smoking.....

II- Production d’un texte de type particulier

Contexte :

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

- ☐ Respectant la logique interne du texte ;
- ☐ En utilisant le mot convenable à la place qu’il faut ;
- ☐ Respectant l’orthographe et la ponctuation appropriées.

Writing

In your village, a lot of children smoke or take drugs. As you are a serious student, the village chief asked you to give them some good advice. The following incomplete paragraph is your advice. Complete it with these words: **balanced, body, kill, health, to hospital, sicknesses, most, make.**

Paragraph: ____1____ is the ____2____ important thing for a person. Cigarettes and drugs are not good for our ____3____. They favour all sort of ____4____ such as lung cancer and tuberculosis. They

____5____ poor people poorer. In the end drugs ____6____ drug takers.

Epreuve 18

II – COMPETENCES A EVALUER

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

Compétence disciplinaire n°3 : Produire un texte de type et de fonction variés.

III- L'EPREUVE

A- LA REACTION A UN TEXTE ECRIT

Contexte: Fumer la cigarette peut paraître comme un plaisir mais cela peut être fatal à long terme.

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

- ☐ Reconnaissant les détails du texte,
- ☐ Prouvant ta maîtrise du vocabulaire du texte,
- ☐ Complétant des phrases avec des mots proposés de façon convenable,
- ☐ Réécrivant des phrases sans changer leur sens.

Support

Text:

1. A detrimental human habit smoking is a habit of taking smoke from tobacco-made materials like cigarette, heroin etc. It is a dangerous habit. People generally smoke to find pleasure for the time being.

Some smoke only as a fashion which later turns into a habit. Many young people just try to imitate seniors and some are addicted by the influence of bad companions. However, taking

smoke for few days for just curiosity is the starting of smoking habit formation. Very soon, one becomes addicted to smoking.

2. Smoking is harmful to human health. Our younger generation is becoming addicted to smoking without knowing what damages they are causing to their health. It may cause cancer, heart attack, bronchitis, numbness, loss of memory etc. One puff of cigarette smoke contains a huge amount of injurious matters like nicotine, carbon monoxide, methyl alcohol and many other harmful elements. Nicotine obstructs the flow of blood through veins. This reduces the supply of oxygen in our body. As a result, blood pressure rises and heart beat increases, which cause heart attack. Besides, carbon monoxide of tobacco smoke absorbs the oxygen from our blood. Thus, smoking poisons our body slowly.

3. Smoking is equally harmful to a non-smoker who stays beside a smoker. So, the younger generation should avoid smoking cigarettes. Our government should take initiative to stop smoking. Young people should be made conscious of the pernicious effects of smoking. In order to avoid the attraction of smoking, they can engage themselves in games and sports, helping the poor and constructive work for our society...

Extracted from: essays on social issues. Google play educational app

Consignes

Item 1: Are the following statements “right” or “wrong” (2pts)

- 1- Taking smoke for a short time can develop into an addiction.
- 2- The younger generation is well-informed about the damages of smoking on their health.
- 3- Nicotine is a substance found in cigarette smoke.
- 4- Carbon monoxide of tobacco smoke decreases oxygen in the blood.

Item 2: Write full answers to these questions. (4pts)

- 1- Give three reasons why people smoke.
- 2- What are the consequences of smoking on health?
- 3- How can a non-smoker be affected by smoking?
- 4- What should young people do in order to avoid the attraction of smoking?

Item 3: Which word in the text means the same or nearly the same as the following: (2pts)

1. To copy (paragraph 1)
2. destructive (paragraph 2)

3. Quantity (paragraph3)
4. A person who does not smoke (paragraph 4)

Item 4: Fill in the gaps with the most suitable correct answer. (Do not copy the sentences. Just write the letter and the correct answer) (0.5x4=2pts.)

- 1- our friends. (Let's not imitate; let not us imitate; not let's imitate)
- 2- Young people had better bad companions. (Have not; have; not have)
- 3- If young people engaged themselves in games and sports, they the attraction of smoking. (will reduce ; would reduce; reduce)
- 4- A non-smoker beside a smoker. (Should stay; had better stay; should not stay)

Item 5: Rephrase these sentences using the prompts given: (1x4=4pts.)

1. We mustn't smoke in public places.
 - a- No
 - b- It is strictly
 - c- Let's
2. Don't smoke for a few days by curiosity otherwise you will become addicted to cigarettes.
 - ☐ You had better

B- PRODUCTION D'UN TEXTE DE TYPE PARTICULIER (4pts. +2pts. CP)

Contexte: Plusieurs jeunes ne sont toujours pas informés par rapport aux maladies sexuellement transmissibles et continuent d'avoir des comportements à risque. Il urge de les sensibiliser.

Tâche : Tu montreras ici ta capacité à écrire une lettre en anglais en:

- Respectant le contexte du sujet;
- Respectant le canevas de la lettre familière ;
- construisant des phrases significatives et grammaticalement correctes
- Respectant l'orthographe et la ponctuation.
- Faisant en sorte qu'il y ait une logique entre les phrases et les idées exprimées.

Consigne:

Writing: Your friend Kouagou has started visiting prostitutes. He has a lot of sex partners and never places a condom before having sex. He is not informed about sexually transmitted

diseases. As a student of 3e, you had a class with your English teacher on STDs. So you decide on January 10 th , 2017 to write a letter to Kouagou to inform him about STDs and give him advice.

Your name is: Abou ZOUMAROU and your address is: Po. Box: 101 Natitingou

Epreuve 19

I- COMPETENCES À EVALUER

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

II- L'ÉPREUVE

A- Réaction à un texte lu.

Contexte :

Nombreuses sont les activités malsaines auxquelles les jeunes s'adonnent tout en ignorant leurs conséquences sur leur santé. Ici, tu auras à réagir par rapport à la prise de l'alcool et ses inconvénients sur la santé.

Support

TEXT :

Alcohol is a depressant that can affect people in a huge variety of ways. It is important to note that alcohol is a very powerful and addictive drug that can have a devastating effect on some people's lives. Alcohol use has been linked to lots of social problems, including domestic violence and violent crime. The loss of inhibitions can lead to aggressive behavior. It might also lead to relationship problems.

Regular use of alcohol can lead to tolerance. Physical dependence can occur for regular drinkers- much like heroin addiction-where the user gets ill without alcohol.

Taking a large dose of alcohol can cause memory loss, so you might not even remember what you said or why. Long-term use of alcohol is known to cause many physical illnesses including liver damage. Stomach cancer and heart disease. Alcohol causes the body to lose heat to the environment-the blood vessels dilate, bringing them closer to the surface of the skin. Alcohol should never be given to someone to warm them up because it will make them feel warmer, but their body will actually cool down. A large dose of alcohol will cause overdose leading to loss of consciousness and possibly even death.

Alcohol will also reduce a person's sensitivity to pain. It's possible to suffer injuries and not realize until the alcohol wears off. Alcohol causes dehydration, so taking alcohol with other drugs that dehydrate very risky.

Professionals today are worried about a steady increase in teen alcohol abuse. Adolescence is a transition time when the body is undergoing many significant changes, such as hormonal alterations and brain development. Exposing the brain to alcohol during this period may interrupt key processes of brain development, possibly leading to mild cognitive impairment as well as to a further escalation of drinking.

Tâche

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

- reconnaissant les détails du texte,
- répondant aux questions sur le texte,
- montrant ta compréhension du vocabulaire du texte,
- manifestant ta maîtrise de certains mots du texte,
- reformulant des passages du texte de façon autonome.

NB : Tu traiteras toute l'épreuve en Anglais.

Consignes :

Item 1 : *Choose the right answer to complete the following sentences (write numbers and letters).*

- 1- An alcohol is someone who cannot live without alcohol.
a) drinker ; b) addict ; c) seller ; d) byer.
- 2- Long-term of alcohol leads to a
a) stomach cancer ; b) strong health ; c) warming-up ;
d) happiness
- 3- When a person takes regularly alcohol, he/she is pain.
a) sensible to ; b) conscious of ; c) insensitive to ; d) aware of.
- 4- To interrupt the key processes of brain development means :
to the processes of brain development.
a) help ; b) maintain ; c) continue ; d) break of.

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

- 1- What can a large dose of alcohol cause?
- 2- Name two physical illnesses caused by the use of alcohol from the text.
- 3- What is adolescence according to the text?
- 4- Why shouldn't alcohol be given to someone to "warn him / her up"?

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

- 1- enormous (paragraph 1)
- 2- suffering (paragraph 4)
- 3- anxious (paragraph 5)
- 4- rise (paragraph 5)

Item 4: *Choose the suitable reflexive pronoun from the bracket to complete the sentences.*

- 1- You can kill (yourself, himself, yourself,) by taking alcohol.

- 2- Your heart will stop (herself, himself, itself) if you take alcohol.
- 3- Peter and John decide (themselves, themselves, himself) to stop taking alcohol.
- 4- One should protect (onself , himself, oneself) by avoiding alcohol.

Item 5: Rewrite the following sentences using the prompt given. Don't change the meaning of the sentences.

- 1- Stop drinking alcohol, otherwise you will have stomach cancer.
 - If you don't stop drinking alcohol, you -----
- 2- My friend is suffering from heart disease because he used to drink too much alcohol.
 - My friend ----- so -----
- 3- Alcohol is dangerous so you must avoid taking it.
 - You ----- because -----
- 4- They mustn't drink alcohol.
 - It is -----
 - You should -----

B- PRODUCTION D'UN TEXTE DE TYPE PARTICULIER

Contexte

Un jeune de ton quartier s'adonne à la drogue et à l'alcool. Vu le danger auquel il s'expose, tu décides de l'écrire une lettre pour le ramener à la raison.

Tâche : Tu montreras par la production d'une lettre amicale ta compétence à donner des conseils en Anglais en :

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

Consigne :

Write a letter to your friend in which you will show the consequences of drugs and alcohol on people. Then give him/ her some advice (conseils) to change his /her behavior.

In this letter, your address will be: OKASSE Remy P.O.BOX 34 Parakou, Benin

Suppose that your friend's name is Djagouda.

Epreuve 20

II- COMPETENCES A EVALUER

CD2 : Réagir de façon précise et appropriée à des messages lus ou entendus.

CD3 : Produire de façon appropriée des textes de types et de fonctions variés

III- EPREUVE

A- REACTION à un TEXTE ECRIT

Contexte Nous sommes à une époque où les droits des jeunes sont constamment évoqués aussi bien par les individus que par les organisations nationales et internationales. Malgré cela, les jeunes doivent également savoir qu'ils ont des devoirs.

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

- ☐ Reconnaissant des détails;
- ☐ Répondant aux questions de façon approfondie;
- ☐ Montrant ta maîtrise du vocabulaire;
- ☐ Faisant le choix des mots appropriés;
- ☐ Reformulant des phrases du texte

Support

Text: Ama's plan has failed

1. What annoys me most in this house is that Kwabena, my younger brother, doesn't want to do any household chores. He always wants me to do them alone. He often says, 'I am a boy, so I don't need to help you with the housework'. But the civics teacher taught us at school that both boys and girls should do household chores to help their parents. Despite this advice, Kwabena refuses to change his behaviour.

2. Consequently, one morning, I stayed in bed for so long.

'Ama, Ama, get up and sweep the compound', Mum shouted. In fact, Amah had decided not to work that day. 'What will I do to escape these chores?' Ama wondered. 'I will pretend to be ill, and Mum can't insist that I should do any work in the house. This is a brilliant idea. I am not so daft after all', she thought.

3. When Ama told her mother about her headache, Mum suspended everything she was doing and ordered her to get ready for hospital. Poor Ama, her plan had backfired ! On their way to the hospital, Ama prayed that the doctor should be absent, but she was out of luck that day ; the doctor examined her and found her as fit as a fiddle. He then guessed that Ama had feigned illness because she wanted to dodge her usual morning chores.

4. 'I am sorry Madam, Ama is very ill. Take her to the injection room for three injections', the doctor said. Before the doctor could finish speaking, Ama ran out of the consulting room with a lightning speed and did not stop anywhere until she reached home. The doctor then looked at her mother and started laughing as he told the woman to go home. By the time she got home, Ama had already finished all the household chores.

Adapted from 'English Language for Junior High Schools' by Seth Krampah, P.103

Consignes

- 2- Where did Ama's mother go with her ?
- 3- How many injections was Ama supposed to take?
- 4- Why did Ama run out of the consulting room?
- 5- Was Ama's plan successful? Justify your answer with a sentence from the text.

Item 3: Find from the text the antonyms to the following words

- 1- rejoices (paragraph 1)
- 2- intelligent (paragraph 2)
- 3- succeeded (paragraph 3)
- 4- lucky (paragraph 3)
- 5- began (paragraph 4)

Item 4 : Fill in the gaps below with the correct words from the brackets. Write down numbers and words only.

- 1- Ama would help her mother with house chores if it...(doesn't rain, didn't rain, will rain)
- 2- Ama... the compound as soon as she arrives home (will sweep, would sweep, sweep)
- 3- Let's do the exercises by...(myself, yourselves, ourselves)
- 4- Ama's plan failed... the doctor found out that she wasn't ill. (because, so, in order to)

Item 5: Rephrase the following sentences using the prompts given

- 1- Kwabena is a very lazy boy
☐ What.... !
- 2- The doctor examined Ama in the consulting room
☐ Ama.....
- 3- "I will pretend to be ill", Ama thought
☐ Ama thought that...
- 4- Ama asked, "What will I do to escape these chores?"
☐ Ama asked what...
- 5- I am a boy, so I don't need to help you with the household chores.
☐ I.....because.....

B- PRODUCTION D'UN TEXTE DE TYPE PARTICULIER

Contexte :

L'éducation d'un jeune homme ou d'une jeune fille passe par les parents, les enseignants...Mais il arrive aussi qu'entre amis, qu'entre jeunes, on échange des informations saines et utiles. .

Tâche : Tu montreras ici ta capacité à produire un texte de type particulier en :

- ☐ respectant le contexte ;
- ☐ respectant le type de texte ;
- ☐ construisant des phrases significatives et grammaticalement correctes ;
- ☐ utilisant l'orthographe et la ponctuation appropriées ;

Consigne :

One of your classmates, a young boy, does not want to do household chores. He thinks that it is the duty of his sister only to do them. Write a letter to that boy to show him the advantages of doing housework and to advise him about the necessity for him to do it.

Your name is BAROPA Jules and your address is: P.O.BOX 089 Djougou.

Epreuve 21

II- COMPETENCES A EVALUER

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

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

III- L'EPREUVE

A- LA REACTION A UN TEXTE ECRIT

Contexte : La santé de l'homme dépend en grande partie de la façon dont il se nourrit. La nutrition répond

à un certain nombre de principes qu'il faut strictement appliquer pour être en bonne santé.

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

- ☐ reconnaissant des détails du texte ;
- ☐ montrant ta compréhension globale et détaillée du texte;
- ☐ manifestant ta maîtrise de certains mots du texte ;
- ☐ identifiant les fonctions des mots soulignés afin de poser des questions appropriées dont ils constituent les réponses;
- ☐ reformulant certains passages du texte ;
- ☐ mettant les mots entre parenthèses aux formes convenables.

