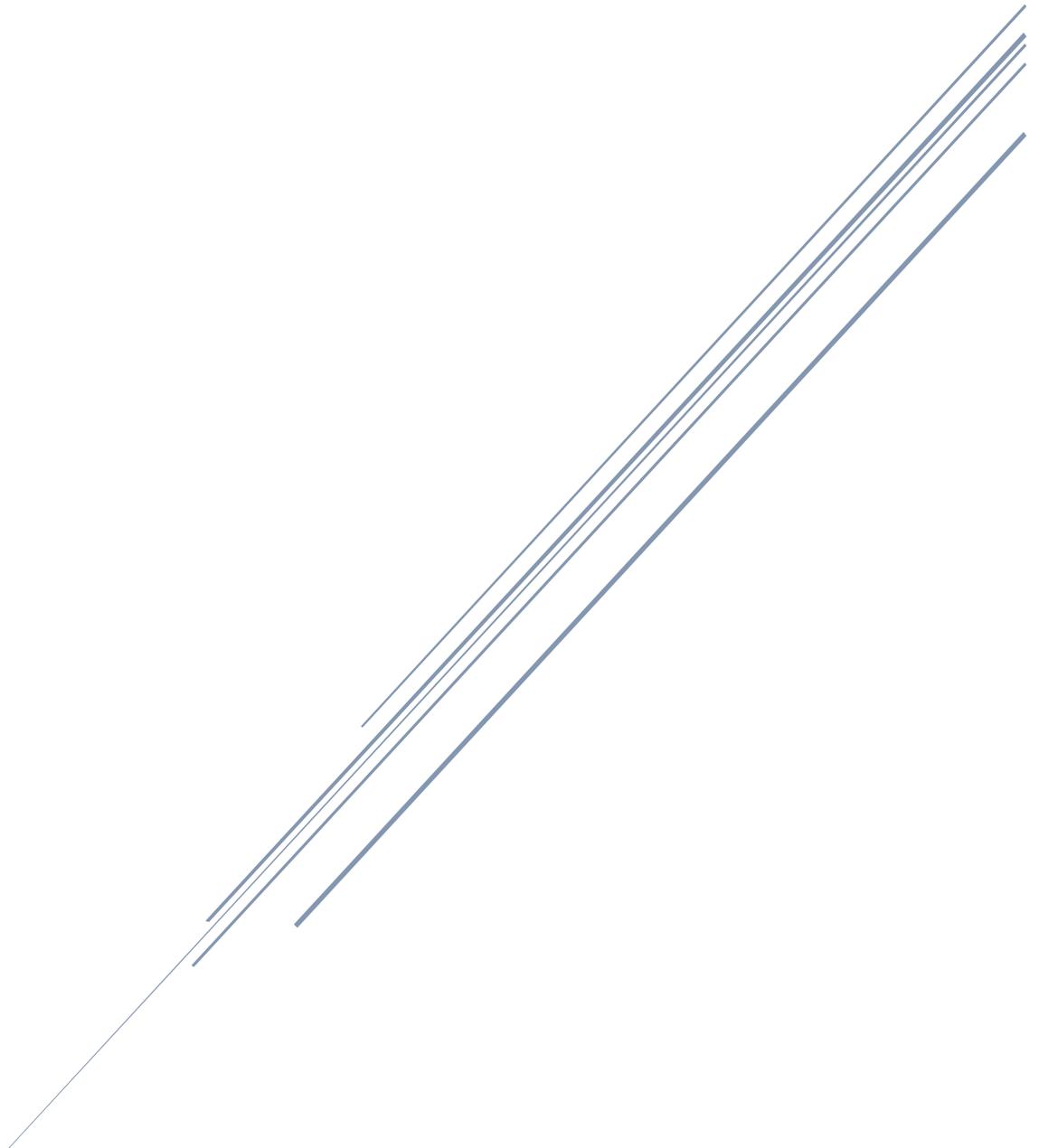


COLLECTION DES EPREUVES D'ANGLAIS/ BEPC 2008-2018

Pour mieux préparer son BEPC



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BEPC 2018

Sujet

I- COMPETENCES A EVALUER

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

II- L'EPREUVE

A- Réaction à un texte écrit

Contexte: Le maintien des élèves à l'école est un défi de nos jours.

Support

Text: Dropping out of school

- 1- The percentage of children dropping out of school is very high nowadays. Dropping out of school consists in leaving school without finishing one's studies. This phenomenon is a source of worry for parents and the general public. Certainly, those students who are still at school will have to study hard to realise their future desires.
- 2- The poor economic power of parents often makes it impossible to provide for¹ their children's school needs. This has a negative impact on their academic performance. It makes them drop out of school. Apart from this, the need for easy and quick money attracts some youths into becoming bus conductors. This is a profession in which they make money every day. If such youths make money and spend it freely, their next line of action could be to drop out of school. In addition, child labour² in which many children find themselves explains why some drop out of school nowadays.
- 3- When a child lives with his parents, there is little tendency for such a child to drop out of school. But if he lives with other people and he has problems with them, he may drop out of school. In fact, where government and the private sector provide parents with jobs, those parents, especially the poor ones who have children at school, will have the financial resources to take care of their children.

Slightly adapted from Samuel Awoyinfa, *The Punch*, December 17th, 2017.

Vocabulary notes: 1. To provide for: to satisfy 2. Labour: work

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

- reconnaissant certains de ses détails ;
- reconnaissant certaines de ses idées principales ;
- manifestant ta maîtrise de son vocabulaire ;
- montrant ta maîtrise de la grammaire.

Tâche

Item 1: Complete these sentences with the following pieces of information from the text:
profession – always – to realise – high.

- 1- The proportion of the children leaving school is extremely nowadays.

- 2- Students who are still going to school must work hard their future desires.
- 3- Bus conducting is a which helps some youths to make money on a daily basis.
- 4- Children who live with other people do not stay at school.

Item 2: Answer these questions on the text.

- 1- What does dropping out of school mean?
- 2- Give two reasons why students drop out of school?
- 3- What should the government do to prevent students' dropping out of school?

Item 3: Choose the correct antonym.

- | | | | |
|-------------|--------------|----------------|--------------|
| 1- Nowadays | a) today | b) in the past | c) presently |
| 2- Spend | a) buy | b) save | c) pay |
| 3- Easy | a) difficult | b) intelligent | c) general |
| 4- Private | a) good | b) dangerous | c) public |

Item 4: Match the clauses in column A with the suitable ones in column B to make meaningful sentences (Write numbers and letters only).

Column A	Column B
1- Unless those children work hard	a- because they are poor.
2- Some parents can't provide for their children's needs	b- that's why they drop out of school.
3- Many children find themselves in child labour	c- or he lives with other people.
4- Either a child lives with his parents	d- they won't achieve their future desires.

B- Production d'un texte de type particulier

Contexte: Beaucoup de jeunes abandonnent tôt les classes pour des raisons diverses.

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

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

Tâche

Writing: A friend of yours has dropped out of school and works in a bar. Write a letter to advise him/her to come back to school.

- Your name is Jerry
- The receiver's name is Audrey
- Your address is P.O. Box: 77, Newcity, Bunka Republic.

