

NB : Prière écrire LV2 sur la feuille de composition.

COMPETENCES À EVALUER

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

L'ÉPREUVE

I- Réaction appropriée à un message écrit.

A-/ Contexte

L'histoire de l'humanité nous enseigne que nulle part au monde il n'y a jamais eu une marche facile vers la paix sociale. Pour y arriver, il faut beaucoup d'efforts.

B-/Support

Text: *Achieving peace*

1. When the desire for peace spreads from a few great-minded persons to many people, it will soon or late become a political force. Europe had the great fortune that already during the war some politicians (Konrad Adenauer in Germany, Robert Schumann in France, De Gasperi in Italy) had begun thinking and writing about a vision of a new Europe. They realized that there will never
 - be peace without breaking up narrow-minded prejudices against each other. Nationalism had become an absurdity. A new political vision was needed. The idea of a united Europe was born. It took two generations and a lot of effort to plant the ideal of united Europe in the minds and the hearts of its people, but it all started in the minds of a few political leaders who realised that the old ways no longer worked and set out to create a new order.
2. The road to peace in Europe had never been plain. It was full of setbacks and disappointments. And it took decades to realise. Prejudices die hard. Suspensions have a long life. Memories of atrocities and cruelties cannot be wiped out. Victims cannot be simply told to forgive and forget. They have to wait for the time when they are ready to forgive. Forgiveness cannot be claimed. The work of reconciliation is a long process and a commitment to it is not for the faint-hearted. Each step takes infinite patience, deep faith in God, and the goodness of humanity.
3. Earlier this year, a group of Africans and Germans met in Bonn to discuss whether the historical experience in Europe could be meaningful to Africa today as it is in quest for peace. All agreed that Europe cannot serve as a model for Africa. Historical developments, cultural mindsets, economic conditions, political structures are just too different to be transferable. One participant expressed his feeling thus: "You cannot put a European roof on an African hut." Though not a model, could European experiences give encouragement and inspiration to Africans? Surely Africa has its own spiritual giants like a

4. Nelson Mandela to make the first step towards traditional enemies. In many places, there are men and women of great faith who spread a message of peace. Will politicians with a vision for a peaceful future be given a chance? Europe's history was as bloody as anything Africa has seen. And yet, after centuries of senseless bloodshed, the peoples of Europe somehow got their act together. I recent European history has anything to say to Africa's search for peace, it is this: peace is possible.

Adapted from: Schonecke, W, (2004) *New people*. N°92, p. 35.

C- Critères d'évaluation

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

- reconnaissant certains de ses détails; répondant à des questions de façon approfondie;
- démontrant ta maîtrise de son vocabulaire;
- reformulant certaines de ses idées de façon autonome;
- exprimant certaines de ses idées dans une autre langue.

NB : Tu traiteras les items en anglais à l'exception de la traduction.

D- Tâches

Item 1: *Are the following statements "right" or "wrong"? Write the number and the answer only.*

1. Narrow-minded prejudices are harmful to peace.
2. The idea of unification of Europe was easily implemented.
3. It is hard for the victims of atrocities and cruelties to forgive.
4. Both Europe and Africa had experienced a gloomy past.

Item 2: *Answer these questions on the text*

1. Do many thinkers have the desire for peace before it becomes a political force? Justify your answer.
2. Name two obstacles to the achievement of peace in the history of Europe.
3. Can Africans use the European historical experience for peace making? Justify your answer by quoting a sentence from the text.

Item 3: *Find in the text, words or expressions meaning the same or almost the same as the following; write the number and the answer only.*

- | | | |
|----|----------------------|---------------|
| 1- | Eradicated | (Paragraph 2) |
| 2- | Merely | (Paragraph 2) |
| 3- | Periods of 100 years | (Paragraph 3) |
| 4- | Stupid | (Paragraph 3) |

Item 4: *Rewrite the following sentences without changing their meaning. Use the prompts given.*

Suite en page 3/3

- 2- There will never be peace without breaking up narrow-minded prejudices against each other.
- Unless they break up.....
- 3- One participant expressed: "You cannot put a European roof on an African hut."
- One participant expressed that.....
- 4- Though they had centuries of senseless bloodshed, the peoples of Europe somehow got their act together.
- Despite

Item 5: Translate the following passage from the text into French.

From: "Europe's history was as bloody as anything"

Down to: "..... peace is possible." (Paragraph 3)

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

De nos jours, la promotion de la paix sociale est une préoccupation universelle. Par conséquent, chaque citoyen a l'obligation morale d'apporter sa contribution à l'accomplissement de cette mission.