Support

TEXT: Eating bad habits.

1- The things we eat and the way we eat are very important. Some people eat too much: too much sugar, too much fat and not enough vegetable. Some people eat too fast.

2- At lunch time for example, they never have a real meal, because they have already eaten too much things. This happens a lot with school children. And doctors all agree that there is something wrong with the way the children eat. They say that more and more school children aged 12-17 are not in good health. This worries doctors, teachers and parents a lot.

3- In 1993, a group of doctors made a survey ... The survey showed that 66% of the children did not like school meals very much, that 43% of the parents sent their children to school with their food. It also showed that children living in big towns were usually fatter than children in small villages.

Consignes

Item 1: write True or False for these sentences according to the text

- a) People never have real meal at lunch because of the things they eat before it.
- b) School children eat too many things.
- c) The majority of school children go to school with their food.
- d) Doctors discovered that children living in big towns are fatter than those in small villages.

Item2: Answer these questions on the text.

- a) What are the bad eating habits in the text?
- b) Why aren't school children in good health?
- c) Why are doctors, teachers and parents worried a lot?PREPA BEPC
- d) According to you, how can school food affect the students' health?

Item 3: Which word in the text means:

- a) Essential (paragraph 1)
- b) Quick (paragraph 1)
- c) Physicians (paragraph 2)
- d) Kids (paragraph 3)

Item 4: Ask questions based on the underlined words.

- a) Some people eat too much.
- b) Some people eat too fast.
- c) They never have a real meal.
- d) In 1993, a group of doctors made a survey.

Item4: Rephrase these sentences from the text using the given prompts.

1- People eat too much sugar and too much fat.

☐ People should.....

2- They do not eat enough vegetables.

☐ They should.....

3- “There is something wrong with the way children eat”, say doctors.

☐ Doctors say.....

4- A group of doctors made a survey in 1993.

☐ A survey.....

5- They never have a real meal because they have already eaten too much.

☐ They.....that is the reason why they.....

6- 66% of the children did not like school meals very much.

☐ School meals.....

7- To be healthy, it is important to eat well.

☐ We ought to eat well in order.....

Item5: Supply the correct form of the words in brackets.

1- There is an (important) on the things we eat and the way we eat.

2- This is (happens) a lot with school children.

3- School children aged 12-17 are not (health).

4- A survey was (make) in 1993.

B- COMPETENCE DISCIPLINAIRE N 3

Contexte : En lisant un livre, tu découvres un paragraphe mais certains mots sont omis. En apportant le

texte à ton professeur, il t’a donné les mots et te demande de les utiliser pour compléter le paragraphe.

Tâche Tu monteras ta compétence à compléter un paragraphe en:

☐ respectant le contexte du sujet de la production ; ☐ complétant les vides par les mots appropriés ;

☐ faisant en sorte qu’il y ait une cohérence dans les idées exprimées ;

☐ respectant l’orthographe des mots et la ponctuation.

Consigne: Complete the paragraph below with the right word from the box.

Nutrition – hygiene – healthy – diseases – rest – cured

Good1..... is essential to health. Nurses always wash their hands because they observe the rules of.....2.....

...3..... are always4..... at the hospital. The doctor said I need some5.....
because I work too much.

Epreuve 22

II- COMPETENCES A EVALUER

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

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

III- L'EPREUVE

A- LA REACTION A UN TEXTE ECRIT

Contexte : Notre état de santé dépend de notre alimentation. Ainsi lorsque l'apport en nutriments

nécessaires pour une croissance normale chez les enfants n'est pas respecté, cela pourrait causer des problèmes de santé.

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

- ☐ reconnaissant les détails du texte
- ☐ montrant ta compréhension globale et détaillée du texte;
- ☐ manifestant ta maîtrise de certains mots du texte ;
- ☐ manifestant ta maîtrise de la grammaire.

Support

Text: Malnutrition: causes and consequences.

1- Poverty appears as an important cause of malnutrition, and higher income can mean better nutrition because of its contribution to the other determinants of nutritional status, such as health and education.

2- Illness contributes directly to malnutrition in three important ways. A sick child may eat little or fail to eat a balanced diet. Illness can also lead to loss of nutrients, particularly during diarrhoea. And parasites, such as helminthes compete with the host for the nutrients in food, causing iron-deficient anaemia through loss of blood.

3- There are three important ways that more specific kinds of ignorance contribute to malnutrition. The first is that people may know nothing about nutrients, especially vitamins, so they fail to eat even the cheap and readily available sources. The second is ignorance about diseases and its causes and consequences. Thirdly, people are often especially ignorant about how to look after very young children.

4- A child who is anaemic or calorie -deficient will be lethargic and will develop and learn more slowly, perhaps retaining a permanent deficit. Malnourished children are also subject to more frequent severe infections. Malnutrition therefore leads to a waste of resources in both

education and health. Conversely, children who benefited from an effective programme to protect their nutritional status may show the gains in schooling and income many years afterwards.

Adapted from the WORLD BANK RESEARCH OBSERVER, volume B, Number 1, January, 1993 pages 27, 28, 29.

Consignes

Item1: Write “true” or “false” for these statements.PREPA BEPC

- 1- Lower income can contribute to better nutrition.
- 2- When a child is ill, he may find it difficult to take a balanced diet.
- 3- Diarrhea cannot cause loss of nutrients.
- 4- A child with poor nutritional status is not likely to do well at school.

Item2: Answer these questions.

- 1- Name two factors that can determine a child’s nutritional status.
- 2- What consequences do people suffer when they are ignorant about malnutrition?
- 3- How can well-nourished children behave in schooling?

Item3: Find in the text words meaning almost the same as the following.

- 1- Money earned or received after a given period (paragraph1)
- 2- A substance that can provide nourishment for a baby or a child (paragraph2)
- 3- Not expensive (paragraph3)
- 4- On the contrary (paragraph4)

Item4: Rephrase the following sentences. Use the prompts given.

- 1- People may know nothing about vitamins, so they fail to eat adequate diet.
☐ People fail.....because
- 2- Some children were showing gains in health but others were presenting nutritional deficit at the same time.
☐ While.....
- 3- “Some children show very poor health in the country”, he declared.

☐ He declared that

4- Why don't you give your child adequate nutrient?

☐ You should

Item5: Write the verbs in brackets in the correct tense and form.

1- As soon as the child starts taking enough vitamins, he (recover)

2- It's strictly forbidden (distribute) more good stuffs in the area.

3- Poverty makes children (fail) to eat a balanced diet.

4- Ignorance often (lead) to malnutrition.

5- What (happen) if a child ate too little?

B- PRODUCTION D'UN TEXTE DE TYPE PARTICULIER

Contexte: Pour être en bonne santé il est important de manger des aliments riches, sains et variés.

Tâche : Tu monteras ta compétence à produire un texte en:

- ☐ respectant le contexte du sujet de la production ;
- ☐ utilisant le vocabulaire approprié
- ☐ construisant des phrases significatives et grammaticalement correctes ;
- ☐ faisant en sorte qu'il y ait une cohérence dans les idées exprimées ;
- ☐ respectant l'orthographe des mots et la ponctuation ;

Writing:

Write a paragraph about the different foods that you can eat to be healthy.

Epreuve 23

II- COMPETENCES A EVALUER

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

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

III- L'EPREUVE

A- LA REACTION A UN TEXTE ECRIT

Contexte: Les pays africains sont victimes de plusieurs maladies résultant généralement de leur mode d'alimentation. Le Bénin est l'un des pays où la malnutrition touche une grande partie des enfants surtout en milieu rural.

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

- ☐ Reconnaissant les détails du texte,
- ☐ Prouvant ta maîtrise du vocabulaire du texte,
- ☐ Montrant ta maîtrise de la grammaire et des fonctions qui te sont demandées.

Support

Text:

1- Malnutrition in Benin, like in many countries in Sub-Saharan Africa, is currently widespread. However, some experts have suggested the malnutrition rate can decrease if nutrition programs focus on education and community empowerment. Malnutrition is defined by the World Food Programme as “state in which the physical function of an individual is impaired to the point where he or she can no longer maintain adequate bodily performance process such as growth, pregnancy, lactation, physical work and resisting and recovering from disease.” Globally, it contributes to more than 50 percent of children’s deaths.

2- “The main cause of malnutrition is ignorance,” one nurse in North Benin said. One myth holds that children who eat eggs become thieves. Moreover, it is culturally acceptable for a man to eat first and to leave whatever remains of his share for his wife and children.

3- The weapon against ignorance is education, which some experts argue must be community-driven in order to work around the country's linguistic and cultural diversity. One such educational program is the

Community Nutrition Education Project launched in 2012. Through this project, 12,607 grandmothers in various communities were taught how to promote the health of pregnant women and children. As important figures in their communities, these grandmothers are in prime positions to educate village members.

4- The lessons are not complicated. Village members are being taught how to use readily available foods to improve the nutrition of meals. For example, instead of feeding a child only millet, a mother could enrich the dish with soya, moringa or other local foods.

Extracted from: www.google.com

Item 1: Are the following statements "right" or "wrong"

- 1- Malnutrition is no serious problem in Benin.
- 2- Less than fifty per cent of children's deaths in the world are caused by malnutrition.
- 3- In the north of Benin, some people believe that a child who eats eggs will become a thief.
- 4- Education can help to put an end to ignorance.

Item 2: Write full answers to these questions.

- 1- According to experts, how can the malnutrition rate decrease?
- 2- What's the principal cause of malnutrition?
- 3- What did the the Community Nutrition Education Project teach grandmothers?
- 4- Name two food items mentioned in the text.

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

1. Extended (paragraph 1)
2. Kids (paragraph 2)
3. Personalities (paragraph3)
4. Difficult (paragraph 4)

Item 5: Rephrase the following sentences using the prompts given

1- Parents should give eggs to their children.

☐ Parents had better.....

2- Many children suffer from malnutrition because their diet is based on millet only.

☐ that's the reason why

3- "The main cause of malnutrition is ignorance," one nurse in North Benin says

☐ One nurse in North Benin has said that...

4- People mustn't give eggs to children in some regions of Benin.

☐ It is strictly

5- Villagers do not give their children eggs; they don't give them fish either.

☐ Villagers give their children neither

Item 6: Complete these sentences with the correct tense and form of the verbs in brackets:

1- People ought (to give) nutritious food to their kids.

2- If a child (to have) a well-balanced diet, he will not suffer from malnutrition.

3- (Not; to eat) unclean food otherwise you will fall sick.

4- Benin children (to grow) well as soon as they start eating proteins.

5- What about (to change) our eating habits?

B- Production d'un texte de type particulier

Contexte: Les populations de ton village n'ont reçu aucune éducation sur la nutrition. Par conséquent elles sont victimes de malnutrition. Tu es invité à écrire un paragraphe pour les sensibiliser sur les comportements à adopter pour réduire le risque de souffrir de certaines maladies liées à leur nutrition.

Tâche : Tu montreras ici ta capacité à produire un paragraphe en anglais :

- Respectant le contexte du sujet ;- utilisant le vocabulaire approprié ;
- construisant des phrases significatives et grammaticalement correctes
- Respectant l'orthographe et la ponctuation.
- Faisant en sorte qu'il y ait une logique entre les phrases et les idées exprimées.

Consigne:

Writing After describing what Kwashiorkor is, say what parents should do in order to protect their children against this disease?

Epreuve 24

II-COMPETENCES A EVALUER

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

Compétence disciplinaire n 3 Produire de façon appropriée des textes de types et de fonctions variés.

III- L'EPREUVE

A- LA REACTION A UN TEXTE ECRIT

Contexte : Plusieurs parties du monde sont régulièrement frappées par des catastrophes naturelles, dont entre autres les inondations, les tremblements de terre, les sécheresses prolongées et autres.

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

- ☐ montrant ta compréhension globale et détaillée du texte;
- ☐ répondant aux questions de façon approfondie ;
- ☐ manifestant ta maîtrise de certains mots du texte ;
- ☐ montrant ta maîtrise de la grammaire

N.B. Tu traiteras les exercices sur le texte en anglais.

Support:

Text: Drought

1- In the seven most severely affected countries of Southern Africa, nearly 16 million people are in urgent need of food aid. Drought is the most immediate reason. Earlier hopes that

sufficient rain would fall in time for the 2002/03 planting season, after poor harvests in early 2002, have now been dashed.

2- According to the Famine Early Warning Systems (FEWS) Network of the US Agency for International Development, important grain-producing areas of South Africa, Zimbabwe and Mozambique experienced "substantially inhibited" rainfall during the last months of 2002. Although South Africa itself is not threatened by famine, the UN regional office in Johannesburg noted that inadequate rain for the country's maize, wheat, sunflower, sorghum and Soya crops will have a serious impact beyond its borders, since it is the main food exporter to the rest of the region.

3-In his 9 December address, Mr. Annan noted that most of the Southern African countries now hit by drought are also battling serious AIDS epidemics. "This is no coincidence: AIDS and famine are directly linked." One way they are linked, he pointed out, is through the role of Africa's women, who provide most agricultural labour and have long been at the centre of communities' efforts to adapt to famine conditions. Now, however, "as AIDS is eroding the strength of Africa's women, it is eroding the skills, experience and networks that kept their families and communities going."

4- Therefore, Mr. Annan stated, the international community "will have to combine food assistance and new approaches to farming with treatment and prevention of HIV/AIDS."

From Africa Recovery, Vol.16 #4 (February 2003), page 3 By Ernest Harsch

Consignes

Item 1: Answer the following questions on the text

- a- What is the immediate reason of famine in southern Africa?
- b- What does FEWS stand for?
- c- How are AIDS and famine linked?
- d- What will the international community have to do?

Item 2 : Find the opposite of the following words in the text.

- a- unimportant (paragraph 1)
- b- no starvation (paragraph 2)
- c- indirectly (paragraph 3)
- d- to separate (paragraph 4)

Item 3: Ask questions based on the underlined words.

- b- There are only seven countries in southern African.
- c- There were poor crops in early 2002.
- d- There was drought in Zimbabwe and Mozambique in 2002.
- e- Kofi Annan said that AIDS and famine are related.

Item 4: Rephrase the following passage from the text; don't change the meaning of the sentences.

a- a drought and infection affected seven countries in Southern Africa.

☐ Seven countries.....

b- ""This is no coincidence", Annan said

☐ Annan said.....

c- There is drought or flood, not both.

☐ There is either.....

d- There is no volcano and no flood

☐ There is neither.....

Item 5: Use much; many; a lot of.

a- There isn't water during the drought.

b- As there is a drought,. ...farmers don't have food in their barns.

c- Do farmers have animals during drought?

d- There aren'tleaves on trees during a drought.

B- PRODUCTION DE TEXTE DE TYPE ET DE FONCTION VARIES.

Contexte :

Les catastrophes naturelles, telles que la sécheresse, l'inondation, le tremblement de terre et autres peuvent subvenir de manière imprévue et provoquer des dégâts énormes.