BEPC 2017

Sujet

COMPETENCES A EVALUER

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

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

I- Réaction à un texte écrit

Contexte: Certaines personnes ont tellement marqué l'histoire de leur pays qu'elles sont devenues inoubliables.

Support

Text: They made history

They are two African heroines and they made identical history. One is Yaa Asantewaa of Ghana and Nzingha of Angola.

Yaa Asantewaa the queen mother of Ejisu evoked bravery in the chiefs and people of Ashanti to stand and fight the Europeans who had captured their King, King Prempeh. At a secret meeting, the chiefs agreed to go to the governor to plead for the release of King Prempeh but Yaa Asantewaa stood up and said no. she said the people of Ashanti have never cowered before their enemies and they would not sit and watch the Europeans disrespect their King and great Kingdom. She threatened that if the men refused to fight, she will organize women to take arms and fight the Europeans. Her speech stirred up the men who took an oath to fight the white man until they released King Prempeh.

For months, the Ashantis led by Yaa Asantewaa fought very bravely and kept the white man in the fort. Yaa Asantewaa and other leaders were captured and sent into exile.

Nzingha of Angola was a very good military leader who waged war against the savage slave-hunting Europeans. She was known as a symbol of inspiration of people everywhere.

She formed alliances with other foreign powers; putting them against one another to free Angola of European influence. She possessed both masculine hardness and feminine charm and used them both depending on the situation. Her struggle helped awaken others that followed her and forced them to mount offensives against invaders. These two powerful women will always be remembered because they made good history.

Adapted from: *Enriched English JHS-1*, p.65.

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

- reconnaissant certains de ses détails ;
- exprimant des appréciations ;
- montrant ta maîtrise des actions du texte ;
- reformulant certaines idées en rapport avec le texte.

N.B. Tu traiteras les items en Anglais.

Tâche

Item 1: Are these statements "Right" or "Wrong"?

- 1- Yaa and Nzingha are from Africa.
- 2- The Ghanaian heroine was ready to fight Europeans.
- 3- Nzingha helped the Europeans to capture slaves.
- 4- The Angolan lady was an example for other women that also struggle to defend their country.

Item 2: Answer these questions on the text.

- 1- Who are the heroines mentioned in the text?
- 2- Did Yaa fight with men to release their King? Justify your answer with a sentence from the text.
- 3- What physical characteristics permitted Nzingha to be a great leader?

Item 3: Select from the list below the persons who have done each action.

List: Nzingha - the chiefs and Yaa - Nzingha and Yaa - the chiefs - Yaa

- 1- Promised to organize women to take arms and fight the Europeans.
- 2- Decided to negotiate the release of the King.
- 3- Fought for Angola release.
- 4- Made good stories.

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

- 1- They will always be remembered because they made good stories.
 - SO
- 2- These powerful women will always be remembered.
 - We
- 3- I advise you to show bravery in difficult situations.
 - You had better
- 4- If women don't react promptly, they will not release the King.
 - Unless

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

Contexte: Il arrive qu'on se souvienne de certaines personnes qui ont marqué positivement l'histoire de leur pays.

Critères d'évaluation: Tu montreras ta capacité à rédiger un texte en :

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

Tâche

Writing: Write a paragraph about a great King/hero from Benin who defended the country against Europeans in the past.

Note: These ideas may help you:

- The name of the King.
- What did he do to defend his country?

- Is he still alive?
- Can we forget him?

BEPC 2016 LV 1

Sujet

Compétences à évaluer

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

A- La réaction à un message lu

Contexte: Dans nos sociétés actuelles, la personne humaine entretient sa santé en utilisant les comprimés et autres procédés de la médecine moderne. Cependant, les plantes naturelles ne sont pas à négliger.

Support

Text: Herbal remedies can help you

1. From earliest times herbal remedies have been used to treat diseases. The Ebers Papyrus, prepared in Egypt about the 16th century before Christ, contains hundreds of folk remedies for various afflictions. Usually, however, herbal remedies were explained orally from one generation to the next.
2. Although it is sometimes claimed that folk remedy herbs are safer than modern pharmaceutical drugs, they are not without their risks. So the questions are raised: What precautions and recommendations should one take into account when considering herbal remedies? And are there any circumstances under which one form of therapy may be more advantageous?
3. Herbs have been credited with many therapeutic properties. Some are thought to help the body fight infections. Others are said to aid digestion, settle nerves, serve as a laxative, or help regulate the glands.
4. Herbs may have both nutritional and medicinal values. For example, some plants that serve as diuretics, such as *parsley*, also contain significant amounts of potassium. The potassium in these plants compensates for the loss of this vital trace element through urination.
5. Herbs can be taken in many ways, such as in teas, decoctions, tincture and poultices. Teas are made by pouring boiling water over an herb. But authorities warn that herbs used as teas should generally not be boiled in water. Decoctions, made from such things as herbal roots and barks, are boiled in to release their active ingredients. Tinctures are herbal extractions made with the help of pure or diluted spirit or alcohol.

Slightly adapted from *Awake*, December 22, 2003, p. 12.

Notes: Eber Papyrus: name of a medicinal plant; Diuretics: substances that make you urinate; poultice: pansement.

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

- reconnaissant certains de ses détails ;
- prouvant la compréhension globale que tu en as ;
- manifestant ta maîtrise de son vocabulaire ;

- reformulant certaines de ses phrases.

Tâche

Item 1: Are these statements "Right" or "Wrong" according to the text?

- 1- People have started using herbal remedies only recently.
- 2- In the past, knowledge about herbal remedies was transmitted through books.
- 3- Herbal remedies may also be risky.
- 4- Herbs have nutrients, but they contain medication ingredients too.

Item 2: Complete these sentences with the right information from the text. (Look in the paragraphs as indicated.)

- 1- It is known that the Ebers papyrus has (paragraph 1)
- 2- Herbs can be used for various purposes. They can (paragraph 3)
- 3- It is said that herbs have both (paragraph 4)
- 4- Herbs can be taken in various forms such as (paragraph 5)

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

- 1- Afflictions (paragraph 1)
- 2- Drugs (paragraph 2)
- 3- Profitable (paragraph 2)
- 4- Plants (paragraph 4)

Item 4: Rephrase these sentences without changing their meanings. (Use the prompts given.)

- 1- Herbs have been credited with many therapeutic properties.
 - People
- 2- The doctor said: "The potassium in some plants compensates for the loss of the vital trace element through urination."
 - The doctor said that
- 3- You mustn't boil herbs in water to make tea.
 - It is forbidden

B- La production d'un texte de type particulier

Contexte: De nos jours, pour résoudre des problèmes de santé, on se rend soit chez les médecins modernes soit chez les guérisseurs traditionnels selon le lieu où l'on se trouve.

Critères: Tu montreras ta compétence à produire un paragraphe en :

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

Tâche

Writing: One day, after eating some food at school, you became very sick and had to see a doctor. Two days later, you got better and you told your classmates about what happened. Write a coherent paragraph that can serve as a basis for your presentation. These questions may help you:

- Did you go to see a traditional or a modern doctor?
- Where did he or she live?

- What did he or she advise you to do?
- What did he or she give you?
- Were you satisfied?
- What would you advise your friends to do?