B-/ Critères d'évaluation

Tu prouveras ta compétence à rédiger une lettre en anglais par rapport à la tâche ci-dessous en :

- Respectant le type et le contexte du texte ;
- Respectant la cohérence et la logique interne du texte ;
- Construisant des phrases grammaticalement correctes ;
- Utilisant le vocabulaire, l'orthographe, et la ponctuation appropriés.

C-/ Tâche

Writing:

As an African citizen, write a letter to the Coordinator of Peace International NGO to show that it is possible to achieve peace in Africa. Write about the factors which endanger peace and those which can promote it.

Your address is:

Adjis Road, P. O Box 1050 Badazouin, Kalakuto,

The coordinator's address is:

P. O. Box 1111 Cotonou, Benin

(Don't write more than 20 lines)

THE END

02I2R

A1 & A2 (LV1) session de remplacement

NB : Prière écrire LV₁ sur la feuille de composition

DUREE : 3 HEURES

COMPETENCES À EVALUER

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

L'ÉPREUVE

I- Réaction appropriée à un message écrit

II- A-/ Contexte

Depuis les temps coloniaux, beaucoup de langues africaines ont du mal à se faire introduire dans les systèmes éducatifs des pays africains. Cette situation ne saurait perdurer.

B -/ Support

Text: *Recovering the original*

- 1- The teachers, all African, all Black, all Kikuyu, devised all sorts of methods for associating African languages with negative images, including making linguistic sinners carrying placards that asserted that they were asses. It was a war of attrition that gradually eroded pride and confidence in my language. There was nothing this language could teach me, at least nothing that could make me become educated and modern. Gore to the students who spoke Kikuyu; glory to those who showed a mastery of English. I grew up distancing myself from the gore in my own language to attain the glory of English mastery.
- 2- In all my writings I drew on the life and culture of Kikuyu and the African peoples. Their history, particularly, that of anti-colonial resistance, was at the centre of my writing. But this history and culture were negotiated through Kikuyu and other African languages. Mau Mau fighters against the British colonial state, in their hideouts in the forest and mountains, did not strategize and plan in English; they talked Kikuyu, Kiswahili, and other Kenyan languages. Yet, I wrote as if they were doing so in English. I heard their voices in Kikuyu but wrote them down in English sounds. What I was doing, of course, was a mental translation. This means that for every novel that I wrote in English there was an original text. What happens to this original text, since in fact it exists only in the mind and is not written down? It is lost, and we can only access it through

English. In my educated hands, Kikuyu language, culture, and history came out wearing an English-language mask.

- 3- I believe there is genius in every language. It does not matter how many people speak it: the genius of a language is not dependant on the quantity of its speakers. I was taking away from the genius of Kikuyu to add to the genius of English. I was taking away from the product of one genius to enrich the form of another.

Suite en page 2/3

But language is not simply an arrangement of sounds. Language is the people who speak it. There is more to my act of writing in English than simply enriching it at the expense of Kikuyu. I was taking away from the people who find Kikuyu its genius, making sure that they could only access the rendering of their history through another tongue.

Adapted from: Ngugi, W.
(2004) "Recovering the original" in *Going places*, p. 56.

C-/ Critères d'évaluation

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

- reconnaissant certains de ses détails;
- répondant à certaines questions de façon approfondie;
- démontrant ta maîtrise du vocabulaire;
- reformulant certaines de ses idées de façon autonome ;
- manifestant ta maîtrise de certains points grammaticaux;
- exprimant certaines de ses idées dans une autre langue.

NB : Tu traiteras les items en anglais à l'exception de la traduction.

D-/ Tâches

Item 1: *Are the following statements "right" or "wrong"? Write the number and the answer only.*

1. Africans developed various attitudes to destroy their own languages.
2. The war of attrition enables the narrator to gain pride and confidence in his own language.
3. African languages lack genius.
4. The narrator wrote his novels in Kikuyu before translating them into English.
5. The narrator is valuing Kikuyu language through this text.

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

1. How did Africans take part in the killing of their own languages?
2. Did Mau Mau fighters understand English when they fought colonial wars? Justify your answer.
3. What is the narrator's position about the association of Kikuyu with negative images?

Item 3: *Find in the text words or expressions meaning the same or almost the same as the following. Write the number and answer only.*

- | | |
|---------------|---------------|
| 1. Invented | (paragraph 1) |
| 2. Authentic | (paragraph2) |
| 3. Especially | (paragraph2) |
| 4. Think | (paragraph^) |

Suite en page
3/3

Item 4: Rewrite the following sentences without changing their meaning. Use the prompts given.