Tâche : Tu montreras par la production d'un paragraphe cohérent, ta compétence à décrire une catastrophe naturelle, ses causes et ses conséquences sur les hommes et les animaux en :

- Rédigeant un paragraphe et en respectant le contexte ;

- Construisant des phrases grammaticalement correctes ;
- Utilisant le vocabulaire adéquat ;
- Utilisant l'orthographe et la ponctuation appropriées.

Consigne:

What is drought? What can cause it, and what can be its consequences on people and animals? (Give good examples to support your arguments).

EPREUVE 25

II- COMPETENCES A EVALUER

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

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

III- L'EPREUVE

Contexte :

Plusieurs parties du monde sont régulièrement frappées par des catastrophes naturelles, dont entre autres les inondations, les tremblements de terre, les sécheresses prolongées et autres.

Support:

Text: Drought

1- Drought is a period or condition of unusually dry weather in a geographic area where it normally rains. During a drought, there is no precipitation. Droughts occur in all climatic zones. However, the characteristics of drought vary from one region to another.

2- Drought usually results in water shortage 1 that seriously interferes with human activity. Water reservoirs become empty, wells dry up, and crops are destroyed. Its seriousness depends on the degree of the water shortage, size of area affected, and the duration and warmth of the dry period. In many underdeveloped countries, such as India, there is a great demand for water. During a drought period, there is a shortage of water, and thus many of the poor die. Most precipitation depends on the water vapour carried by the winds from an ocean or other sources.

3- Statistics indicate that every 22 years, there is a major drought in the United States. The drought of 1933-35 is an example of a disastrous drought that took place in the U.S. The effect of the drought was brought about by overcropping, overpopulation, and absence of relief measures.

4- Although drought cannot be reliably predicated, certain precautions can be taken in drought-risk places. These include construction of reservoirs to hold water, education to avoid over cropping and overgrazing and programmes to limit settlement in drought-risk areas.

Adapted from DROUGHT in NATURAL DISASTERS, www.drought.unl.edu/index.htm

Vocabulary: shortage – manque, pénurie

Item 1: Select the correct answer and write the number and the corresponding letter only.

1) We say there is a drought...

- a. during the rainy season
- b. when it rains abundantly
- c. when there is a solar eclipse
- d. when it doesn't rain for a long time and there is a shortage of water

2) Droughts occur in....

- a. Africa only
- b. One climatic zone
- c. Every part of the world
- d. India alone

3) Droughts...

- a. Provide enough water for a particular geographic area
- b. Have a serious impact on human activity
- c. Help to increase agricultural production
- d. Result in an abundance of water

4) in areas that there are risks of drought.

- a. Certain precautionary measures can be taken
- b. No precautionary measure can be taken
- c. Nothing can be done
- d. It's impossible to construct reservoirs

Item 2: Write true or false for these sentences

- 1) Drought has the same characteristics everywhere.
- 2) Droughts occur only in underdeveloped countries
- 3) People may die when there is drought
- 4) Human activity can cause drought

Item 3: Answer these questions

- 1) Write two consequences of drought
- 2) What caused the 1933-1935 drought in the United States?

Item 4: Find in the passage the opposite of each of the following words

- 1) wet (paragraph 1)
- 2) full (paragraph 2)
- 3) presence (paragraph 3)
- 4) destruction (paragraph 4)

Item 4: Rewrite the following sentences with the given words. Don't change their meaning

- 1) Water vapour is carried by winds.
☐ Winds....
- 2) Certain precautions can be taken.
☐ We can take.....
- 3) "The effect of the drought has been brought about by overcropping", said the speaker.
☐ The speaker said that.....
- 4) Drought cannot be reliably predicted," the expert has told the audience.
☐ The expert has told the audience that....

B- PRODUCTION D'UN TEXTE DE TYPE PARTICULIER

Contexte :

Tâche : Tu monteras ta compétence à produire un texte en:

- ☐ copiant correctement une information;
- ☐ complétant l'information avec les mots appropriés.

Consigne : Copy and complete the text below with these words:

Seasons, disasters, devastating, environment, negatively, hydro-electric, challenges, consequences.

Drought is one of the world's most significant natural ...1.... Droughts have major impacts on the economy and on the ...2.... Some droughts are relatively short-lived (one or two ...3.....) and only influence a smaller number of sectors of the economy. In contrast, other droughts can bring ...4.... impacts to many sectors of the economy and pose considerable adaptation ...5....

They can have far reaching ...6... There can be drastic drop in agriculture production. Water supplies can be ...7... be affected. Multi-sector effects include impacts in areas such as recreation, tourism, health, ...8..., production, transportation and fores

EPREUVE 26

II- Compétences à évaluer

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

Contexte :

De nos jours, beaucoup de gens tombent malades parce qu'ils s'alimentent mal. Ici tu es invité (e) à réagir par rapport aux aliments que nous mangeons.

Support :

Text : Role of foods.

Humans are classified as omnivores, partaking both classes of food i. e meat and vegetables. Having the right diet is important for humans especially a diet that provides the 6 essential food groups comprising carbohydrates, protein, fats and oil, vitamins, minerals, and water. We need protein to build our body and to make new cells in order to repair worn-out tissues. Protein comes from meat, fish, egg, beans, peas, milk, yoghurt etc. The body needs energy to work and play. We get most of our energy from carbohydrates which come from starch food, rice, potato, maize.... The rest of our energy comes from fats and oils. Fats and oils keep our body warm and supply essential fatty acids which help to keep the skin smooth. Many people can be malnourished though they eat a lot of starchy food and meat. This can happen because they don't eat a lot of vitamins which protect the body against diseases and minerals which build our bones. Vitamins are found in fruit (orange, lemon, mango, pawpaw...), in liver and in milk. The good sources of minerals are green and leafy vegetables, spinach, unpolished rice, milk, bitter leaf, cereal, salt etc. The main nutrient, without which other nutrients can't function correctly, is water. Water helps to digest the food we eat into nutrients and carries the nutrients around our body. It can be found in drinking water, in beer, coke, fruits and in most foods.

Extracted from Live English 3ème P 51

A) La reaction à un texte lu

Tâche :

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

- Appréciant les énoncés sur le texte
- Répondant aux questions sur le texte
- Manifestant ta maîtrise de certains pronoms du texte
- Mettant les verbes entre parenthèses au temps convenable
- Reformulant certaines phrases.

Consignes :

Item 1 : Write "True" or "False" for the following statements.

1. Human beings are Omnivores.
2. The essential nutrients are only carbohydrates
3. Proteins comes from beans and meat
4. Water helps to protect the body against diseases.
5. Fruits provide vitamins.

Item 2 : Answer the following questions according to the text.

1. Why do we need proteins in our body ?
2. Which nutrient protects people against diseases ?
3. What is the role of water in our body ?
4. Which nutrient does our body need to enable us to play and work ?

Item 3 : Who or what do the following pronouns refer to in the text ?

1. "Both" in "Both classes of food i.e meat and vegetables"
2. "That" in ... especially a diet that provides the 6 essential food groups
3. "They" in "people can be malnourished though they eat a lot of starchy food"
4. "It" in "It can be found in drinking water"

Item 4: Write the correct form or tense of the verbs in brackets :

1. The right diet (to be) important for humans nowadays.
2. The boy couldn't play yesterday because his body (to need) energy.
3. Many people (to eat) a lot of vitamins now.

Item 5 : Rewrite the following sentences using the prompts given.

1. "I need proteins to build my body", says Abiba.
→ Abiba says that.....
2. People like either meat or fish
→neither.....
3. If Marvin eats fruits she will have more vitamins.
→ As soon as.....
4. "Are you sick?" the nurse wanted to know
→ The nurse wanted to know.....

B) Compétence disciplinaire n°3 (5pts)

Context :

Un de tes frères a des difficultés pour écrire un paragraphe cohérent. Tu es invité (e) à l'aider pour qu'il puisse atteindre son objectif.

Tâche :

Tu montreras par la production d'un paragraphe cohérent ta compétence à donner des conseils en Anglais en :

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

Consignes

Copy and complete this paragraph with : Water – fats – carbohydrates – diseases – protein – vitamins.

You need energy to grow, work and play. We get most of our energy from...(1)...., and a little from...(2)... and oils. The body building food is called...(3)... . You need food of protein when you are growing. ...(4)... and minerals are protective foods. They help you to fight...(5)... Finally you need...(6)... in order to carry the nutrients around your body. All these things are essential for a balanced diet.

GOOD LUCK

EPREUVE 27

I- Compétence à évaluer

- Compétence disciplinaire n°2 :

Réagir de façon précise et appropriée à des messages lu ou attendus.

- Compétence disciplinaire n°3 :

Produire de façon appropriée des textes et des fonctions variés.

II- Epreuve

Contexte :

De nos jours, les jeunes font face à de nombreux problèmes comme l'usage abusif de la drogue. Ces jeunes deviennent parfois délinquants et dangereux dans la société. Ici tu auras à réagir par rapport aux conséquences de la drogue.

Support :

Text : A teenager smoker.

I like smoking. It makes me feel grown-up. I started when I was 12 years old because all my friends were doing it. We would "borrow" cigarettes from our parents, and smoke them where no-one could see us.

At first it made me feel a bit giddy, but now it makes me feel good. I can think better when I've had a cigarette.

When my dad found out I was smoking, he wasn't angry with me until he found out I had taken his cigarette he didn't like the idea of having his cigarette stolen.

I, personally, don't believe all that stuff about smoking and lung cancer. Look at all the sports that have tobacco companies as sponsors. Athletes would not allow that if smoking were harmful, would they ? Besides, smoking hasn't affected my health and it hasn't affected my parents' health either. It is true I cough a bit sometimes, but I think I probably caught it from my dad.

Any way, I am not going to stop it as far as I am concerned, smoking is good for you.

Tâche :

A) La réaction à un texte lu

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

- appréciant les énoncés sur le texte ;
- répondant aux questions sur le texte ;
- choisissant le mot juste pour compléter des phrases ;
- manifestant ta maîtrise sur certains mots du texte ;
- reconnaissant le sens de certains mots.

Consignes :

Item 1 : Choose the correct answer and write only the letter a, b, c or d.

1. The boy in the text started smoking....
 - a) When he was growing-up.

- b) When he was twelve.
- c) When no-one could see him.
- d) When he borrowed it.
- 2. When the boy smokes he thinks.
 - a) giddy
 - b) good
 - c) a bit
 - d) better
- 3. The boy's father was
 - a) happy when he found out that his son was smoking
 - b) not angry when he found out his son was smoking
 - c) good
 - d) better
- 4. Cigarette is
 - a) good for our health
 - b) better for our health
 - c) harmful for our health
 - d) fine for our health.

Item 2 : Answer the following questions on the text :

- 1. How old was the boy when he started smoking ?
- 2. Why did the boy smoke ?
- 3. When did the boy think better ?
- 4. Name a disease from the text that we can get from smoking.

Item 3 : Choose the correct word from the brackets to complete the sentence.

- 1. The boy started smoking.....his friends were smoking too. (that, so, because)
- 2. The boy was smoking....., his father was angry. (because, when, so)
- 3. Children are.....to smoke. (allowed, forbidden, made)
- 4. Drugs, alcohol and cigarettes are.....for our health. (better, good, harmful)

Item 4 : Rephrase these sentences. Use the prompts given. Don't change their meaning.

- 1. Children shouldn't smoke.
It is strictly forbidden to.....
- 2. It is not good to smoke in abus.
It is not allowed to.....
- 3. Respect your parents all the time.
Children must.....

4. The boy snorts cocaine.
Don't.....

Item 5 : Match the words in column A to their equivalence in column B.

Column A

1. Started
2. found out
3. harmful
4. allow.

Column B

- a) dangerous
- b) discovered
- c) permit
- d) begun

B) competence disciplinaire N°3

Contexte :

Dans nos villages ou quartiers de ville beaucoup de jeunes ont un mauvais comportement en prenant de la drogue. Ils pensent que la drogue est une bonne chose, en oubliant ses conséquences négatives qui jouent sur notre santé. Tu es invité à donner les conseils à un ami sur les conséquences de la drogue.

Tâche :

Tu montreras par la production d'un paragraphe cohérent, ta compétence à nous faire part des conséquences de la drogue en :

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

Consignes :

In your village or locality, a friend of yours takes drugs and smoke cigarettes. Write a paragraph telling or giving him or her advice about the consequences of drugs and cigarettes.

These ideas may help you.

- become a delinquent

- become a thief or a high way robber
- get indisciplined
- destroy our health
- get lung cancer, cough etc....
- die.

Good Luck !

EPREUVE 28

Compétence à évaluer

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

- Compétence disciplinaire N°3 :

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

Contexte :

De nos jours, on constate que beaucoup de parents n'arrivent pas à assurer leur responsabilité vis-à-vis de leurs enfants. C'est ainsi qu'on rencontre des élèves au marché, au restaurant, dans les rues en quête de petits emplois pour subvenir à leurs besoins. Ici tu auras à réagir par rapport au phénomène du travail des enfants.

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 for grand mother 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's, we went to school. Back from school I had to clean the house as Aunt Dora and grand mother did the white people's washing all day. Fire 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. The meat was divided up into varying sizes for children. We never sat at table. Only a visitor was treated to such modern ideas. On Monday mornings, at about four o'clock, I went to the suburbs to fetch washing for Aunt Dora. Thursday and Friday 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 Doxn second Avenue by (Ezekiel Mphaklele)

A) La réaction à un texte lu.

Tâche :

- Après avoir lu le texte, tu montreras que tu l'as compris en :
- Appréciant les énoncés sur le texte.
- Répondant aux questions sur le texte.
- Reconnaisant le sens de certains mots.
- Choissant le mot juste pour compléter des phrases.
- Reformulant des phrases sans changer le sens de la phrase initiale.

NB : Tu traiteras les items en anglais.

Consignes :

Item 1 : Choose the correct answer according the text and write

down the number (1 – 2 – 3 or 4) and the letter (a, b, c or d)

1. The narrator's family basic diet was :
 - a) bread, porridge and meat
 - b) porridge and meat
 - c) porridge
 - d) porridge, meat, vegetable and bread
2. The children never sat at table because :
 - a) This was reserved for adults
 - b) This was kept for special occasions only.
 - c) There were too many of them to fit round the table.
 - d) It was their tradition.

Item 2 : Answer these questions on the text.

1. Why did the narrator do the household chores alone ?
2. When did he wake up to make fire ?
3. What is the narrator ?
4. Where did the narrator go to fetch washing for Aunt Dora ?

Item 3 : Find in the text word (s) or expressions meaning the same as :

1. Household chores (paragraph 1)
2. Morning's meal (paragraph 1)
3. Kids (paragraph 2)
4. Period from Monday to Friday (paragraph 2)

Item 4 : Select the best answer in the brackets to complete the following sentences according to the text (numbers and answer only)

1. He did the domestic work.....(him, herself, himself, he)
2. He started the work carly in the.....(afternoon, evening, morning)
3. Aunt Dora and grand mother usually.....(Wash – washed – washing) white people's clothes.
4. Ezekiel made tea for.....(his, her, he, him) grand mother.
5. He(had finished, finisshe, is finishing) his domestic duties and.....(gone, went, goes) to bed yesterday.