(Not more than 10 lines)

N.B. Il s'agit de se servir des questions pour rédiger un paragraphe cohérent et non de répondre simplement aux questions.

BEPC 2016 LV2

Sujet

Compétences à évaluer

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

A- La réaction à un message lu

Contexte: L'alimentation est prioritaire pour la croissance des enfants. Cependant, certains facteurs peuvent inhiber les efforts des parents.

Support

Text: Factors that can hinder physical growth in children

There are many factors that can slow down or stop the physical growth of a child. Some of these factors include the following:

- Infections and illnesses: there are a lot of infectious diseases that hinder the growth of children. For example, a child may get infected with the human immune-deficiency virus (HIV). When a child becomes ill for one reason or another, he stops growing. His physical size may be reduced if the sickness is serious.
- Poor feeding: if a child is always eating poor food that child will not have the necessary vitamins that help the body grow. Furthermore, the poor food may be contaminated; which may make him or her weak or sick.
- Lack of care: a child that does not receive enough care from the parents will not grow well. Every child needs the care and nurture of the parents so that he or she does not eat, drink and wear just anything. When a child lives in an unclean surrounding, diseases are easily contracted and this leads to illnesses which slow down the rate of growth.

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

- reconnaissant certains de ses détails ;
- prouvant la compréhension globale que tu en as
- manifestant ta maîtrise de son vocabulaire ;
- reformulant certaines phrases.

Tâche

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

1. HIV can hinder children's growth.
2. You can have a balanced diet by eating poor food.
3. Most children don't need care and nurture.
4. Diseases cannot be contracted when a child lives in a clean environment.

Item 2: Connect the phrases in column A with those in column B to have meaningful sentences.

Column A	Column B
1. Infections and illnesses	a. provide care and nurture for the children.
2. Poor feeding	b. are exposed to diseases.
3. Parent's duty is to	c. leads to lack of vitamins in the child's body.
4. Children who live in unclean surroundings	d. may reduce a child's physical size or stop his or her growth.

Item 3: Match each word in column A with its antonym in column B.

Column A

1. Hinder
2. Reduced
3. Poor
4. Weak

Column B

- a) Strong
- b) Rich
- c) Increased
- d) Allow

Item 4: Rephrase these sentences starting as indicated.

1. Children cannot grow well because they are affected by a lot of diseases.
 -, SO
2. If a child always eats poor food, he will not have necessary vitamins.
 - Unless
3. Children must eat good foods to grow well.
 - Good foods

B- La production d'un texte de type particulier

Contexte: Les Sciences de la Vie et de la Terre (SVT) nous renseignent énormément sur la qualité de notre alimentation et sur beaucoup d'autres aspects de la vie.

Critères: Tu montreras ta compétence à rédiger un paragraphe cohérent en :

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

Tâche

Writing: Based on your school experiences, your teacher has asked you to inform some parents on the importance of a balanced diet.

Write a paragraph to inform them.

These questions may guide you:

- What is a balanced diet?
- What can help people have a balanced diet?
- Are fruits and vegetables important for people?
- Which foods would you recommend for babies? (About 10 lines)

N.B. Il s'agit de se servir des questions pour rédiger un paragraphe cohérent et non répondre simplement aux questions.

BEPC 2015 LV1

Sujet

I- COMPÉTENCES À ÉVALUER

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

II- ÉPREUVE

- A- La réaction à un message écrit

Contexte: Chaque groupe ethnique est marqué par sa culture et ses traditions. Cela se traduit par différentes pratiques.

Support

Text: Scarifications

1- Body marking has been used for centuries in parts of Africa to indicate a person's tribal heritage. It is becoming less common but some people still want to carry the marks of their ancestors.

2- The Houeda, an ethnic group in Benin, believes that scarring – usually on their face – will connect them with their ancestors. The children are given new names, their hair is shaved and

they are taken to a convent where an oracle helps them to communicate with previous generations.

3- "This is part of our tradition and it is very important to me", says Genevieve Boko whose six-month-old daughter Marina and nephews Luc and Hospice, aged 10 and 12, are all about to undergo scarification.

4- But scarring is becoming less popular. An increasing number of families take part in just the first stage of the ceremony, stopping before the incisions are made.

5- In neighbouring Nigeria, concerns about the rights of young people have led to some states passing a law that forbids the practice on all children.

6- But this is not a decision that would be welcomed by everyone in Benin. "We are not violating children's rights, we are just showing the children where they are from and what they will go through in life", says Telesphore Sekou Nassikou, chief editor at a radio station in Natitingou in the north-west of the country.

By Laeila Adjovi BBC Africa, Benin

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

- reconnaissant certains de ses détails ;
- complétant le tableau avec les informations adéquates ;
- trouvant les synonymes de certains mots ;
- reformulant des phrases du texte de manière adéquate.

N.B. Tu traiteras les items sur le texte en Anglais.

Consigne

Item 1: Write True or False for these statements according to the text.

- 1- Scarifications have been invented very recently to show the origin of people.
- 2- Body scarring is followed with a ceremony which permits to communicate with ancestors.
- 3- Few families accept body incisions today.
- 4- Everybody thinks that body scarring is a violation of children's rights.

Item 2: Copy and complete this table using information from the text.

Names	Relationship with Genevieve Boko	Age
Marina	?	?
Luc	?	?
Hospice	?	?

Item 3: Find synonyms to the following words in the text.

- 1- Hundreds of years (paragraph 1)
- 2- Kids (paragraph 2)
- 3- Sacred place (paragraph 2)
- 4- Accepted (paragraph 6)

Item 4: Rephrase the following ideas without changing their meaning. Use the prompts given.

- 1- Body marking has been used for centuries in parts of Africa.

- People
- 2- "This is part of our tradition and it is very important to me."
 - Genevieve Boko said that
- 3- Some states in Nigeria are against body scarification because they think it is violating children's rights.
 - Some states in Nigeria, so

B- La production d'un texte de type particulier

Contexte: Le mariage traditionnel a des étapes et des exigences à respecter. Un(e) de tes camarades a produit des idées par rapport à ces étapes.

Tache: Tu montreras ta compétence à reproduire un texte cohérent en :

- respectant le contexte et le type de texte ;
- respectant sa logique interne ;
- réordonnant des phrases pour avoir une suite dans les idées ;
- utilisant l'orthographe et la ponctuation appropriées.

Consigne

Writing: Copy and reorder these sentences to have a coherent and meaningful text.

- 1- The future husband and his family will also offer presents to the bride's parents.
- 2- So the future husband and his parents go to meet the bride and her parents to have their blessing.
- 3- Finally, if the bride's parents don't agree with the husband-to-be, then it will not be great for him.
- 4- First of all, if you want to marry a Yoruba lady, you must get her parents' permission.

BEPC 2015 LV2

Sujet

I- COMPETENCES A EVALUER

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

II- EPREUVE

A- La réaction à un texte écrit

Contexte: Les catastrophes naturelles surviennent de façon inattendue. Lorsqu'elles touchent une région, elles peuvent engendrer de nombreux dégâts.