1. Africans ought not to contribute to the killing of their language.
 - Africans had.....
2. We have never seen such a profound hatred for African languages.
It is the first time.....
3. It's a pity the original copies of the Kikuyu history don't exist.
 - If only
4. Ngugi Wa Thiong'o could speak English as well as Kikuyu.
 - both.....

Item 5: Who or what do the following pronouns refer to in the text? Write the number and the answer only.

1. **they** in ".....that **they** were asses." (Paragraph 1)
2. **those** in ".... those who showed a mastery of English" (Paragraph 1)
3. **it** in "....and we can only access **it** through English." (Paragraph 2)
4. **it** in " who speak **it**." (Paragraph 4)

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

From: "I believe there is genius"

Down to: "to enrich the form of another." (Paragraph 3)

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

A-/ Contexte

Après un exposé dans ta classe sur la question de l'introduction des langues nationales dans le système éducatif au Bénin, le professeur lance le débat. Chacun est appelé à donner et à défendre son point de vue sur la question.

B-/ Critères d'évaluation

Tu prouveras ta compétence à rédiger un texte argumentatif en anglais par rapport à la tâche ci-dessous en :

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

C-/ Tâche Writing:

Are you for or against the introduction and the use of national languages in our schools? Justify your viewpoint.

(Don't write more than 20 lines)

THE END

F 222

C & D session normale

Durée : 3h

COMPÉTENCES À ÉVALUER

- I- / Réagir à des messages lus ou entendus
- II- / Produire des textes de types et de fonctions variés

L'ÉPREUVE

I-/ La réaction à un

message lu A-/ Contexte

Pour vivre en paix et en harmonie dans la société, on a besoin d'être tolérant, les uns envers les autres.

B-/ Support TEXT :

Forgiveness.

1- Everybody needs to forgive somebody, and that truth was never more apparent than in South Africa. At a court hearing, a policeman named van de Broek shared how he and other officers had entered a village and shot an eighteen-year-old boy. After the murder, they burned the boy's body, in order to destroy the evidence. Eight years later, van de Broek returned to the same house and this time seized the boy's father. The man's wife was forced to watch as policemen bound her husband on a woodpile, put gasoline over his body, and burned it.

2- The courtroom grew hushed as the elderly woman who had lost first her son and then her husband listened to officer van de Broek's confession. She was then given a chance to respond. "What do you want from Mr van de Broek?" the judge asked. The woman stood. She said she first wanted van de Broek to go to the place they have burned her husband's body and gather up the dust so she could give him a decent burial. After all, that dust was all she has left of her family. His head down, the policeman nodded in agreement.

3- Then she added a second request. "Mr van de Broek took all my family away from me, and I still have a lot of love to give", she said. "Twice a month, I would like for him to come to the ghetto and spend a day with me so I can be a mother to

him. And I would like Mr van de Broek to know that he is forgiven by God, and that I will forgive him too. I would like to embrace him so he can know my forgiveness is real.”

4- Spontaneously, some of the observers who were gathered in the courtroom began singing “Amazing Grace” as the elderly woman made her way to the witness stand. Officer van de Broek did not hear the words of the hymn. He had fainted, completely overwhelmed. Van de Broek had entered the courtroom that day locked in the tiny prison cell of his painful atrocities. Rather than revealing a thirst for vengeance, the widow had instead extended the key that would unlock a new life.

Adapted from: Hunt, A. (2012) *Everybody Needs to Forgive Somebody*. North Palm Beach: Beacon Publishing, pp. 40-41

C-/ Critères d’évaluation

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

- reconnaissant certains de ses détails;
- répondant à des questions de façon approfondie;
- démontrant ta maîtrise de son vocabulaire;
- réordonnant des mots selon des idées du texte ;
- reformulant certaines idées du texte de façon autonome;
- traduisant un passage dans une autre langue.

NB: Tu traiteras tous les items en anglais, à l’exception de la traduction.

D-/ Tâches

Item 1; *Choose the ending that best completes each of these statements according to the text.*

- 1- The people in the text are in a
 - a) police station.
 - b) tribunal.
 - c) village.
 - d) cemetery.
- 2- The policemen killed the eighteen -year -old boy with
 - a) a machete.
 - b) an arrow.
 - c) a gun.
 - d) a shield.
- 3- They burnt the boy’s body so as not to be suspected of.
 - a) a murder.
 - b) the evidence.
 - c) a bribery.

- d) the proof.
4- They killed the husband.....