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

1. "Do your house work before 10 o'clock' he advised me.
He advised me.....
2. Ezekiel must clean the house everyday.
Ezkiel ought.....
3. I did most of the domestic work because my sister and my brother were still too small.
.....SO.....
4. Ezekiel should go to the suburbs to fetch washing for Aunt Dora.
Ezekiel had better.....

B) Production d'un texte de type particulier.

Contexte :

Un enfant obéissant, (fille ou garçon) doit aider ses parents à la maison et faire ses travaux domestiques.

Tâche :

Tu montreras par la production d'un paragraphe cohérent ta compétence, ce que tu fais à la maison pour aider tes parents.

Consigne :

Write a paragraph to tell what you do at home to help your parents.

NB : Use these expression as a help.

Help parents in household chores-sweep the rooms- clean the furniture- sweep the compound – fetch water-wash clothes and dishes – cook food-grind condiments.

Good Luck

EPREUVE 29

I- Compétences à évaluer

CD2 : Réagir de façon précise et appropriée à des messages lus ou entendus.

CD3 : Produire de façon appropriée des textes de types et de fonctions variés.

II- Corps de l'épreuve

Contexte :

L'organisme humain a besoin d'un certain nombre de vitamines qui se trouvent dans divers aliments pour son bon fonctionnement. L'équilibre et la santé. Ici tu auras à réagir aux qualités de calories nécessaires pour une bonne santé.

Support :

Text : **Some facts about diet.**

Your body needs energy, protein, minerals, vitamins and fibre. In order to get all these, it is important to have a varied and balanced diet, and to eat the right amount. Your body "burns" to get energy: the amount of energy provided by food is measured in units called calories.

2. How many calories do you need ? This depends on your weight and on what you do. When you are sleeping your body uses nearly one calorie an hour for every kilogram of weight. So a person who weighs seventy kilos uses about 560 calories while sleeping for eight hours, in other words, he needs about 1680 calories just to stay alive for 24 hours, even without doing anything. More calories are needed for different activities from 100 calories an hour for reading or watching TV, to 350 calories an hour for playing football. To calculate the number of calories needed per day for an average person, first find out that person's ideal weight.

3. If you eat more than need, the extra calories turn onto fat, if you eat less than you need, the body turns fat to get energy and you lose weight. One way of losing weight is by dieting – eating less. Another way is to go on eating the same amount, but to increase your body's need for energy by taking more exercise. But be careful. It is important to slim – or to start an exercise programme-gradually. Don't try to lose a lot of weight fast. It doesn't usually work and it can be dangerous.

From SWAN M. and WALTER C, The Cambridge English Course, 1988, p. 117

Tâche :

A) La réaction à un texte écrit

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

- y reconnaissant les détails ;
- y exprimant des appréciations personnelles ;
- trouvant des antonymes ;
- mettant des phrases au discours indirect.

Consignes :

Item 1 : Write « Right » or « Wrong » for each of the following statements.

1. The text is about some facts about diseases.
2. When you are not sleeping your body uses one calorie an hour.
3. A human body needs to be strong and healthy.
4. Losing a lot of weight is dangerous.

Item 2 : Answer these questions based on the text.

1. A child weighs 50 kg : how many calories does he need ?
2. How many calories does a person need a day ?
3. Is it good to lose weight fast ? Justify your answer.

Item 3 : Find in the text the opposite of each of the following words.

1. useless (paragraph 1)
2. awake (paragraph 2)
3. dead (paragraph 2)
4. to reduce (paragraph 3)

item 4 : Write the following sentences into the indirect speech.

1. "It is the first time we have eaten such a varied meal", he said.
2. "Don't try to lose a lot of weight fast", the author advised us.
3. "It is important to have a balanced diet", the doctor told me.
4. "If you don't eat well, you will fall ill", I told the girl.

B) La production d'un texte écrit de type particulier

Contexte :

L'homme doit faire beaucoup attention à ce qu'il mange afin d'éviter des complications. Trop grossir est autant dangereux que trop maigrir.

Tâche :

Tu montreras par la production d'un paragraphe ta compétence à le combler pour obtenir un paragraphe cohérent en :

- respectant le contexte ;
- respectant la logique interne ;
- utilisant le mot une seule fois ;
- ne recopiant pas le passage.

Consignes : Fill in the gaps with the correct words from the list below :

Exercise – good – losing – healthy – dangerous – control – calories – less – watches – energy.

Food provides1.....in terms of.....2..... The human body needs them to be.....3..... A man needs calories when he walks,4.....television, plays football or sleeps. Too many calories are not.....5..... ; to lose some, a man can

eat.....6.....or take an7.....programme.....8.....too many calories may also be.....9.....a man has to.....10.....what he eats, how he eats and when he eats.

CHEER UP !

EPREUVE 30

I- Compétences à évaluer

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

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

L'Epreuve

A) La réaction à un texte écrit

Contexte :

De nos jours, l'éducation en général et celle des filles en particulier est l'une des priorités du gouvernement du Bénin.

Ici, tu auras à réagir par rapport à l'éducation et à l'instruction des filles de ton pays.

Support :

Text : **Girls in School.**

All children have dreams for the future. May be you want to be a doctor, a lawyer, a scientist or a film star. But you need one very important thing to achieve any of these dreams. Can you guess what that is ? To achieve any of these dreams, you need to go to school to learn.

Unfortunately, many children around the world don't have the chance to go to school. Most of the children in the world who cannot go to school are girls. In many parts of the world, people believe that it is important for boys to go to school to learn because they will grow up to get jobs and make money for their families. On the other hand, many people believe that girls don't need to go to school because they can learn all that they need to know at home to be good wives and mothers.

In many countries, school is not free, and parents have to pay school fees and buy uniforms and supplies for their children. If parents have money to send only one child to school, and they have these ideas about girls and boys, who do you think they will send to school, their son or their daughter ?

Parents will choose to send their son to school but will keep their daughter at home to do house hold chores like cooking, cleaning the house, washing and to look after their young brothers and sisters.

Nowadays, there are more and more women in the government. They must find the solution in order to have most of girls in school.

Tâches :

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

- Complétant certains passages du texte.
- Exprimant les appréciations personnelles sur le texte.
- Trouvant les mots que les pronoms personnels remplacent.
- Choisisant les réponses appropriées dans les parenthèses.
- Reformulant certaines phrases du texte ou relatives au texte.

Item 1 : Choose the correct answer according to the text and write only the letter a, b or c.

1. If children have to achieve their dreams, they need to.....
a) be a lawyer, b) be doctors ; c) go to school to learn.
2. People believe that it is important to send boys to school because.....
a) they will be doctors and lawyers ;
b) they need to grow up to get jobs and make money for their families.
c) they will become good wives.
3. Parents choose to send their sons to school and keep their daughters to do.....
a) household chores ; b) government work ; c) nothing.
4. According to many people, girls can learn all that they know at home to become.....
a) lawyers and film stars ; b) young brothers and sisters
c) good wives and mothers.

Item 2 : Answer these questions on the text.

1. Why do many people believe that girls don't need to go to school ?
2. Name two important household chores that girls can do to help their parents.
3. What women in government do for girls education ?

Item 3 : Which word do the following pronouns refer to in the text ?

1. "They" in "they will grow up"
2. "They" in "they need to know"
3. "They" in "they will keep".

Item 4 : Choose the appropriate word in the brackets to complete the sentence:

1. Parents should send.....children to school. (all, both, neither, either)
2. Amina is a daughter.....her parents didn't send her to school. (because, that's why ; and)
3. Sons go to schoolthey will grow up to get good jobs. (So that's why ; because)
4. Some parents prevent their daughters from.....to school. (to go, go, going)

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

1. People don't send their daughter to school he said.
→ He said.....
2. "Don't neglect your daughters" she advised me.
→ She advised me.....
3. Amadou likes to eat pounded yam.
→enjoys.....
4. She doesn't go to school and doesn't go to market either
5. →neither.....

B) Production d'un texte écrit de type particulier

Tu montreras ta compétence à produire un texte en :

- Faisant des phrases significatives ;
- Ecrivant des paragraphes ;
- Utilisant un vocabulaire approprié ;
- Respectant le libellé.

Contexte :

Dans nos sociétés traditionnelles la femme est supposée rester au foyer pour s'occuper des enfants et prendre soin de son mari. Ainsi, cette réalité pousse certains parents à ne pas envoyer leurs enfants filles à l'école. Tu écriras une lettre pour dire à ces parents que leurs filles doivent être envoyées à l'école, fille comme garçon.

Writing :

Your uncle who is in the village has sent all his sons school, and refused to send his daughters to school, because they are going to do housework to become good wives and mothers.

- Write a letter to him to advise him to send his daughters to school like the sons.
Tell him the importance of girls education.

Use these words :

- learn how to read
- know how to speak
- know how to write
- get a job

- contribute to her country development.

EPREUVE 31

I- Informations Générales

II- Compétence à évaluer

- Compétence disciplinaire n°2 :

Réagir de façon précise et appropriée à des messages lus et entendus.

- Compétence disciplinaire n°3 :

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

Context :

De nos jours, les jeunes gens sont poussés vers la cigarette et la drogue sans toutefois mesurer les risques auxquels ils s'exposent. Au nombre de ces risques, nous avons les troubles mentaux, les problèmes de santé, l'emprisonnement et bien d'autres.... Ici, tu auras à réagir par rapport aux conséquences de l'usage de la cigarette / drogue sur la santé.

Support :

Text : Smoking and health.

1. Smoking is particularly damaging in young people. People start smoking for a variety of reasons. Some think it looks cool. Others start because their family members or friends smoke. Statistics show that about 9 out of 10 tobacco users start before they're 18 years old. Most adults who started smoking in their teens never expected to become addicted. That's why people say it's just so much easier not to start smoking at all.
2. Smoking is hard habit to break because tobacco contains nicotine, which is highly addictive like heroine or other addictive drugs. The body and mind quickly

become so used to the nicotine in cigarettes that a person needs to have it just to feel normal.

3. Smoking is a greater cause of death and disability than any single disease, says the World Health Organisation (W.H.O.). According to their figures, it is responsible for approximately five million deaths worldwide every year. Tobacco smoking is a known probable cause of approximately 25 diseases.
4. Tobacco contributes to the hardening of the arteries, which can then become blocked and starve the heart of blood flow, causing the attack. Other health problems associated with smoking are lung cancer and bronchitis. Smoking in pregnancy can lead to miscarriage, stillbirth or premature birth.
5. Although the health risks of smoking are cumulative, giving up can yield health benefits, regardless of the age of the patient, or the length of time they have been smoking.

A) La reaction à un texte lu.

Tâche :

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

- Appréciant les énoncés sur le texte
- Répondant aux questions sur le texte
- Reliant des mots à leur définition
- Réformulant certaines phrases
- Posant des questions sur les mots soulignés.

Consignes :

Item 1 : Write "True" or "False" for these statements (0,5pt x 5)

- a) Smoking is destroying young people.
- b) Smoking is easy habit to break.
- c) Smoking is not a great problem of the health.
- d) Smoking has a great impact on babies whose mothers smoked during their pregnancies.
- e) Giving up smoking can help recover one's health.

Item 2 : Answer these questions on the text (1pt x 4)

- a) Write two reasons why people start smoking.

- b) Is it easy to give up smoking ? Justify your answer with a sentence from the text.
- c) What does W. H. O. stand for ?
- d) What are the diseases caused by smoking ?

Item 3 : Match the statements with the right functions (0,5pt x 5)

Statements	Functions
a) If you smoke cigarette you'll have lung cancer.	1. advice
b) Stop smoking otherwise you'll die.	2. order
c) It's strictly forbidden to smoke in offices	3. suggestion
d) Let's stop taking drugs	4. prohibition
e) Don't smoke any more	5. warning

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

Don't change their meaning (1pt x 4)

- a) I suggested that we should stop smoking.
→ Let's.....
- b) We should sensitize people about the danger of smoking.
→ People ought.....
- c) The president should promulgate a law which forbids the sale of drugs and cigarettes in the open market.
→ The president had better.....
- d) If you start smoking, you will become a drug addict.
→ Don't.....otherwise.....

Item 5 : Ask question based on the underlined words :

Use "why – what – when" (1pts x 3)

- a) People start smoking because their family members or friends smoke.
 - b) Tobacco contributes to the hardening of the arteries.
 - c) The police caught the smokers yesterday.
- B) Compétence disciplinaire N°3 : (4 pts)

Context :

Notre société est de plus en plus perturbée par des comportements qui ne tiennent aucunement compte de la morale : ces comportements sont en partie causés par l'usage, l'abus des stupéfiants dont on ignore les inconvénients. Tu es invité(e) à sensibiliser un/une ami(e) qui a rejoint un groupe de délinquants, sur les méfaits de la drogue. A cet effet, tu lui écriras une lettre pour l'encourager à ne pas tomber dans ce travers.

Tâche :

Tu montreras ta compétence à sensibiliser sur les conséquences de l'abus de la drogue à travers une lettre en :

- respectant la consigne ;
- respectant la forme d'une lettre familière ;
- respectant la logique interne du texte ;
- construisant des phrases grammaticalement correctes ;
- utilisant le vocabulaire adéquat ;
- utilisant l'orthographe et la ponctuation appropriées.

Consigne:

Write a letter to sensitize a friend on the consequences of drugs abuse.

Good Luck !

EPREUVE 32

CD₂ : La réaction d'un message lu.

CD₃ : La production d'un texte de type particulier.

I- L'Epreuve

A) La réaction à un texte lu

Contexte :

La plupart du temps, il est ventilé ça et là que les enfants ont des droits, chose indéniable. Parallèlement à tout ceci, il est à reconnaître que les enfants ont également des devoirs qu'ils doivent assurer pleinement. Mais curieusement certains enfants choisissent le chemin du je-m'en-foutisme. Lis le texte ci-dessous pour mieux comprendre cette réalité.

Support :

Text :

18 Idown Martins

Victoria Island

23 okine Link,

Accra,

13 January, 2014

Dear father,

I am very happy to write to you. How are you ? I hope you are fine. I'm going fine here. But dear lovely father, my eyes are full of tears at the moment. I am writing to you because I can no longer support my young sister's behavior.

In fact, Rose has become an impolite and unbearable girl. She no longer respects anybody. She has even stop doing household chores. When there is no ready food to eat at home, she always goes out instead of cooking herself. Since you send her regularly money, she is free. So she does with the money whatever she wants. She refuses to go to school very often saying that she does not need to go to school before having a decent life. My beloved father, during the first term at school, Rose has been bottom of her class because she has never time to study hard. The horse is that she has more than one sexual partner at age of fourteen. The consequence is that she is running the risk of catching STDs (sexually Transmitted Diseases), especially AIDS. (Acquired Immune Deficiency Syndrome) . Lovely father, you'd better take your responsibility by coming home yourself to talk to my siser, otherwise her life will be sorrowful tomorrow.