Support

Text: Flood in a village

1- The people living in our area are used to having rain all the year round. It is thanks to their high rainfall that they have such good crops every year. So when the Cross River overflowed its banks, they didn't think it was at all unusual. 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, and most of the villages were swallowed up in deep flood water. The mud houses where the people had lived for dozens of years were washed away, and several people were drowned.

2- More than 10,000 villagers fled into nearby villages leaving everything behind them. The government gave them shelter and food.

3- Now that the flood has gone down, the people are going back to their lands to see what can be saved. But nothing is left. More than a thousand compounds have been totally destroyed. The whole area is littered with old pots, hoes and pieces of roofs. One farmer who had planted thousands of yam seedlings just before the flood wept as he looked at his fields. Many villagers are roaming about from village to village and sleeping out in the open.

English for French-Speaking Africa: Working with English 4è, pp 112-113.

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

- reconnaissant certains de ses détails ;
- complétant des phrases de façon adéquate ;
- trouvant les antonymes de certains mots ;
- reformulant des phrases du texte de manière adéquate.

N.B. Tu traiteras les items sur le texte en Anglais.

Consigne

Item 1: Write True or False for these statements according to the text.

- 1- Orikpo is the nearest town to the river.
- 2- It rained for twelve days without stopping.
- 3- Many compounds have been destroyed completely.
- 4- One farmer wept because he lost all his yam seedlings.

Item 2: Complete the following sentences with detailed information from the text.

- 1- Because of the high rainfall, people had good every year.
- 2- It rained for eight without stopping in August.
- 3- More than ten villages fled into nearby villages.
- 4- After the flood has gone down is left.

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

- 1- Low (paragraph 1)
- 2- Nothing (paragraph 2)
- 3- Lost (paragraph 3)
- 4- New (paragraph 3)

Item 4: Rephrase the following sentences from the text; use the prompt given and do not change the general meaning of the sentences.

1- The mud houses were washed away by flood.

- Flood

2- Most of the villagers were swallowed up in deep flood water because it rained without stopping for eight days.

- SO

3- There is flood; that's why nothing is left.

- because

4- One farmer had planted thousands of yam seedlings.

- Thousands of yam seedlings

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

Contexte: Il y a quelques années, un village que tu connais bien, fut touché par une sécheresse occasionnant d'énormes dégâts. Tu es appelé(e), à travers un exposé, à présenter certains inconvénients de cette catastrophe à tes camarades qui n'ont jamais vécu une telle situation.

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

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

Consigne

Writing: As a basis for a presentation, write a short text about some consequences of drought and suggest some ideas to prevent them. (Not more than twelve (12) lines).

BEPC 2014 LV1

Sujet

COMPÉTENCES À ÉVALUER

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

CD 3: Produire de façon appropriée des textes de type et de fonction variés.

Contexte: La poste joue un rôle important dans les communications à travers divers services. Le développement des nouvelles technologies et de la communication a eu un impact sur ses activités.

Support

Text: Post office

1- A post office is a place where mails are sent and received and where postage stamps, other materials are sold and postal services provided. The term post office or postal service also refers to the government agency that provided mail service.

2- Many people depend on the post office and post office-related services. By means of letters, e-mails and SMS, people can share news and make plans with friends and relatives near and far away. Stores and other businesses send bills and receive payments through the mail.

3- Before the invention of the telegraph and telephone, the postal system was the only reliable means of long-distance communication. It contributed greatly to the development of the United States and other countries: for example, it helped educate people and made possible the development of newspapers and magazines. It enabled businesses and industries to operate efficiently and to expand. The postal service also promoted democracy by keeping citizens informed about government action.

4- Today, with the invention of computers, the Internet and cell phones, the life of the post office is badly affected, especially in developing countries where post office services were already unsatisfactory. Even the postal electronic mail (e-mail) mailgrams have lost many of their client, with their limited work schedule, to cyber cafés which open most as early as 6 A.M and close up their doors at 11 P.M more, with the Internet, a lot of communication, informing, teaching and trading takes place throughout the day and night.

The world book encyclopedia in Fascicule DCA, Cameroon, p 79.

A- La réaction à un message lu

Tâche: Après avoir lu le texte, tu donneras la preuve que tu l'as compris en :

- reconnaissant des détails du texte ;
- répondant à des questions de façon approfondie ;
- montrant ta maîtrise du vocabulaire ;
- reformulant certains passages du texte.

Consigne

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

- 1- A post office
 - a) deals with mails only.
 - b) manages mails, postage stamps and postal services.
 - c) deals with the Internet and telephone only.
- 2- The post office and post-related services are necessary for
 - a) a lot of people.

- b) the development of computer.
- c) the reduction of businesses and industries.
- 3- The invention of computers, the internet and cell phones affects
 - a) cyber cafés.
 - b) the web in Benin.
 - c) the life of the post office.

Item 2: Answer these questions on the text.

- 1- What is the main importance of a post office?
- 2- Name two services offered by the post office.
- 3- Give two advantages of the Internet nowadays.

Item 3: Fill in the blanks with the appropriate words from the list. Use each word only once: mails; news; the Internet; postage stamps.

- 1- At the post office, people can send and receive
- 2- are sold at the post office.
- 3- People can share and make plans with friends and relatives near and far away through e-mails, SMS and letters.
- 4- Teaching and trading are done through

Item 4: Rephrase the following sentences. Do not change their meaning.

- 1- The government agency provides mail service.
 - Mail service
- 2- The life of the post office will not be affected if computer, the Internet and cell phones are not invented.
 - Unless
- 3- The postal system exists in the Unites that is why democracy is promoted.
 - Democracy is promoted in the United States

B- La production d'un texte de type particulier et de fonctions variés

Contexte: Aujourd'hui, grâce aux nouvelles technologies de l'information et de la communication, il est plus aisé de s'informer.

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

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

Consigne

Writing: Write a paragraph about the means of communication and their advantages today.

BEPC 2014 LV2

Sujet

COMPETENCES A EVALUER

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

CD 3 : Produire de façon appropriée un texte de type et de fonction variés.

Contexte: La nourriture constitue l'une des sources vitales du développement et du maintien de l'organisme humain. Certaines plantes sont particulièrement riches parce qu'elles contiennent beaucoup de nutriments.

Support

Text: Moringa, a source of nutrition

- 1- You can eat all parts of the Moringa tree. Moringa leaves are probably the best source of nutrition in Africa. They have vitamins A and C, B-complex vitamins, iron, calcium, protein and zinc.
- 2- A good balance of vitamins, minerals and protein is very important for health. Deficiencies in any area can lead to health problems. Some problems caused by nutritionally-deficient diets are: scurvy, caused by lack of vitamins A; anemia, caused by lack of iron.
- 3- Leaves of Moringa tree can be a valuable source of nutrition for people of all ages. One spoonful of leaf powder will satisfy about 14% of the protein, 40% of calcium, 23% of the iron and all the vitamin A needed by small children. Six spoonfuls of leaf powder will satisfy almost all a woman's daily iron and calcium needs when she is pregnant.
- 4- Moringa leaves can be dried and made into powder by rubbing them over a sieve. You had better be careful with Moringa because the sun can destroy vitamin A. The powder can be used to make leaf sauce or you can add it to other sauces when the sauce is finished. In this way, Moringa leaves will be capable to improve nutritional intake every day.

Notes: spoonful: cuillerée pregnant: enceinte

A- La réaction à un texte écrit

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

- reconnaissant certains des détails du texte ;
- répondant à des questions de façon approfondie ;
- montrant ta maîtrise du vocabulaire ;
- reformulant des passages du texte.

Consigne

Item 1: Write True or False for these statements according to the text.

- 1- There is not part of the moringa tree that you cannot eat.

- 2- Vitamins are not important for health.
- 3- The sun can destroy the vitamin A in moringa.
- 4- Moringa leaves can be turned into powder.

Item 2: Answer these questions on the text.

- 1- What is very important for health?
- 2- What are the vitamins that we can find in the moringa tree?
- 3- Why isn't it good to dry moringa leaves on the sun?

Item 3: Find in the text words meaning the opposite of the following:

- 1- Worst (paragraph 1)
- 2- Unimportant (paragraph 2)
- 3- Big (paragraph 3)
- 4- Humidified (paragraph 4)

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

- 1- You can eat all parts of the moringa tree.
 - All part of the moringa tree
- 2- Leaves of moringa tree can be a valuable source of nutrition.
 - He said
- 3- You had better be careful with moringa because the sun can destroy vitamin A.
 - SO

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

Contexte: L'un de tes camarades a lu un passage sur les aliments dans un livre des Sciences de la Vie et de la Terre. Quelques jours après, il a tenté de reconstituer le paragraphe mais il a oublié la place exacte de certains mots. Aide-le à reconstituer le paragraphe.

Tache: Tu montreras ta compétence à reconstituer un passage en :

- recopiant le passage ;
- respectant le contexte du texte ;
- utilisant le vocabulaire approprié ;
- faisant en sorte qu'il y ait une cohérence dans les idées exprimées ;
- respectant l'orthographe des mots et la ponctuation.

Consigne

Writing: Copy and complete this passage with: *vitamins; balance; fruit; nutrients; proteins.*

To have a1..... a person must eat foods that contain each of the six2..... But there are many reasons why those foods must be eaten. For instance, we need to eat them to fight diseases and we can get it in most3..... Water is needed in order to carry the4..... around the body and we can get it from water melon. Meat provides the necessary5..... that our body needs to build new cells.

BEPC 2013 LV1

Sujet

COMPÉTENCES À ÉVALUER

CD 1: Réagir de façon précise et appropriée à des messages lus ou entendus.

CD 2: Produire de façon appropriée des textes de types et de fonctions variés.

Contexte: De nos jours, des jeunes de ton âge adoptent des comportements à risque tels que la recherche de gain facile, la prostitution et l'usage de la cigarette et de la drogue. Face à ces fléaux qui gagnent le monde scolaire, les éducateurs s'inquiètent et ne cessent de proposer des approches de solutions.

Support

Text: Is smoking good for students?

1. There are plenty of things you can do to be cool at school. You can take the lead in a play, be good at football, and learn the guitar. However, smoking is a habit with no benefits in the long term. Starting smoking is often the first thing people will say they wish they had never started. Smoking is very expensive, terrible for your health, horrible for your looks and is becoming more and more socially unacceptable. What is more is that smoking is a foolish, dangerous habit that you will regret if you ever start it.

2. Secret smokers will always find a bench, a hut or a corner where teachers can't see them. If you are not one of them, you may see them occasionally and think they look cool or feel grown up. You may also think they look unhappy and smell bad.

3. If you are one of them, you may love your present addict situation and be looking for ways to hide your habit from parents and teachers, or you may be enthusiastic to stop and move away from the group.

4. If you are under sixteen, then it is illegal to buy cigarettes. If you are over sixteen, while you are allowed to buy cigarettes, you cannot smoke at school.

Adapted from *www.Smoking at school* by Maggie Lonsdale BA 21 March 2012.

Note: To take the lead: mener, diriger

A- La réaction à un texte écrit

Tâche: Après avoir lu le texte, tu donneras la preuve que tu l'as compris en:

- reconnaissant des détails du texte ;
- répondant à des questions de façon approfondie ;
- montrant ta maîtrise du vocabulaire ;
- formulant des questions sur des idées du texte ;
- reformulant certains passages du texte.

Consigne

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

- 1- One of the things you can do to be cool at school is

- a) to smoke cigarette.
 - b) to play football.
 - c) to be a member of a little group of secret smokers.
- 2- Smoking
- a) has benefits in the long term.
 - b) is socially acceptable.
 - c) is dangerous.
- 3- Secret smokers
- a) sit where teachers can see them.
 - b) hide themselves from teachers.
 - c) do not conceal their habit from teachers.
- 4- According to the text, when you are fourteen, you are
- a) permitted to buy cigarettes.
 - b) not allowed to buy cigarettes.
 - c) neither allowed nor forbidden to buy cigarettes.

Item 2: Answer these question on the text.

- 1- Name two things you do to be cool at school.
- 2- Write two consequences of smoking mentioned in the text.
- 3- At what age are you allowed to buy cigarettes?

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

- 1- Cheap (paragraph 1)
- 2- Acceptable (paragraph 1)
- 3- Never (paragraph 2)
- 4- Hate (paragraph 3)

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

- 1- Smoking is a habit with no benefits.
- 2- You may see them occasionally.
- 3- They hide their habit from parents and teachers.
- 4- They are under sixteen.

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

- 1- Don't smoke cigarettes.
 - You had better not
- 2- You mustn't be a member of a secret smokers' club.
 - It is strictly
- 3- It is illegal to buy cigarettes before the age of sixteen.
 - You are not

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

Contexte: Les fumeurs ignorent souvent le risque qu'ils courent en s'adonnant à la cigarette. Un fumeur, souffrant d'un malaise, s'est rendu chez un médecin anglophone et a engagé un dialogue avec lui/elle.

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

- recopiant le dialogue ;
- utilisant les propos du patient de façon appropriée ;
- respectant la logique interne du dialogue ;
- utilisant l'orthographe et la ponctuation appropriées.

Consigne

Copy and complete the following dialogue using the following sentences:

- Yes, I do.
- Nobody has told me that before. What can I do now?
- Thank you, doctor, I will try to stop. Goodbye, doctor.
- Good morning, doctor.
- Goodbye, doctor.
- I have been coughing for a week now and I feel really tired.

Dialogue

Patient:

Doctor: Good morning! What's wrong with you?

Patient:

Doctor: Do you smoke cigarette?

Patient:

Doctor: O.K., I can see; smoking is dangerous for your health; by smoking you can cough or catch lung cancer.

Patient:

Doctor: You should stop smoking.

Patient:

Doctor: Goodbye

Patient:

BEPC 2013 LV2

Sujet

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

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

Contexte: La nourriture constitue l'une des sources vitales du développement et du maintien de l'organisme humain. Il est alors important d'avoir un régime alimentaire équilibré. Beaucoup d'articles et de livres abordent chaque jour le sujet.

Support

Text: The importance of food

Food is very important to man and all other living things. It gives them strength and helps them to grow. No one can live for a long time without food. The quantity and the quality of food consumed are also important.

The quality of food is a very important aspect that needs to be taken into consideration. Good quality food helps in making the body healthy and strong.