I hope fully trust you, father. See you soon.

Yours sincerely,

Kouadjo

Tâche :

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

- Appréciant les énoncés sur le texte ;
- Répondant aux questions sur le texte ;
- Manifestant ta maîtrise du vocabulaire ;
- Reformulant des phrases ;
- Complétant des phrases par des pronoms réfléchi.

Consignes :

Item 1 : Choose the correct answer from a, b or c. Write the numbers

and letters only.

1. Kouadjo is writing this letter to his father because he is : a) happy with his sister; b) angry with his sister ; c) Generous with his sister.
2. Rose is

- a) Respectful ; b) Head strong ; c) Humble
- 3. At school, Rose
 - a) Works hard ; b) is top student ; c) A lazy student.
- 4. Rose has
 - a) Many boy friends ; b) one boy friend ; c) Two boy friends.

Item 2 : Answer these questions on the text

1. Where does Kuadjo's father live ?
2. Find from the text, two words to qualify Rose.
3. Why does Rose refuse to go to school very often ?
4. What risk is Rose running by having more than one sexual partner ?
5. What do STDs and AIDS stand for ?

Item 3 : Match the words in column A with what they correspond to in column B

Column A	Column B
1. Letter	a) real
2. Impolite	b) domestic work
3. Food	c) wealthy
4. Rich	d) very bad
5. Worse	e) written message
6. Household chores	f) rude

Item 4 : Fill in the gaps with the correct reflexive pronouns.

1. Rose doesn't do house hold chores-----
2. One must teach-----+-----how to respect people
3. The children cook food-----
4. The boy washes clothes-----
5. We taught-----moral values.

Item 5 : Rewrite these sentences using the guidance. Do not change their meanings.

1. Abel was lazy at school, so he failed his exam.
-----because-----
2. Carlos gave her a present because she worked hard.
-----so-----

B) Production d'un texte de type particulier

Contexte :

Au même moment qu'on fustige le comportement de certains enfants, d'autres par contre font la fierté de plus d'un ; ce qui doit normalement faire école.

Tâche :

Tu montreras ta capacité à rédiger un texte en Anglais en :

- Remplissant chaque pointillé par le mot ou expression convenable ;
- Utilisant chaque mot ou expression une et une seule fois.

Consigne :

Writing :

Fill in the gaps with : congratulate ; late ; studious ; top ; household chores ; write only the number and answers.

Lilian is a -----(1)----student because she work hard. She never goes to school----- (2)----- . She is always at school half an hour before time. She is --- (3)----- of her class during every term. All the teachers----- (4)----- her on her hard work. Every day, before she leaves home, she does her----- (5)----- . She is very polite to her parents and other people.

Good work

EPREUVE 33

I- COMPETENCES A EVALUER

CD N°2 : Réaction à un message lu ou entendu

CD N°3 : Production écrite d'un texte de type particulier et de fonctions variés.

II- L'EPREUVE

A- LA REACTION A UN TEXTE ECRIT

Contexte :

Nobreux sont les maux qui freinent le développement d'une société et parmi ceux-ci se distingue particulièrement la maladie du SIDA qui ne cesse de défrayer la chronique. Tu es invité (e) à lire attentivement le texte ci-dessous qui en parle et à répondre aux questions posées.

Support

Text :

Nowadays, the number of people infected with sexually transmitted diseases (STDs) is increasing dangerously. The most popular are herpes : gonorrhoea, syphilis, chancroids. But the most dreadful is AIDS (Acquired Immuno-deficiency Syndrome), causing the death of more than 42 millions people all over the world. They are infected with HIV (Human Immuno-deficiency Virus), the virus that causes AIDS. People, especially young ones, catch STDs through sexual intercourse or contacts. But they can also catch them by other means syringes exchange or drug injection for instance.

People suffering from STDs, especially AIDS, become thinner and thinner, they cough spit blood waiting for death to carry them away. The best way to stop the spread of the STDs is to observe these three prescriptions: abstinence, faithfulness to one's sexual partner and the use of condoms for protection. People should also avoid sharing syringes, razor blades, etc.

A friend who is suffering from an STD or whatever it may be is in great danger and he needs to be helped. So we must give him advice on the way he must behave to spare his life. The first thing we'll advise him to do is to stand for a test to know his HIV status. Then we provide him with information about healthy and safer sexual behavior. Such an attitude will help prolong his life expectancy and prevent the STD from spreading in his area.

Unpublished

Note :

Dreadful : terrible / redoubtable / atroce.

To carry away : emporter / emmener / enlever.

To spare : épargner

Life expectancy : durée de vie.

Tâche :

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

- répondant par "True" ou "False" à certaines affirmations sur le texte ;
- répondant à certaines questions posées sur le texte ;
- cherchant les synonymes de certains mots ou groupe de mot en te référant à des paragraphes indiqués ;
- reformulant certains passages de façon autonome.

Consignes :

Item 1 : Write "True" or "False" for the following statements on the text.

1. Herpes is the only sexually transmitted disease.
2. A person who suffers from AIDS becomes fatter.
3. Abstinence is not the only way to stop the spread of STDs.
4. An HIV positive must be provided with information about healthy and safer sexual behavior.

Item 2 : Answer these questions on the text.

1. What does HIV stand for ?
2. How many people are being killed by AIDS all over the world ?
3. How do we call the virus that causes AIDS ?
4. Give two ways of catching AIDS ?

Item 3 : Find the synonyms for these words or group of word by referring to the indicated paragraphs.

1. Illnesses (paragraph 1)
2. Particularly (paragraph 2)
3. Sexual rapports (paragraph 1)
4. Comportment (paragraphe 3).

Item 4 : Rewrite the following sentences using the prompt given.

1. Don't have sexual intercours without protection, if not you will catch AIDS.
- You had better.....otherwise.....
2. If we exchange syringes, we will be infected.
- Let's.....otherwise.....
3. Let's observe total abstinence.
- We should.....
4. Don't have many partners if not you will catch AIDS.
- If.....

B- PRODUCTION ECRITE D'UN TEXTE DE TYPE PARTICULIER Contexte :

A l'issue de la séquence intitulée "Sexually Transmitted Diseases", tu as emmagasiné beaucoup de connaissances sur le SIDA. Ton professeur d'Anglais te pose maintenant certaines questions auxquelles tu vas répondre en faisant un paragraphe pour donner des informations sur le SIDA.

Tâche :

- Tu montreras ta compétence à rédiger un paragraphe cohérent en Anglais en :
- respectant le contexte et la logique interne du texte ;
 - utilisant le vocabulaire adéquat ;
 - construisant des phrases significatives et grammaticalement correctes ;
 - respectant l'orthographe et la ponctuation appropriée.

Consigne :

Writing :

Write a coherent paragraph about AIDS by answering these questions.

- How do people catch AIDS?
- How do people know that they are sick?
- How can people avoid AIDS?
- What should we do if a friend is suffering from AIDS?

NB : Don't copy the text !

Good Luck !

EPREUVE 34

I- Competences à évaluer

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

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

II- L'Epreuve

A) La réaction à un texte écrit

Contexte :

Dans notre société, nos populations sont parfois victimes de certains phénomènes naturels tels que : la sécheresse, l'inondation, etc. Le texte ci-dessous parle de la sécheresse et de ses méfaits sur les populations. Lis-le puis réponds aux questions posées.

Support :

Text :

Drought is a period or condition of unusually dry weather in a geographic area where it normally rains. During a drought, there is no precipitation. Droughts occur in all climatic zones. However, the characteristics of drought vary from one region to another.

Drought usually results in water shortage that seriously interferes with human activity. Water reservoirs become empty, wells dry up, and crops are destroyed. Its seriousness depends on the degree of the water shortage, size of area affected, and the duration and warmth of the dry period. In many underdeveloped countries, such as India, there is a great demand for water. During a drought period, there is shortage of water, and thus many of the people die. Most precipitation depends on water vapour carried by winds from an ocean or other sources.

Statistics indicate that every 22 years, there is a major drought in the United States. The drought of 1933-1935 is an example of a disastrous drought that took place in the U.S. The effect of the drought was brought by overcropping, overpopulation, and absence of relief measures.

Although drought cannot be really predicted, certain precautions can be taken in drought-risk places. This includes construction of reservoirs to hold water, education to avoid overcropping and overgrazing and programmes to limit settlement in drought-risk areas.

Adapted from : DROUGHT in NATURAL DISASTERS, Edsu index-htm

Note :

- Interfere with : gêner
- Seriousness : gravité
- Warmth : chaleur
- Settlement : installation.

Tâche :

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

- répondant par "True" ou "False" à certaines affirmations sur le texte ;
- répondant à certaines questions posées sur le texte ;
- cherchant les contraires de certains mots en te basant sur certaines phrases ;
- mettant certaines phrases à la voix passive ;
- reformulant certains passages de façon autonome.

Consignes :

Item 1 : Write "true" or "false" for the following statements on the text.

1. Drought has the same characteristics everywhere.
2. Droughts occur only in Benin.
3. People may die when there is a drought.
4. Human activity can cause drought.

Item 2 : Answer these questions in the text.

1. Write two consequences of drought.
2. What caused the 1933-1935 drought in the United States ?
3. What are the precautions that can be taken in drought risk places ?

Item 3 : Find from the following sentences the opposite for the

words that are at the beginning.

1. Wet (Drought is a period or condition of unusually dry weather in a geographic area where it normally rains)
2. Full (water reservoirs become empty)
3. Presence (the effect of the drought was brought by overcropping, overpopulation and absence of relief measures)
4. Destruction (certain precautions can be taken including : construction of reservoirs to hold water, education to avoid overcropping and overgrazing and programmes, to limit settlement in drought-risk areas).

Item 4 : Turn the following sentences into active voice.

1. Crops are destroyed by drought.
2. The effect of drought was brought by overcropping, overpopulation and absence of relief measures.
3. Drought cannot be predicted.
4. Certain precautions can be taken in drought-risk places.

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

1. There is drought and many people will die.
- When.....
2. During drought, there is no water and there is no food for people.
- During drought, there is neither.....
3. People take certain precautions to limit settlement in drought-risk areas.
-in order to.....
4. People don't take any precautions but drought obliges them to take some precautions.
5. Drought makes.....

B) Production écrite d'un texte de type particulier

Contexte :

Les catastrophes naturelles en générale et la sécheresse en particulier affectent dangereusement les populations. Ici, tu auras à rédiger un paragraphe cohérent en Anglais sur la sécheresse en répondant à certaines questions.

Tâche :

Tu montreras ta compétence à rédiger un paragraphe cohérent en Anglais en :

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

Consigne :

Writing :

Write a coherent paragraph about drought by answering the following questions.

- what is drought ?
- what can be the consequences of drought ?
- what can we do to avoid drought ?

NB : Don't copy the text

Good Luck !

Compétences à évaluer:

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

Contexte d'évaluation :

Les aliments sont indispensables à la survie de l'être humain. Mais pour avoir la bonne santé et la bonne forme, cela dépend alors des aliments qu'il consomme et surtout de la planification des repas. Ici tu auras à réagir par rapport à la planification des repas d'une famille.

Support :

Text : Planning meals for the family.

1- Meals must be very carefully planned so that the family is well fed, and eats meals which are both enjoyable and nourishing.

2- There should be a protein meal once a day, meat, beans or eggs. In some places it will be fish or fowl instead of meat. If you can get all three of them, then you should try to use each of them in turn.

3- There should be a fresh vegetable meal every day. This will keep you healthy. Some vegetables can be dried and kept for the time when fresh vegetables are rare. The best way is to have a garden and grow vegetables; the extra work will be repaid in the better health of the family.

4- Beans can be used often, because for many people they are the main source of protein and can be grown easily. Eggs should be used on some days for the protein meal. If you get good hens and look after them well, their eggs and meat will be a valuable addition to your diet. Fresh fruit should be added to your diet any time that is possible.

5- People must have plenty of good food if they are to be strong and healthy. In areas where there is no fish there are many people who eat animal

protein, meat, eggs and fowl, only when there is a feast, or an honored guest. This way of living does not enable a man or a woman to do hard day's work all through the year.

6- If everyone is to be well fed, eggs, fowl, cattle and goats must be used more often as a source of food, and not kept for special occasions only, for they supply the animal fat and protein which is necessary. Even where there is plenty of fish to provide protein, it is a mistake to depend on fish only. A better diet is obtained when as many different kinds of food as possible are used, as each has its own special value.

S. Hoyle and D.J Hoyle

Tâche

I – La reaction à un texte écrit

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,
- Exprimant ta maîtrise de la grammaire anglaise,
- Reformulant de façon autonome les passages du texte

Consignes

Item 1 : Answer by right or wrong

- 1- To be well fed we must eat enjoyable meals and not nourishing meals.
- 2- We can never have vegetables meals all time
- 3- Plenty of good food can't make people strong and healthy
- 4- People must depend on fish only as protein meal.

Item 2: Answer these questions on the text

- 1- What must be the food that we eat?
- 2- What is the best way to have fresh vegetables when they are rare?
- 3- According to many people, what is the main source of protein?

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

- 1- Frequent (paragraph 3)
- 2- Easy (paragraph 5)
- 3- To free (paragraph 6)

Item 4: Turn the following sentences into indirect speech

- 1- "Meals must be very carefully planned", the narrator said.
- 2- The man said, "Fish, eggs and beans are proteins".
- 3- "Eat protein food if you want to be well fed", he suggested.
- 4- "They kept vegetables last year for the time when fresh vegetables were rare", the biologist said.

Item 5: Choose the right answer from brackets and fill in the gaps.

- 1- Many families.....protein meals last year. (Didn't planned; don't plane; didn't plane).
- 2-we.....nourishing meals the following time? (Do find; did find; shall find).
- 3- Few people.....the meals planning since some years. (Started; have started; had started).
- 4- You.....plenty of food in your house today? (Didn't have; don't have; doesn't have).

Item 6: Re-write these sentences without changing their meanings.

- 1- People are unhealthy nowadays because they don't have balanced diet.
 - ❖ People.....that is why they.....
- 2- This child doesn't eat vitamins
 - ❖ Vitamins.....
- 3- "What kinds of food did you eat in your house yesterday?" he asked.
 - ❖ He asked.....
- 4- She must always drink pure water.
 - ❖ Pure water.....
- 5- If children were fed well, they wouldn't become ill.
 - ❖ Unless.....

Compétence disciplinaire n° 3

Contexte:

Dans ton village ou quartier de ville, des parents négligent l'alimentation des enfants. Ainsi plusieurs enfants tombent malade. Au cours d'une réunion, il t'a été donné l'occasion de les sensibiliser sur les aliments qu'ils doivent donner à leurs enfants.

Tâche

Tu montreras ta compétence à produire un texte en anglais en :

- Respectant le contexte,
- Respectant la logique interne du texte ?
- Construisant des phrases grammaticalement correctes,
- Utilisant le vocabulaire adéquat
- Utilisant l'orthographe et la ponctuation appropriée.

Consignes

Writing: Write a paragraph to tell what kinds of meals parents should give their children to keep them strong and healthy.

NB: Not more than ten (10) lines

End

Good luck

EPREUVE 36

DEUXIEME DEVOIR SURVEILLE DU 1^{ER} SEMESTRE

COMPETENCE A EVALUER

- ✓ Réaction appropriée à un message lu
- ✓ Production appropriée des textes de type et de fonctions variés

A -La réaction à un texte lu

Contexte : De nos jours, les jeunes gens sont poussés vers la cigarette et la drogue sans toutefois mesurer les risques auxquels ils s'exposent. Au nombre de ces risques, nous avons les troubles mentaux, les problèmes de santé, l'emprisonnement et bien d'autres ----- . Ici, tu auras à réagir par rapport aux conséquences de la cigarette sur la santé.

Support : le texte ci- dessous .

Text : Smoking health

1. Smoking is particularly damaging in young people,. People start smoking for a variety of reasons. Some think it looks cool. Others start because their family members or friends smoke. Statistics show that about 9 out of 10 tobacco users start before they're 18 years old. Most adults who started smoking in their teens never excepted to become addicted. That's why people say it's just so much easier not to start smoking at all.
2. Smoking is hard habit to break because tobacco contains nicotine, which is highly to addictive like heroine or other addictive drugs. The body and quickly become so used to the nicotine in cigarettes that a person needs to have it just to feel normal.

3. Smoking is a greater cause of death and disability than any single disease, says the World Health organization (W.H.O.). According to their figures, it is responsible for approximately five million deaths worldwide every year. Tobacco smoking is a known probable cause of approximately 25 diseases.
4. Tobacco contributes to the hardening of the arteries which can then become blocked and starve the heart of blood flow, causing the attack. Other health problems associated with smoking are lung cancer and bronchitis. Smoking in pregnancy can lead to miscarriage, stillbirth or premature birth.
5. Although the health risks of smoking are cumulative, giving up can yield health benefits, regardless of the age of the patient, or the length of time they have been smoking.

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

- Reconnaissant les détails du texte ;
- Répondant aux questions posées sur le texte ;
- Trouvant les synonymes de certains mots ;
- Choissant les bonnes réponses pour compléter les phrases
- Reformulant certaines phrases

Consignes

Item 1: Write "true" or "false" for these statements

1. Smoking is good for young people
2. Smoking is an easy habit to break
3. W.H.O Stands for World Health Organisation
4. Tobacco makes the arteries function well
5. Giving up smoking can help recover from one's health.

Item 2: Answer these questions on the text

1. Why do people start smoking?
2. What makes Tobacco addictive?
3. According to W.H.O., how many people die of every year?
4. Can a smoker be healthy again if he/she stops smoking? Justify your answer

Item 3: Find in the text words that have the same or almost the same meaning as:

1. Destroying (paragraph)
2. Fast (paragraph 2)
3. About (paragraph 3)
4. The process of giving birth to a baby before it is fully developed and able to live (paragraph 4)

5. A person who receives treatment from a particular doctor (paragraph 5)

Item 4 : choose the correct tense or form of the verbs to fill in the gaps

1. My friend -----Smoking three years ago
a- Starts ; b- started ; c- has started
2. Look! Yokossi-----again
a- is smoking b- Smoked; c- was smoking
3. They -----treatment for one year
a- Receive ; b- received; c- have received
4. Sinawèrègui was taking drug when I ----- in.
a- Was coming; b- Came ; c – had come

Item 5 : Rephrase the following sentences using the given prompts. Don't change their meanings.

1. Paul started smoking two years ago
It is -----since -----
2. Bio smokes too many cigarettes, so he is suffering from Cough
-----because-----
3. You mustn't smoke cigarette
It is -----
4. No smoking here!
You are -----

B – La production d'un texte du type et de fonction variés

Contexte :

De nombreux jeunes se donnent aux chômages sans savoir qu'elles ont des conséquences désastreuses sur leur santé. Certains s'en rendent compte quand il est trop tard. Ici, tu montreras ta connaissance de ces conséquences.

Tâche : : Tu montreras ta connaissance des conséquences néfastes de la prise des drogues en :

- Respectant le contexte ;
- Respectant la logique interne d'un paragraphe
- Construisant des phrases grammaticalement correctes ;
- Utilisant un vocabulaire et une ponctuation appropriés

Consigne :

Writing : Write a paragraph to show the consequences of drug taking.
These words may help you:

Dangerous Substances; damage , health, catch, heart attack; cough; asylum, police, smoke -----etc.

EPREUVE 37

II-Compétences à évaluer :

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

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

III-L'EPREUVE

A- REACTION à un TEXTE ECRIT

Contexte Nous sommes à une époque où les droits des jeunes

sont constamment évoqués aussi bien par les individus que par les organisations nationales et internationales. Malgré cela, les jeunes doivent également savoir qu'ils ont des devoirs.

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

- reconnaissant des détails ;
- répondant aux questions de façon approfondie ;
- montrant ta maîtrise du vocabulaire ;
- faisant le choix des mots appropriés ;
- Posant des questions sur des mots soulignés.

Support

Text: Prisca's plan has failed .

1-What annoys me most in this house is that Ghislain , my younger brother, doesn't want to do any household chores. He always wants me to do them alone. He often says, "I am a boy, so I don't need to help you with the housework". But our English teacher taught us at school that both boys and girls should do household chores to help their parents. Despite this advice, Ghislain refuses to change his behaviour.

2-Consequently, one morning, I stayed in bed for so long.

"Prisca !Prisca, get up and sweep the compound", Mum shouted. In fact, Prisca had decided not to work that day. "What will I do to escape these chores ?" Prisca wondered. "I will pretend to be ill, and Mum can't insist that I should do any work in the house. This is a brilliant idea. I am not so daft after all", she thought.

3. When Prisca told her mother about her headache, Mum suspended everything she was doing and ordered her to get ready for hospital. Poor Prisca, her plan had backfired ! On their way to the hospital, Prisca prayed that the doctor should be absent, but she was out of luck that day ; the doctor examined her and found her very healthy. He then guessed that Prisca had feigned illness because she wanted to escape her usual morning chores.

4. "I am sorry Madam, she is very ill. Take her to the injection room for three injections", the doctor said. Before the doctor could finish speaking, Prisca ran out of the consulting room with a lightning speed and did not stop anywhere until she reached home. The doctor then looked at her mother and started laughing as he told the woman to go home. By the time she got home, Prisca had already finished all the household chores.

Slightly adapted from "English Language for Junior High Schools" by Seth Krampah, P.103

Consignes

Item 1: *Writer true or false for these statements (write down numbers and « true or false » only)*

1- Prisca and Ghislain are apprentices .

- 2- In Ghislain's opinion, only boys should do household chores.
- 3- According to the text, Prisca suffered from no disease .
- 4- When Prisca told her mother that she was sick, her mother stopped working immediately .
- 5-After examining her, the doctor noticed that she was seriously sick.

Item 2: Answer these questions with full sentences.

- 1- Where did Prisca's mother go with her ?
- 2- How many injections was Prisca supposed to take?
- 5-Was Prisca's plan successful? Justify your answer.

Item 3: Find from the text the antonyms to the following words .

- 1-rejoices (paragraph 1) 2- intelligent (paragraph 2) 3- succeeded (paragraph 3)
- 4- lucky (paragraph 3) 5- - began (paragraph 4)

Item 4 : Fill in the gaps with the correct words . Write down numbers and words only.

- 1-Prisca would help her mother with house chores if it...(doesn't rain, didn't rain, will rain)
- 2-Prisca... the compound if she arrives home (will sweep, would sweep, sweep)
- 3-Let's do the exercises by...(myself, yourselves, ourselves)
- 4-Prisca's plan failed... the doctor realized that she wasn't ill. (because, so)

Item 5: Ask questions on the underlined words

- 1- Ghislain is a very lazy boy .
- 2-The doctor examined Prisca in the consulting room
- 3-John is happy because he beleives in God.
- 4-John's room is 40m from his mother's.

5-This ocean is 200m deep.

B- PRODUCTION D'UN TEXTE DE TYPE PARTICULIER

Contexte : L'éducation d'un jeune homme ou d'une jeune fille passe par les parents, les enseignants.... Ecris un paragraphe pour en parler.

Tâche : Tu montreras ici ta capacité à produire un texte de type particulier en :

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

Consigne : write a coherent paragraph by answering these questions.

- 1- Which household chores should you do at home to help your parents ?
- 2- What should you do to please your teachers at school ?
- 3- Make a sentence showing what you should never do during evaluations ?
- 4- What should your parents do to facilitate your studies ?
- 5- According to you, what should the government do to make your education easy ?

EPREUVE 38

II - Compétences à évaluer:

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

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

I - L'épreuve

Contexte :

Après les cours, les enfants sont appelés à aider leurs parents à faire des travaux domestiques. Le texte qui t'est proposé parle de certains travaux domestiques qu'un enfant fait chez lui.

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 am to make fire in a brazier formed out of an old lavatory bucket. I washed, made breakfast coffee for the family and tea for grandma as she did not take coffee.

2- After morning coffee, which we often had with maize porridge from the previous night's left-overs, we went to school. I had to clean the house as Aunt Dora and grandma 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. Weekdays 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 visitor from Johannesburg. We ate supper out of the same plate, we children; and meat was divided up into varying. We never sat on table. [...] 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 travel .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 went and 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 every else had gone to bed.

Adapted from "Down Second Avenue"by Ezekiel MpHAKLELE.

Tâches:

A/ CDN°2: La réaction à un texte écrit

Après lecture du texte ci-dessus, montre que tu l'as compris en :

- Choissant les bonnes réponses selon le texte,
- Répondant aux questions sur le texte,
- Montrant ta maîtrise du vocabulaire et de certaines structures et fonctions.

Consignes :

Item 1: Choose the correct answer according to the text and write down the numbers and letters only.

- 1- The writer did most of the domestic work because :
 - a- In this way he helped those who were paying for his education
 - b- There were no other people to help him.
 - c- His sisters were too small and his aunt and grandma were too busy
- 2- Their basic diet was
 - a- Porridge, meat and vegetables
 - b- Bread, porridge and meat.
 - c- Porridge and meat.
- 3- We never sat at table to eat because
 - a- This was reserved to grown-ups
 - b- There were too many of them to fit round the table.
 - c- This was kept for special occasions only.
- 4- The writer did his homework after 10:00 am because
 - a- This was when he finished the washing up
 - b- There was not enough room until everyone had gone to bed.
 - c- He had finished his domestic duties and it was quiet then.

Item 2: Answer these questions on the text

- 1- What were the writer's hardest days of the week?
- 2- Did the author come from a rich or poor family?
- 3- Do you think that he had a happy life or a hard life? Justify it.

Item 3: Find in the text words or group of words meaning almost the same as:

- 1- Household chores (Paragraph 1)
- 2- Where people sell meat (paragraph 2)
- 3- From Monday to Friday (Paragraph 2)

4- The first meal of a day. (Paragraph1)

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

- 1- Students should not do such tasks
- Such tasks.....
- 2- If you don't do your housework, your parents will not appreciate you.
- Your parents.....
- 3- Children are not allowed to neglect domestic tasks.
- Don't.....
- 4- Theresa does not help her parents do the household chores.
- She'd better.....

Item 5: Ask questions on the underlined words or groups of words. Use "why" "when", "where".

- 1- Fati fetched water in the morning
 - 2- Marc is tired because he worked a lot.
 - 3- Saba is cooking some yams in the kitchen.
- A- CDN° 3: La production d'un texte écrit.

Context :

Tu es un élève de la classe de 3^e. Tu as appris les différents devoirs des enfants envers leurs parents. Parmi ceux-ci figurent le devoir d'aider les parents à faire certains travaux domestiques.

Tâche :

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

- Respectant le contexte,
- Utilisant le vocabulaire approprié,
- Faisant des phrases grammaticalement correctes,
- Utilisant l'orthographe et la ponctuation appropriées.

Consignes :

Topic: Your classmate Inès refuses to do the household chores in her home.

Write a letter to her to give some pieces of advice. (At least ten lines)

EPREUVE 39

III- Compétences à évaluer

CD2 : Réagir de façon précise et approprié à un message écrit

CD3 : Produire de façon appropriée à des textes de type et de fonction variés

IV- L'épreuve

C- Réaction à un texte écrit

Contexte :

la circoncision est une étape très importante dans la culture africaine et représente également le passage de la vie de garçon à celle d'homme. Mais elle demeure une expérience unique qui marque d'une manière indélébile la vie d'un homme

Support :

Text :

A thin elderly man emerged from a tent and knelt in front of the first boy. There was excitement in the crowd. I knew that the ritual was about to begin. The old man was a famous *ingcibi*, a circumcision expert, from Gcalekaland, who would use this *assegai* to change us from boys to man with a single blow.

Suddenly i heard the first man cry out "*ndiyindoda*" (i am a man) which we had been trained to say at the moment of the circumcision. Seconds later, i heard justice's strangled voice pronounce the same phrase. There were now two boys before the *ingcibi* reached me, and my mind must have gone blank because, before i knew it, the old man was kneeling in front of me. I looked directly in his eye. He was pale, and though the day cold, his face was shining with perspiration. His hands moved so fast that they seemed to be controlled by an otherworldly force. Without a word he took my foreskin forward, and then, in a single motion brought down his *assegai*. I felt as if fire was shooting through my veins, the pain was so intense that i buried my *chin* in my chest. Many seconds seemed to pass before i remembered the cry, and then i recovered and called "'*ndiyindoda*". I looked down and saw a perfect cut, clean and round like a ring. But i felt ashamed because the other boys seemed much stronger and firmer than i had been ; they called out more promptly than i had.

I had now taken the essential step in the life of every *Xhosa* man. Now i might marry, set up my own home and plough my field. I could now be admitted to the councils of the community ; my words would be taken seriously.

Slightly adapted from Long Walk To Freedom, Nelson Mandela, pp 25-26

Vocabulary :

assegai : objet dont on se sert pour exciser

Xhosa : nom d'une tribu Sud-africaine

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

- Reconnaissant certains de ses détails
- Répondant à certaines questions de façon précise
- Prouvant ta maîtrise du vocabulaire utilisé et de la grammaire
- Reformulant certaines phrases

Consignes

ITEM 1 : Answer by "true" or "false" to the following statements

- 1- The narrator is describing a dance party
- 2- A man who is not circumcised can get married in Xhosa's tribe
- 3- "*ndiyindoda*" means " I am fine"
- 4- Nelson Mandela pronounces the sentence " I am a man" quickly

ITEM 2 : Answer to the following questions

- 1- which cultural event is the text describing ?

- 2- why did the narrator feel ashamed ?
- 3- what does " ndiyindoda" means ?
- 4- Give two examples of the things that a circumcised man can do ?