Most of the food we eat contains six important nutrients. These are carbohydrates, fats, proteins, minerals, vitamins, and water, all of which are required by the body.

They must, however, be taken in the correct proportions to provide a balanced diet to ensure good health.

When the food intake does not provide sufficient nutrient, it leads to malnutrition... For example, children who do not usually eat balanced diets suffer from a disease called kwashiorkor.

In the countries of Africa, Asia and Latin America (the developing countries), malnutrition is common. This is caused mainly by a lack of sufficient protein food and eating too much of starchy foods. However, in the developed areas of the world malnutrition is not as common. In these areas, people eat a lot of fruits, vegetables and animal products which provide a balanced diet. It is important to note that balanced meals, taken at regular times, promote good health.

Adapted from Social Studies for Junior Secondary Schools.

A- La réaction à un texte écrit

Tâche: Après avoir lu le texte, tu donneras la preuve que tu l'as compris en :

- reconnaissant des détails du texte ;
- exprimant des appréciations personnelles sur le texte ;
- montrant ta maîtrise du vocabulaire ;
- mettant certains verbes aux temps et formes appropriés.

Consigne

Item 1: Answer by «True» or «False» according to the text.

- 1- Food is very important only for children.
- 2- Good quality food taken in the right proportion makes us sick.

- 3- Fruits, vegetables and animal products are good for health.
- 4- A balanced diet provides a good health.

Item 2: Answer these questions on the text.

- 1- Why is food important to man and other livings?
- 2- Name four important nutrients for our health.
- 3- What does unbalanced diet cause for children?

Item 3: Match the words in column A with their meaning in column B.

Column A

- 1- To grow
- 2- Provide
- 3- Malnutrition
- 4- Promote

Column B

- a- Lead to
- b- To become adult
- c- Give
- d- Bad feeding

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

- 1- It is clear from the text that we'd better (to eat) healthy food.
- 2- Can I be healthy by (to drink) much water every day?
- 3- It is said in the text that protein (to be) a nutrient.
- 4- We should (to have) a balanced diet.

B- La production d'un texte de type particulier

Contexte: Ton professeur d'Anglais voudrait que tu t'exprimes en Anglais sur certaines de tes connaissances en biologie. Un sujet t'intéresse beaucoup : les aliments et la santé.

Tache: Tu montreras ta compétence à rédiger un paragraphe en :

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

Consigne

Writing: Write a coherent paragraph to show how our health depends on our diet.

BEPC 2012 LV1

Sujet

Tu es sur le point de subir une évaluation en Anglais. Deux compétences seront évaluées à savoir :

- 1- La réaction à un texte écrit.
- 2- La production écrite d'un texte de type particulier.

Ces deux compétences seront évaluées l'une après l'autre.

I- La réaction à un texte écrit

A/ Après avoir lu le texte ci-dessous, tu donneras la preuve que tu l'as compris en:

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

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

B/ Text: AIDS, the silent killer

A man once had the opportunity to travel to the USA from Liberia. That was in 2003. In 2004 he contracted the AIDS virus. He used all his resources to free himself from the scourge. But no attempt proved positive. He got the infection from a very beautiful girl on whom he lavished his money just to sleep with her.

The girl declined on the ground that she had never slept with any black man. She advised him to look for another woman who might be interested.

But the man continued to pester her until one day, she accepted to sleep with this man. The girl had earlier warned him against being infected. She told the man that she was HIV positive.

"You are trying to avoid me. I don't believe that", the man said thinking the girl was just finding excuses.

They met eventually. One month later, the man broke down with serious malaria. On getting to the hospital for a test, he was told that he had the HIV virus. That's when he realized his mistake. But it was already too late for him.

Before he knew what was happening security men had been alerted and, there and then, he was taken up and deported. He was not even allowed to reach his residence.

Now in his country, he decided to share the disease with any girl who could not control herself. Before three months of his deportation, he had infected twenty loose and poor girls in Liberia.

From AIDS, the silent killer by NKECHI ONUOHA, pp. 24-26.

Item 1: Choose the best answer to complete these sentences. Write down the numbers and the corresponding letters a, b, c or d only.

- 1- The man travelled from
- a) USA to Liberia.

- b) Liberia to USA.
- c) Benin to USA.
- d) Benin to Liberia.

- 2- He contracted the AIDS virus means
 - a) He treated the AIDS virus.
 - b) He transmitted the AIDS virus.
 - c) He caught the AIDS virus.
 - d) He stopped the AIDS virus.
- 3- The girl first refused to sleep with the man because
 - a) She was HIV positive.
 - b) She was not beautiful.
 - c) She had never slept with a white man.
 - d) She likes sleeping with black men.
- 4- The man knew he was HIV positive when
 - a) The security men had been alerted.
 - b) He went to hospital for a test.
 - c) He had sexual intercourse with the girl.
 - d) They deported him to his home town.

Item 2: Answer these questions on the text.

- 1- How did the man get the HIV infection?
- 2- Give two reasons why the girl did not want to sleep with the man.
- 3- What did the man do when he was sent back to his country?

Item 3: Match words or expressions in column A with their synonyms in column B. Don't copy the words. Write numbers and letters only.

<u>Column A</u>	<u>Column B</u>
1- Had the opportunity	a- Apologies
2- Test	b- Got the chance
3- Excuses	c- Diagnosis
4- Virus	d- Permitted
5- Allowed	e- Germs

Item 4: Find out in the text who or what each of the underlined pronouns in the sentences refers to.

Example: I don't believe that: I refers to the man.

- 1- He lavished his money just to sleep with her (paragraph 1).
- 2- She advised him to look for another woman (paragraph 2).
- 3- You are trying to avoid me (paragraph 4).
- 4- I don't believe that (paragraph 4).
- 5- They met eventually (paragraph 5).

Item 5: Rewrite these sentences using the prompts given. Don't change the meaning of the sentences.

- 1- The man contracted the AIDS virus.
 - The AIDS
- 2- She advised him to look for another woman.
 - ".....", she advised him.
- 3- The man got the infection because he slept with the beautiful girl.
 - The, so
- 4- "You are trying to avoid me," the man told the girl.
 - The man told
- 5- The security men had been alerted.
 - They

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

A/ Tu montreras ta capacité à produire un texte en :

- rédigeant une lettre ;
- respectant le contexte et la présentation ;
- utilisant la ponctuation et le vocabulaire appropriés.

B/ Writing: You are Hope Apiah. You live in Ghana and your address is: P.O Box 73 Kumasi. You are shocked by the behaviour of your friend Jah Johnson who lives at 1025, Brown Street, Freetown, Liberia. You decided on March 23rd, 2007 to send him a letter to advise him on how he should behave to have a moral and healthy life.

Write the letter (Not more than 120 words).

BEPC 2011 LV1

Sujet

Tu es sur le point de subir une épreuve d'Anglais. Deux compétences seront évaluées : la réaction à un texte écrit et la production écrite d'un texte de type particulier. Ces deux compétences seront évaluées l'une après l'autre.

I- Réaction à un message écrit

A/ Après avoir lu le texte, tu donneras la preuve que tu l'as compris en:

- reconnaissant les détails du texte ;
- exprimant des appréciations personnelles sur le texte ;
- utilisant des structures grammaticales convenables ;
- montrant ta maîtrise du vocabulaire du texte.