ITEM 3 : Find the antonyms of the following words :

- 1- Fat (paragraph 1)
- 2- woman (paragraph 2)
- 3- Young (paragraph 2)
- 4- proud (paragraph 3)

ITEM 4 : Choose the right answer to form meaningful sentences (write down numbers and letters only)

- 1-(a-Many ; b-little ; c- one) boys have been circumcised that day
- 2- Circumcision makes the boys (a- to cry ; b- cry ; c-cried)
- 3- Mandela can get either married (a-or ; b- nor ; c-neither) plough his field
- 4- If i (a-was ; b-had been ; c- were) Mandela, i wouldn't cry
- 5- We are not allowed (a- to neglect ; b- neglect ;c- neglected) our tradition

ITEM 5 : Rephrase the following sentences

- 1- You mustn't circumcised woman
-It is strictly.....
- 2- Old people respect our traditions
-Our traditions.....
- 3- " Mandela felt ashamed after the circumcision"
-Alice declared.....
- 4- Young people have to love their own culture
- Young people should.....

B- La production d'un texte particulier

Contexte

Un peuple sans culture est un peuple sans identité et c'est conscient de cet état de chose qu'aux quatre coins du Bénin chaque année, de nombreux événements culturels sont organisés pour mettre en valeur nos traditions

Tâche :

Tu montreras ta compétence à rédiger un texte en anglais en :

- Respectant le type de texte ;

- Tenant compte de la logique interne du texte ;
- Construisant des phrases grammaticalement correctes
- Utilisant le vocabulaire adéquat, l'orthographe et les ponctuations appropriées

Writing :

You have attended a cultural event during the holidays in your village and you decide to tell it to your mates.

The following questions may help you

- What is the name of this cultural event
- Where does the cultural event take place?
- How do people dress ?
- Which kind of meal do they eat ?
- Which kind of music do they play or which dance do they perform ?
- what are your feelings at the end of the event ?

EPREUVE 40

II- COMPETENCES A EVALUER

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

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

III- L'EPREUVE

A- LA REACTION A UN TEXTE ECRIT

Contexte : En Afrique, la période des nouvelles récoltes est accompagnée d'habitude d'un certain nombre de rituels. Ainsi la nouvelle igname est un rituel connu de tous les africains et célébré chaque année de façon grandiose dans presque tous les pays africains.

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

- ☐ Reconnaissant les détails du texte
- ☐ Montrant ta compréhension globale et détaillée du texte;
- ☐ Montrant ta maîtrise de certains mots du texte;
- ☐ Manifestant ta maîtrise de la grammaire.

Support

Text: The new yam festival.

1- The feast of the New Yam was held every year before the harvest began, to honour the earth goddess and the ancestral spirits of the clan. New yams could not be eaten until some had been offered to these powers. Men, women, young and old, looked forward to the New yam festival because it began the season of plenty, the new year. On the last night before the festival, yams of the old year were all disposed of by those who still had them. The New Year must begin with tasty, fresh yams and not the dried-up and fibrous crop of the previous year. All cooking pots, calabashes and wooden bowls were thoroughly washed, especially the wooden mortar in which yam was pounded.

2- Yam foo-foo and vegetable soup was the chief food in the celebration. So much of it was cooked that, no matter how heavily the family ate or how many friends and relations they invited from neighbouring villages, there was always a huge quantity of food left over at the end of the day. The story was always told of a wealthy man who set before his guests a mound of foo-foo so high that those who sat on one side could not see what was happening on the other, and it was not until late in the evening that one of them saw for the first time his in-law who had arrived during the course of the meal and had fallen to on the top opposite side. It was only then they exchanged greetings and shook hands over what was left of the food.

Slightly adapted from Things Fall Apart, by Chinua ACHEBE, chapter five

Consignes

Item1: Choose the correct ending for each sentence. Write the number and the letter only.

1- People held the new yam festival

a- Every month

b- Every week

c- Every year.

2- The celebration of the new yam festival involved

a- Only young people

b- Only old people

c- Everybody

3- On the last night before the festival

a- New yams were disposed of

b- Yams of the old year were disposed of

c- No yam was disposed of

4- People couldn't pound the new yam without

a- All cooking pots

b- Calabashes

c- The wooden mortar.

Item2: Answer these questions on the text.

a- Why was the New Yam festival held?

b- What was the chief food in the celebration?

c- Why wasn't possible for the guests who sat on one side of a mound of foo-foo to see those who sat on the opposite side?

Item3: Which word in the text means the same or nearly the same as the following?

a- A female god (paragraph 1)

b- Given (paragraph 1)

c- Start (paragraph 1)

- d- Delicious (paragraph 1)
- e- Rich man (paragraph 2)

Item4: Put the verbs in brackets into the correct tense or form.

- a- People (to celebrate) the new yam festival in Benin every August 15 th.
- b- If people (not; to offer) new yams to the ancestral spirits, they will not be able to eat them.
- c- I (to invite) by Sotima at the festival yesterday.
- d- As soon as you (to wash) the wooden mortar, we will start pounding yams.

Item5: Rephrase these sentences from the text.a- The feast of the New Yam was held every year.

☐ People.....

b- Men looked forward to the New Yam festival as well as women.

☐ Both.....

c- "All cooking pots were thoroughly washed", the lady has said.

☐ The lady has said

d- "New yams could not be eaten until some had been offered to theses powers", said elder people.

☐ Elder people said.....

B- PRODUCTION D'UN TEXTE DE TYPE PARTICULIER

Contexte: Un de tes camarades a suivi le reportage de BBC sur la fête de Gaani a Nikki en République du Benin. IL a pris note mais il a omis certaines parties. Aide-le à reconstituer le paragraphe.

Tâche: Tu monteras ta compétence à produire un texte en:

- ☐ respectant le contexte du sujet de la production
- ☐ utilisant le vocabulaire approprié

- ☐ reconstituant un paragraphe ;
- ☐ faisant en sorte qu'il y ait une cohérence dans les idées exprimées
- ☐ respectant l'orthographe des mots et la ponctuation

Consigne: Copy and complete this passage about the Gaani festival in Benin. Use the following words:

king - ritual- possession- trumpets -Gaani- tourists

The...1... festival takes place in Nikki every year. The most important personality during the festival is the.....2.... He performs all the rituals. First, he makes a speech to welcome all his guests and.....3.... who arrive to participate in the festival. Next, he takes a long4...on his horse back followed by many other horsemen. They perform that..5.... to purify the town. The horses are decorated. Other people blow their.....6.....

EPREUVE 41

II- COMPETENCES A EVALUER

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

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

III- L'EPREUVE

A- LA REACTION A UN TEXTE ECRIT

Contexte : De jours en jours, les êtres humains sont victimes des désastres tels que les volcans, les inondations, les tremblements de terre, etc. Ces catastrophes créent assez de dégâts humains aussi bien que matériels.

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

- ☐ reconnaissant des détails du texte ;
- ☐ montrant ta compréhension globale et détaillée du texte;
- ☐ manifestant ta maîtrise de certains mots du texte ;
- ☐ manifestant ta maîtrise de la grammaire.

N.B. Tu traiteras les exercices sur le texte en anglais.

Support:

Text: A year's harvest destroyed by floods.

The people living in our area are used to having a lot of rain. It's because they have so much rain that they have such good crops every year. So when the Cross river flooded their fields they didn't think it was dangerous. Even when Orikpo, the village nearest to the river, was flooded they weren't worried. Then suddenly in August it rained without stopping for eight days. The mud houses where people had lived for dozens of years were washed away and several people were drowned. More than 10,000 villagers escaped to other villages leaving everything behind them.

Now that the flood has gone down, the people are going back to their villages. But nothing is left. More than a thousand compounds have been destroyed. The whole area is covered with old pots, hoes and pieces of roofs. One farmer cried as he looked at his fields.

Many villagers are wandering about from village to village and sleeping in the open. The government is giving them one meal a day. Many believe that the flood happened because the gods were angry, and the village chiefs have made sacrifices to them so that such a flood will not happen again.

Adapted from: English for French – speaking Africa 4e (page 52)

Consignes

Item 1: Complete these sentences with information from the text.

- a) The people living in our area have much rain so they have every year.
- b) Oripko is the nearest to the river.
- c) The flood has destroyed more than 10,000.....
- d) The village chiefs have made sacrifices to the

Item 2: Answer these questions on the text.

- a) Why do the people living in our area have such good crops every year?
- b) What has caused the flood in the text?
- c) How many compounds has the flood damaged?
- d) What is the government doing to help?

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

- 1- Bad (paragraph 1)
- 2- Safe (paragraph 1)
- 3- Drought (paragraph 2)
- 4- Happy (paragraph 2)

Item 4: Rephrase these sentences from the text.

- 1- People have much rain; so they have good crops every year.
☐ People have good crops every year
- 2- “It rained without stopping in August”, said the villagers.
☐ The villagers said
- 3- The mud houses were washed away by the flood.
☐ The flood.....
- 4- The government is giving them one meal a day.
☐ They
- 5- The flood happened because the gods were angry.
☐ If

Item 5: Supply the correct form of the words in brackets.

- 1- There was drought during the (rain) season.
- 2- The Cross river flood was a (dangerous).
- 3- The heavy rain made most roads (mud).
- 4- The flood (destroy) more than a thousand compounds last year.

B- Compétence Disciplinaire n 3:

Contexte: Ton ami a été témoin d'une inondation dans son village. Il se propose de produire un texte en anglais pour te raconter les faits mais il a oublié le sens de certains mots. Il a donc laissé des vides dans son paragraphe. Aide-le à remplir ces vides à l'aide des mots proposés.

Tâche : Tu monteras ta compétence à produire un texte en:

- ☐ respectant le contexte du sujet de la production
- ☐ remplissant convenablement les vides ;
- ☐ recopiant correctement le paragraphe ;
- ☐ faisant en sorte qu'il y ait une cohérence dans les idées exprimées ;
- ☐ respectant l'orthographe des mots et la ponctuation.

Consigne: Fill in the blanks with the following words: **died, water, medicine, fell down, destroyed, flood, relief services.**

Last year, there was a terrible.....1.....in my village. Homes and schools were full of.....2.....as well as the streets. Farmers crops were completely.....3.....because of the wind. Some4.....came to people rescue. They gave food, blankets and5.....We were lucky because nobody6.....but a lot of houses7..... and people lost their possessions.

EPREUVE 42

I- Compétences à évaluer

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

II- L'épreuve

A-La réaction à un texte lu Contexte

La qualité et la quantité des aliments que nous consommons importent beaucoup pour bien vivre. Mais par ignorance ou par contrainte, nous ne surveillons pas toujours notre alimentation.

TEXT : Malnutrition

Many people think that eating food is simply something which is pleasant and necessary to satisfy hunger. They do not realize that their bad health mostly depends on the wrong kinds of food. The reason for this is that they do not know enough about what food is for.

In many parts of the world, notably in certain Asian countries, there is much famine 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, in most areas, the climate and soil allow the people to produce enough food for their needs. But malnutrition is still a problem because people ignore the rules for proper nutrition.

Food is not necessary only to satisfy hunger, but also to provide the the body with certain sustances to keep healthy ; ill health due to a poor diet is known as malnutrition. It is important for people to realize that malnutrition causes a lot of illnesses and deaths. Apart from people who are ill, there are many others who are tired or weak, or have poorly developed bodies simply because of lack of proper feeding. These people are more likely to get common diseases(tuberculosis, infections or diarrhea) than those with a good diet.

Malnutrition is very common and severe in children under five years of age, and women of childbearing age, mainly in big towns where people cease to grow their own food.

Tache :

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

- reconnaissant des idées maitresses et des détails du texte
- manifestant ta maitrise du vocabulaire et de certaines structures liées au texte
- reformulant des passages de façon autonome

NB : tu traiteras les items sur le texte en anglais

ITEM 1 : complete these sentences with the right information from the text (don't copy the sentences) use numbers and answers only

- 1- health is usually caused by malnutrition
- 2- The low production of foods in some countries is the main cause of.....
- 3- In many families in Africa people.....the rules for proper feeding
- 4- Children of less than.....suffer from malnutrition

ITEM 2 : Answer these questions on the text

- 1- Why can't people understand that their poor health is due to the wrong kinds of food ?
- 2- Do we need food just to satisfy hunger ? Justify your answer with a sentence from the text
- 3- What groups of people are more exposed to manutrition ?

ITEM 3 : Find in the text words having the same meanings as :

- 1- Essential (paragraph 1)
- 2- Not enough (paragraph 2)
- 3- Well (paragraph 3)
- 4- Sickneses (paragraph 4)

ITEM 4 : Rewrite these sentences using the prompts given

- 1- People often get ill because they do not eat well
 -that's why.....
- 2- Malnutrition causes people to get sick
 - Malnutrition makes.....
- 3- You'd better have a balanced dieat, otherwise you'll often be sick

- If you.....
- 4- " Don't eat the wrong kinds of food" the doctor advised us
 - The doctor advised.....
- 5- People produce enough food in Africa
 - Enough food.....

B- La production d'un texte de type particulier

Contexte

Il arrive que des catastrophes naturelles créent des victimes de la malnutrition. Il t'est donné l'occasion d'en parler

Tache:

Tu montreras ta capacité à relater une situation d'aléa climatique qui a engendré des crises de malnutrition en :

- Respectant le type de texte
- Veillant à la logique dans les idées développées
- Utilisant l'orthographe et la ponctuation correctes

Consigne

Writing :

Once in your village there was the problem of malnutrition because it didn't rain for a long time, so many children suffered. Reorder these sentences into a correct paragraph to get the story

- 1- Consequently many children suffered from malnutrition diseases like kwashiorkor and marasmus
- 2- Once in a far away village, it didn't rain for months
- 3- As a result, there wasn't enough food to eat
- 4- The villagers finally asked for the help of some relief services
- 5- So, people couldn't grow food
- 6- They answered the villagers' call by giving them food, medicine and medical assistance to rescue the sick children at last
- 7- Some of them were dying from these diseases
- 8- The others looked very tired and weak

EPREUVE 43

I-COMPETENCES A EVALUER

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

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

II- L'EPREUVE :

A- La réaction à un texte écrit:

Contexte : De nos jours les Maladies Sexuellement Transmissibles (MST) ne cessent de faire des victimes, plus particulièrement le SIDA. Cependant malgré leur état de santé, ces victimes adoptent un style de vie qui ne favorise pas leurs conditions sanitaires.

Support

Text: Smoking and HIV

Smoking is a serious health threat for everyone, but it's especially dangerous for people living with HIV. Smoking raises your risk for heart disease, cancer, serious lung diseases and infections such as pneumonia, and other illnesses. People with HIV are more likely to develop these harmful consequences of smoking than those without HIV. If you smoke and have HIV, you are likely to get HIV related infections, including pneumocystis pneumonia, a dangerous lung infection and serious illnesses like : COPD (chronic obstructive pulmonary disease, a serious lung disease that causes severe breathing problems and includes emphysema and chronic bronchitis), heart disease and stroke, lung cancer, head and neck cancer, cervical cancer and anal cancer. Quitting smoking can help people with HIV have better quality of life and fewer HIV-related symptoms. When you quit, your risk goes down for many serious illnesses, including heart attacks and pneumonia.