N.B. Les exercices seront traités en Anglais.

B/ Text

Interviewer: Dr. Badou, you work at the University Teaching Hospital in Cotonou and you have something to tell us about AIDS in Africa. How serious is AIDS?

Dr. Badou: It is very serious. Millions of Africans are HIV positive. That is, they are infected with the Human Immune-Deficiency Virus and will almost certainly suffer from AIDS one day.

Interviewer: Some hospital practitioners think that figures about AIDS are too high and we should not believe all of them.

Dr. Badou: On the contrary, AIDS remains a very serious problem. In some areas it is increasing by as much as 2 per cent a year. You can calculate the total percentage over a period of ten years if nothing is done to stop it.

Interviewer: So, should people still take precautions against contracting AIDS?

Dr. Badou: Yes, this is essential. Young men must not take the attitude that taking precautions spoils their enjoyment.

Interviewer: Some people think if it is their fate or destiny to get AIDS, they will get it. Otherwise they won't get it. They believe that nothing they can do will make any difference.

Dr. Badou: This is another dangerous attitude. People can avoid AIDS. They mustn't think that they are fated either to get it or not to get it. They must realise it is in their power to help themselves. They must protect themselves against it.

Adapted from Go For English 1ère (Teacher's book), pp. 37-38.

Vocabulary: fated: condamné

Item 1: Are these statements True or False according to the text?

- 1- People who are HIV positive usually suffer from AIDS later.
- 2- According to the text, figures about AIDS are not always correct.

- 3- Some analysts think that AIDS is not serious.
- 4- Catching AIDS is a question of destiny.

Item 2: Answer these questions according to the text.

- 1- Where does Dr. Badou work?
- 2- How many people are HIV positive in Africa?
- 3- Why does Dr. Badou think that catching AIDS is not a matter of destiny?

Item 3: Select from the words in brackets to fill in the gaps.

- 1- you protect yourself or you contract AIDS. (neither, either, not)
- 2- AIDS is very dangerous, I have to be faithful. (so, because, but)
- 3- people are HIV positive today. (very little, lots of, much)
- 4- Young men avoid having many sexual partners. (have, ought to, need)
- 5- Everyone must be careful nobody recognises an HIV positive physically. (because, so, either)

Item 4: Turn these sentences into either direct or indirect speech.

- 1- "AIDS remains a very serious threat", the doctor said.
- 2- The AIDS officer advised me not to share my toothbrush.
- 3- The interviewer said that he had met Dr. Badou at the hospital the day before.
- 4- "I heard of someone who got it from a blood transfusion", the woman told us.

Item 5: Find out the opposites of the following words in the text.

- 1- Negative (paragraph 2)
- 2- Low (paragraph 3)
- 3- Decreasing (paragraph 4)
- 4- In favour of (paragraph 5)

II- Production d'un texte de type particulier

A/ Tu montreras ta compétence à rédiger un paragraphe en:

- respectant le contexte et le type du texte ;
- répondant aux questions pour faire des phrases significatives ;
- respectant la logique interne du texte ;
- utilisant l'orthographe et la ponctuation appropriées.

B/ Writing: After a lesson about sexually transmitted diseases, you are asked to write a passage to explain to a group of young people, what AIDS is, how people catch it, how it manifests itself and what can be done to avoid it.

The following questions can help you:

- What is AIDS?
- How do people catch it?
- What can we do to avoid it?

BEPC 2010 LV1

Sujet

Deux compétences seront évaluées : la réaction à un texte écrit et la production écrite d'un texte de type particulier. Ces deux compétences seront évaluées l'une après l'autre.

I- 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 des appréciations sur le texte ;
- montrant ta compréhension du vocabulaire du texte ;
- complétant de manière personnelle certains passages du texte.

Text

1- Talk "taboo". We live in a dangerous world where kids are exposed to drugs, alcohol and sex at ever-younger ages. Some mothers fear that talking about such taboo activities sanctions them. The opposite is true. A 1994 study of fifth – and seventh – forms students in southern California, for instance, found that children who have honest discussions with their parents are less likely to use drugs and alcohol.

2- Mothers can be especially good at talking to kids about these sensitive topics. First, familiarize yourself with the talks about drugs, drinking or teen sex. Then ask your children what they know: kids as young as six or seven may have heard stories on the playground or seen something on TV. Point out that you're talking about the problem; so your children understand its dangers, not because you don't trust them. Let them know that you're ready to answer any questions or discuss their worries.

3- Children need to be loved without qualification so that germs of self-esteem can grow. Such unconditional love doesn't mean you set no limits: setting barriers demonstrates to a child how important he or she is to you.

Adapted from Reader's Digest, pp. 38-39.

Item 1: Answer by "True" or "False".

- 1- Only adults are exposed to drugs, alcohol and sex.
- 2- Children who have honest discussion with their parents can be conscious of the danger that drugs represent.
- 3- Children aged between 6 and 7 may have heard or seen something about drugs on T.V.
- 4- Mothers have an important role to play in the education of their children.
- 5- Mothers should avoid talking about matters like drugs, sex and alcohol with their children.
- 6- Children must know that their mothers are ready to discuss their worries with them.

Item 2: Answer these questions on the text.

- 1- Why is our world in danger?

- 2- Do mothers like to discuss with their children about matters like drugs and sex? Justify your answer with a passage from the text.
- 3- Is mothers' attitude towards their children good? Why or why not?

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

- 1- Risky (paragraph 1)
- 2- Children (paragraph 1)
- 3- Get yourself familiar with (paragraph 2)
- 4- Without condition (paragraph 3)

Item 4: These sentences express some ideas from the text. Complete them with their ending.

- 1- Kids living in our world are
- 2- Some mothers are afraid of talking
- 3- Children who discuss frankly with their parents
- 4- Make sure your children know that you are ready to answer

Item 5: Ask questions based on the underlined words in the sentences from the text. Use the following question words: *what, where, who*.

- 1- Kids are exposed to drugs.
- 2- Some children use drugs and alcohol.
- 3- Young children have heard stories on the playground.

II- La production d'un texte de type particulier

Tu montreras ta compétence à produire un texte en :

- respectant le contexte ;
- construisant des paragraphes cohérents ;
- utilisant l'orthographe et la ponctuation appropriées.

Writing: Write a coherent paragraph to talk about discussions you usually have with your mother.

You may use these questions as guides:

- On which occasion do you often talk with your mother?
- What sorts of discussion do you have with her?
- Do you talk about sex, drugs, etc.?
- Are the discussions frank and sincere?
- Are they profitable for you?

BEPC 2009 LV1

Sujet

Tu es sur le point de subir une épreuve d'Anglais. Deux compétences seront évaluées : la réaction à un texte écrit et la production d'un texte de type particulier. Ces deux compétences seront évaluées l'une après l'autre.

I- La réaction à un texte écrit

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

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

N.B. Tu répondras aux questions en Anglais.

B/ Text

Udoh was very hungry when he returns from school. It was already two o'clock. Besides, he didn't have his breakfast in the morning. He therefore eagerly opened the cupboard where his mother usually kept his food. But no food was there. He was very disappointed. He knew that his mother must have gone to the farm. He could not go to the farm because the farm was far away and he was already too tired to walk to the farm. Udoh was left to do either of two things. He could either go to Azirim's mother to beg for food from her or remain hungry. He hated going to beg for food in neighbour's house no matter how close the neighbor might be. Yet he knew that the woman would give him food if he went there because she was very kind and also a very good friend of his mother. No, he would not go; he would wait till his mother returned from the farm. His mother came back fairly late in the evening to say that Udoh's food was prepared and put in the cupboard. Nobody knew what happened to the food.

Extracted from *OBJECTIVE COMPREHENSION EXERCICES
FOR PRIMARY SCHOOLS*, Book 6, p. 96.

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

- 1- Udoh opened the cupboard looking for
 - a) His book.
 - b) His clothes.
 - c) His food.
 - d) His money.
- 2- According to the passage when Udoh returned from school his mother
 - a) Was in kitchen.
 - b) Was at the market.
 - c) Was away in the farm.
 - d) Had gone to see the chief.
- 3- When Udoh didn't find his food in the cupboard he decided to

- a) Cook his own food.
 - b) Wait for his mother.
 - c) Get some fruits from their garden and eat it.
 - d) Go and beg for food.
- 4- Udoh did not go to the farm to see his mother because
- a) There was no food in the farm.
 - b) He wanted to do his homework.
 - c) The farm was far and he was tired.
 - d) School boys shouldn't go to the farm.
- 5- According to the passage Udoh's mother came back from the farm
- a) The same morning.
 - b) In the afternoon.
 - c) In the evening.
 - d) Two days after.

Item 2: Answer these questions on the text.

- 1- Why was Udoh so hungry when he returned from school?
- 2- Would their neighbour give him food if he went to her house? Justify your answer.

Item 3: Complete the following sentences.

- 1- Udoh returned from school at
- 2- His mother usually keeps his
- 3- The two things Udoh was left to do were
- 4- When Udoh's mother came back, she said that

Item 4: Ask questions based on the underlined words. Use *who...? where...? when...?*

- 1- Udoh was very hungry.
- 2- Udoh's mother put his food in the kitchen.
- 3- His mother came back late in the evening.

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

- 1- No food was there.
 - There was not
- 2- Udoh didn't go to the woman, so he didn't eat.
 - If he went
- 3- Udoh's mother cooked his food and put it in the cupboard.
 - Udoh's food

II- La production d'un texte de type particulier

A/ Tu montreras ta compétence à présenter une situation particulière à travers la production d'un paragraphe en :

- respectant le contexte ;
- faisant des phrases significatives, cohérentes et grammaticalement correctes ;
- respectant la logique interne et utilisant l'orthographe et la ponctuation appropriées.

B/ Writing: You have to prepare a presentation about children's duties to their parents. Your mother usually has many household chores.

Write a paragraph to say what you can do to help her at home. Which housework do you prefer? why?

BEPC 2008 LV1

Sujet

Tu es sur le point de subir une épreuve d'Anglais. Deux compétences seront évaluées : la réaction à un texte écrit et la production écrite d'un texte de type particulier. Ces deux compétences seront évaluées l'une après l'autre.

I- La réaction à un message écrit

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

- reconnaissant les détails du texte ;
- exprimant des appréciations sur le texte ;
- reformulant des passages du texte de façon autonome ;
- reconnaissant une structure grammaticale du texte.

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

B/ Text: Obstacles to girls' education

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

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

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

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

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

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

Item 1: Are the following sentences True or False?

- 1- In African tradition, girls and boys are educated in the same way.
- 2- Girls do not help their mothers in the household chores.
- 3- Everybody recognizes girls' contribution to the well-being of the family.
- 4- There are a lot of obstacles which prevent girls from being more useful to the society.
- 5- Nowadays more and more women work for the development of their countries.

Item 2: Answer these questions based on the text.

- 1- What household chores do girls do to help their mothers in traditional Africa?
- 2- What other factors prevent parents from sending their daughters to school in traditional Africa?

Item 3: Find in the text two sentences in the passive voice and write them down.

Item 4: Rephrase these sentences using the prompts given.

- 1- Girls take care of children.
 - Children
- 2- Girls couldn't read or write.
 - Girls could neither
- 3- "My father didn't send me to school", Assiba said.
 - Assiba said

Item 5: Find from the text nouns for the following words.

E.g.: Traditional → tradition.

- 1- Contribute
- 2- Believe
- 3- Emancipate
- 4- Political

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

A/ Tu montreras ta compétence à rédiger des phrases correctes en respectant:

- l'ordre correct des mots ;
- la logique interne de chaque phrase ;
- l'orthographe et la ponctuation appropriées.

B/ Writing: A bad manipulation on a computer put the following sentences in disorder. Re-order them so as to have meaningful sentences; then, use the sentences to write a coherent paragraph.

- 1- Boys / girls / and / to / must / school / go.
- 2- Free / school / is / for / child / every / in / Benin.
- 3- Amina / like / would / become / nurse / to / a.
- 4- Girls / be / must / encouraged / to / continue / their / studies.
- 5- But / is / ? / school / she / to / going

BEPC 2008 LV2

Sujet

Tu es sur le point de subir une épreuve d'Anglais. Deux compétences seront évaluées : la réaction à un texte écrit et la production écrite d'un texte de type particulier. Ces deux compétences seront évaluées l'une après l'autre.

I- La réaction à un texte écrit

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

- reconnaissant les détails du texte ;
- exprimant des appréciations sur le texte ;
- utilisant des structures grammaticales convenables ;
- montrant ta maîtrise du vocabulaire du texte.

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

B/ 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 that 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 Ghanaian newspaper, *The Mirror*,
Saturday, September 14, 2002 page 5, by Nana AGYAPOMAA.

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

- 1- Nana 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- Nana is a journalist.

Item 2: Answer the following questions on the text.

- 1- What is the name of the medicine used to cure AIDS?
- 2- What can be the effect of the anti-retroviral medication on a patient's life?

3- What does a resistance to the anti-retroviral medication mean?

Item 3: Match the words in column A to their definitions in column B.

Column A		Column B	
1	Disturbing	A	a drug for curing diseases
2	Medication	B	somebody who is ill and under the medical care of a doctor
3	To check	C	at a time that is not specific
4	Patient	D	Worrying
5	Sometime	E	to control

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

- 1- In 2002 Nana (to hear) a disturbing piece of news.
- 2- If a patient (to be) on anti-retroviral medication, he can have his life prolonged.
- 3- This patient had better (to complete) his chloroquine course.
- 4- Abstinence is (to practice) by some young people.

Item 5: 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.

II- La production d'un texte de type particulier

A/ Tu montreras ta compétence à produire un texte en :

- respectant la logique interne du paragraphe ;
- utilisant le mot convenable à la place qu'il faut.

B/ 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 – condoms – partners – sex addicts – AIDS*. Then underline them in the paragraph.

Today, most of1..... are fond of sex. They do not worry about the twenty-first century disease named2..... In their opinion, AIDS is a wise way to make them use3.....4....., they think, is out of question. They change5..... just as they change clothes. In a word, young people today are6.....