In the United States, HIV is spread mainly by having unprotected sex or by sharing needles or other drug equipment with someone who has HIV. Once you have HIV, you have it for life. Your body cannot get rid of HIV. HIV is treated with a mix of drugs called antiretroviral therapy (ART). You take these medicines daily to prevent the virus from multiplying and destroying your body's infection fighters-the CD4 cells or T cells. This, in turn, helps protect you from life threatening illnesses, such as pneumonia and cancer. You can lower your risk of becoming infected or spreading the virus to other people with these steps: get tested regularly for HIV,

practise abstinence, remain faithful to your spouse or partner, consistently use male latex or female polyurethane condoms, do not share needles or other drug injection equipment, limit the use of alcohol, and don't use drugs that affect your judgment. Drinking too much alcohol can weaken your immune system and smoking marijuana and other drug irritates the lungs.

Retrieved from an internet link

Critères d'évaluation:

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

- reconnaissant certains de ses détails ;
- exprimant tes appréciations sur le texte ;
- trouvant les antonymes de certains mots ;
- reconnaissant le sens de certaines structures grammaticales.

Tâches:

Item1: Answer these sentences by true or false according to the text.

- 1- Smoking is a threat to male sex only.
- 2- Once you have HIV you still can get rid of it.
- 3- CD4 Cells or T Cells act as a defence against the HIV Virus.
- 4- The steps mentioned in the text are prevention methods against STDs.

Item2: Answer these questions on the text.

- 1- Why is smoking dangerous for people living with HIV?
- 2- How can people with HIV have a better quality of life and fewer HIV- related symptoms?
- 3- What medicine is used for treating HIVs? Give its role.
- 4- Cite the consequences of alcohol drinking and drugs smoking mentioned in the text

Item3: Put the verbs in brackets in correct tense or form

- 1- (not to have) more than one sexual partner.
- 2- Let's (to follow) the doctor's advice.
- 3- If you quitted smoking, you will (to escape) serious respiratory illnesses.
- 4- The disease (to spread) now.

Item4: Rephrase the following sentences using the prompt given

- 1- Don't use drugs that affect your judgement.
 - You should.....
- 2- If you share needles and other drug injection equipment you will be infected.
 - You'd better
- 3- If you quit smoking you will have a better quality life.
 - Unless.....
- 4- Dave is an HIV positive and a smoker so he died sooner
 - because.....

B- Production d'un texte de type s et de fonctions variés :

Contexte:

Les MST, le tabagisme, de même que l'alcoolodépendance ne font pas bon ménage.

Critères d'évaluation:

Tu es invité(e) à produire un texte tout en :

- ✓ Produisant un paragraphe cohérent après remplissage
- ✓ Utilisant les mots ou expressions qui te sont proposés
- ✓ Respectant les ponctuations

Tâche:

Writing:

*Copy and complete the paragraph with the appropriate words: **psychological- judgement- condom-damage-unprotected- functions-sexual partner- drug taking and smoking***

Today sexual intercourses are very dangerous. If you have more than oneit is necessary to use otherwise you will have HIV; but some HIV positive who indulge in are likely to develop the HIV symptoms and die sooner.

Drugs abuse has many negative health effects. It causes brain, affects yourand the way the brain

EPREUVE 44

SITUATION D'EVALUATION

II. Compétences à évaluer

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

Compétence Disciplinaire n°3 : Produire de façon appropriée des textes de types et de fonctions variés.

III. L'Epreuve

A. La réaction à un message écrit

Contexte :

La consommation de la drogue et d'alcool est très nuisible à la santé humaine. Ici, tu auras à réagir par rapport à un texte qui t'en dit plus.

Support

Text: Drugs and their effects

1. There are plenty of illegal and harmful drugs. They may help people feel good or have a good time. Drugs are substances that change the way our body works. Often, drugs are put into the body by swallowing, inhaling or injecting. Drugs find their way into your bloodstream and are transported to parts of your body, such as your brain. In the brain, drugs may intensify or dull your senses.
2. Although substances can help feel good at first, they can eventually do a lot of harm to the body and brain. Teenagers, who drink for example, are more likely to get involved in dangerous situations, such as driving or having careless sexual acts under the influence of drugs.
3. In fact, alcohol first acts as a stimulant, and then makes people feel relaxed and a bit sleepy. Later, it alters perceptions, emotions, and senses. On the other hand, nicotine

is extracted in tobacco leaves and typically smoked in cigarettes or cigars. Smokers have bad breath and yellow teeth. Those who start smoking before the age of 21 have serious difficulties abandoning the habit. In any case, drugs don't solve problems. They simply hide feeling and problems. When a drug wears off, the feeling and problems remain.

Adapted from the blog of teens health guide.

Vocabulary help: bloodstream = blood circulation; dull = make bad; alters = modifies

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

- ☐ reconnaissant les détails du texte ;
- ☐ faisant ressortir les idées maitresses du texte ;
- ☐ montrant ta maitrise du vocabulaire du texte ;
- ☐ montrant ta maitrise de la conjugaison des verbes ;
- ☐ reformulant des passages du texte de façon autonome.

Tâche : Réponds aux questions des items ci-dessous en respectant les instructions.

Consignes

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

- 1- Many drugs are prohibited in law.
- 2- Drugs affect our senses in some ways.
- 3- Alcoholics never face dangerous situations.
- 4- Drugs help people find solutions to their problems.

Item 2: Answer these questions on the text.

- 1- How do people put drugs into their body?
- 2- Which substance does tobacco contain?
- 3- Do drugs really solve any problems? Justify your answer.

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

- 1- dangerous (Paragraph 1)
- 2- young people (Paragraph 2)
- 3- begin (Paragraph 3)
- 4- custom (Paragraph 3)

Item 4: Choose the right answer to fill in the gaps. Don't copy the sentences.

- 1- Agossou (took – takes – will take – is taking) cocaine two days ago.
- 2- The doctor (sensitized – sensitizes – sensitize – is sensitizing) smokers at present.
- 3- Ben never (smoke – smokes – will smoke – smoking) cigarettes.
- 4- Paul (went – go – will go – going) to the hospital next week.

Item 5: Rephrase the following sentences using the prompts given. Don't change their meanings.

1- No smoking here.

☐ It is strictly

2- If you take drugs, you will have trouble with the police.

☐ You had better otherwise

3- You mustn't drink alcohol.

☐ You are not.....

4- Why don't you stop smoking?

☐ You should

B. La production de textes de types et de fonctions variés

Contexte :

La cigarette, la drogue et l'alcool ont beaucoup d'inconvénients. Ici, tu es invité(e) à en parler.

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

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

Tâche : Tu es invité(e) à rédiger un paragraphe explicatif et cohérent sur la consigne ci-après.

Consigne

Writing : Nowadays a lot of young people drink alcohol, smoke cigarettes and snort drugs because they don't know their drawbacks. Write a paragraph to explain the consequences of such behaviours and sensitize them.

EPREUVE 45

- Compétences à évaluer:

A- La réaction à un message lu

B- Production d'un texte de type particulier.

- L'Epreuve

I- La réaction à un message lu.

A- Contexte: Le SIDA est une maladie dangereuse qui existe aussi en milieu scolaire.

B- Support:

Text: AIDS at school.

1- AIDS is a disastrous disease. Its existence is not ignored. But the reality about the ways of transmission, the symptoms and the appropriate behavior towards this scourge seem not to be well known or well understood by most of the young students in our schools.

- What should we understand by AIDS?

- How can we avoid it at school?

2- AIDS is a sexually transmitted disease caused by the Human immunodeficiency virus (HIV). This virus enters the part of the blood that helps fight diseases: The white cells. The villainous virus eventually destroys those cells so that they can no longer defend the human body. When the natural defenses are destroyed, the body is then open to all kinds of infections. The patient's case becomes then serious. He or she will suffer from diarrhea – fever- cough Gradually, the sufferer gets thinner and thinner and weak.

3- The main ways through which one can catch AIDS are for instance sexual contact and blood contact. Faced with this evil, how can we stop the spread of AIDS at school? We think that, students are one of the most vulnerable social groups of STDs. Teachers together with school authorities have a great responsibility.

4- Everybody must be involved in health education and moral education. Consequently, actions should be planned through a well-shaped programme. For example, a school health week can be initiated with good and attractive communication, debates, talk show – sketchesTo sensitize these teenagers. AIDS really exists, so let's be careful!

Slightly extracted from: "English for junior secondary students" P10-11

C- Critères d'évaluation

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

- Reconnaisant des idées maîtresses et des détails.
- Manifestant ta maîtrise du vocabulaire du texte.

- Prouvant ta maîtrise de certaines fonctions de la langue anglaise.

NB: Les items sur le texte doivent être traités en Anglais.

Tu veilleras à l'originalité, à la pertinence et à la clarté de ta copie.

D- Tâche

Item1: Are these statements "True" or "False" (write down the number and the answer only.

1. AIDS doesn't affect students since they are learning.
2. The white cells are natural defenses in human blood.
3. Only sexual contacts cause AIDS.
4. Health education can help reduce AIDS spread in school.

Item2: Answer these questions on the text.

1. What does the acronym "AIDS" stand for?
2. What happens when the white cells are damaged by the HIV?
3. Quote two (2) symptoms of AIDS from the text.
4. What activities are used to sensitize the young students against AIDS?

Item3: Find from the text the opposites of the following words (write number and answers only).

1. Unpopular (Paragraph 1)
2. Close (Paragraph 2)
3. Strong (Paragraph 2)
4. Adults (Paragraph 4)

Item4: Match the words in column A with their definitions in column B. (write numbers and letters only.

Column A	Column B
1- Symptoms	a) lacking strengths, power and energy.
2- Cells	b) state of being free from disease.
3- Weak	c) the signs of an illness.
4- Health	d) the smallest units of a living organism.

Item5: Rephrase these sentences by using the given prompts (do not change their meanings).

1. Don't share infected syringes and you will be safe.

If-----

2. If Ben has sex with an HIV positive, he can contract AIDS.

Ben had better ----- otherwise -----

-

3. We shouldn't insult AIDS sufferers.

a) Let's -----

b) Avoid -----

4. Students shouldn't kiss each other in classroom.

It is strictly -----

II- La production d'un texte de type particulier (paragraphe).

A- Contexte: Le VIH / SIDA est une pandémie qui mérite une attention particulière.

B- Critères d'évaluation.

Tu vas montrer ta capacité à construire un paragraphe en Anglais en:

- Respectant la nature du sujet,
- Metant le mot juste à la place convenable,
- Soulignant les mots choisis
- Respectant l'orthographe des mots et la ponctuation.

C- Tâche

Writing: Here is a paragraph about AIDS; copy and complete it with the correct word from the list:

Affected; death; consequences; prevention; AIDS; years.

Developing and developed nations continue to be severely by the spread of AIDS. In the coming decades the world Health Organization predicts that AIDS in Africa will become the leading cause of among young adults in their most productive years. Because the latency period from HIV infection to can last for ten or more, long-term must be considered now. In order to campaign to stop the spread of AIDS,message must be reinforced continually.

GOOD LUCK!

EPREUVE 46

SITUATION D’EVALUATION EN ANGLAIS

COMPETENCES A EVALUER

- I- Réaction appropriée à un texte lu
- II- Production d’un texte écrit de types et de fonctions variées

L’EPREUVE

I- LA REACTION A UN TEXTE LU

A- Contexte: De nos jours, les jeunes font face à de nombreux problèmes tels que l’usage abusif de la drogue, les maladies sexuellement transmissibles et autres.

B- Support

Text: It is time to examine our sexual behavior

1- Sometime in January, this year, I heard disturbing news on the British Broadcasting Corporation (BBC). It was that a study was conducted on AIDS patients in the United States who have been on anti-retroviral drugs. A report from the study said some of the patients have developed a resistance to the drugs.

2- An AIDS patient on anti-retroviral medication can have his life prolonged indefinitely. This is because the medication checks the advancement of the disease.

3- If one develops a resistance to it, it means the medication is no longer strong enough to check the advancement of AIDS, a bit like the patient who still has malaria after completing a course of chloroquine.

4- I found this news disturbing because it indicated that far from being just around the corner, the victory posts in the race against HIV/AIDS is now here in sight. We still have many fighting years ahead. It is for this and other reasons that promoting abstinence and fidelity as the best methods in fighting this deadly disease is the best course. Humanity must, of necessity, take a good look at its sexual philosophy.

Adapted from a Ghana newspaper, The Mirror, Saturday September 14, 2002,

Page 5, by Nana AGYAPOMAA.

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

- répondant aux affirmations tirées du texte par “true” ou “false” ;
- répondant aux questions de façon approfondie ;
- manifestant ta maîtrise de certains mots du texte ;
- reformulant de façon autonome des phrases.

D- Consignes

Item 1: Write “true” or “false” for these statements:

- 1- The narrator heard a disturbing piece of news on Golfe FM.
- 2- Some patients have developed a resistance to the medication.
- 3- Abstinence and fidelity are the worst methods to fight against AIDS.
- 4- The narrator is a journalist.

Item 2: Answer the following questions on the text:

- 1- Where was the study conducted?
- 2- What is the name of the drug used to prolong an AIDS patient life?

3- What does a resistance to the anti-retroviral medication mean?

Item 3: Match the words in column A to the definitions in column B:

Column A	Column B
1- Medication	a- a drug for curing disease
2- Disturbing	b- somebody who is ill under the medical care of doctor
3- To check	c- at a time that is not specified
4- Patient	d- worrying
5- Sometime	e- to control

Item 4: Rewrite the following sentences using the prompts given. Don't change their meaning:

1- Some AIDS patients do not take anti-retroviral medicines.

- Some AIDS patients had better

2- A lot of people spend their time visiting prostitutes; they will catch AIDS.

-because

3- It is not good to have sex without using condom.

- It is strictly

4- That patient caught the AIDS virus two years ago.

- It is

II- LA PRODUCTION D'UN TEXTE DE TYPE PARTICULIER

A- Contexte: Un de tes camarades a rédigé un paragraphe qu'il s'apprête à envoyer à son correspondant. Il a des difficultés à utiliser certains mots. Aide-le à compléter le paragraphe avec ces mots.

B- Tâche: Tu monteras ta compétence à **produire un paragraphe** en Anglais, tout en:

- recopiant correctement le paragraphe ;
- mettant les mots proposés à leur place convenable ;
- soulignant les mots utilisés.

C- Consigne:

Writing: A friend of yours is going to send this paragraph about AIDS to his pen friend, but some words are missing.

Rewrite the paragraph filling in the gaps with the following words: **young people; abstinence; partners; condoms; sex addicts; AIDS.** Then underline them in the paragraph.

Paragraph:

Today most of the ...1... are fond of sex. They do not worry about the twenty-first century disease named ...2... In their opinion, AIDS is a wise way to make them use ...3...4..., they think, is out of the question. They change ...5... just as they change clothes. In a word, young people today are ...6...