- a) eight years before his son.
b) eight years after his son.
c) eight years ago.
d) during eight years.

Item 2: Answer these questions on the text.

- 1- In which country are the people in the text?
2- How many children did the elderly woman have?
3- Why did officer van de Broek faint in the courtroom?

Item 3: Find in the text the words or expressions meaning the same or nearly the same as the following. Write the number and the answer only.

- 1- Tied with rope (paragraph 1)
2- Ashes (paragraph 2)
3- Moved his head up and down (paragraph 2)
4- Had become unconscious (paragraph 4)

Item 4: Re-order the words in each series so as to form meaningful sentences according to the text.

- 1- needs/Somebody/be/always/forgiven/to/.
2- house/same/They/another/to/the/murder/returned/for/.
3- chance/ judge/a/respond/to/her/The/gave/.
4- singing/ The/a/were/hymn/observers/.

Item 5: Rephrase these sentences without changing their meanings. Use the prompts given.

- 1- He is forgiven by God.
God
- 2- They burnt the body in order to destroy the evidence.
•so as
- 3- “What do you want from Mr van de Broek?”
• The judge asked the woman
- 4- As soon as the woman made her way to the policeman to embrace him, the observers began singing “Amazing Grace”.
No sooner

Item 6: Translate into French the following passage

From: “Twice a month.....”

down to: “.....I forgive him too”, (paragraph 3)

II - / La production d'un texte de type et de fonction variés A-/

Contexte

En dépit des messages de sensibilisation, certaines personnes continuent de se faire justice, en faisant parfois recours à la vindicte populaire.

B~/ Critères d'évaluation

Tu prouveras ta compétence à rédiger un **texte argumentatif** en anglais, en :

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

C-/ Tâches:

Writing

Nowadays, many people are vindictive by killing criminal suspects. As a social worker, write an argument text for an awareness campaign to show how to eradicate this practice. Don't forget to state the causes and the consequences of popular revenge, and suggest some solutions to it.

(Don't write more than 20 lines, please)

The End

F241

G Session normale

DUREE: 3 HEURES

I*) LINGUISTIC COMPETENCE

A) Match the beginning of the sentences (in column A) with their suitable

ending (in column B), Write down the numbers and the letters only.

<u>A</u>	<u>B</u>
1. <u>Insurance covers risks, whereas</u>	a. <u>placing a ban on goods to be imported.</u>
2. <u>The maximum number of owners of a partnership is twenty;</u>	b. <u>anyone at a bank counter.</u>
3. <u>Goods can be returned to the seller by</u>	c. <u>banking provides a safe keeping place for money and valuables.</u>
4. <u>The bearer check can be cashed by</u>	d. <u>anyone purchasing on approval.</u>
5. <u>An effective protection measure in foreign trade consists in</u>	e. <u>that of a PLC is unlimited.</u>

B) Correct the underlined words or group of words in the following sentences; Write down the numbers and your answers only.

- 1) Only a little shareholders came to the Annual General Meeting.
- 2) She has been dealing in food products since three years.
- 3) Wholesalers generally sell goods to final consumers.
- 4) Agriculture products are sold or bought by description.
- 5) I will place an order with him as soon as I will finish studying the price list in the catalogue.

C) Rephrase the following sentences without changing their meanings. Use the prompts given.

- 1) If you had bought that car you would have run short of money for a year.
 - Had

2) The new CEO is eager to take office.

The new CEO is looking forward to

3) Your business won't be successful unless you conduct a market research,
• If you

4) Why did you invest in that risky business?

« I would rather you

5) "Let's start a farming business," said the new partner.

« The new partner suggested that.....

D) Give the correct form of the words in brackets. Write down the numbers and the answers only,

1) We will turn our sole trades into a (partner) very soon.

2) The contract will be signed **on** cash (deliver) term.

3) These cars are not for (sell).

4) The welfare of an (employ) in a company is under the responsibility of the Staff Manager.

5) The marvelous painting was knocked down to the (high) bidder.

D.) READING COMPREHENSION

TEXT: *The economic decline in Africa**

1. Life expectancy in Africa in 1960 was just above 40 years, with corresponding values for OECD countries and East Asia of 67 and **62**, respectively. If Africa had a life expectancy similar to the OECD, its annual growth rate would be 2,07 percentage points larger. Similarly, if Africa had no malaria over the past 40 years, its annual growth rate would be 1.25 percentage points larger.

2. Citing the fact that massive aid programs have not helped much, the authors suggest that new initiatives may be needed. For example, more research could be focused on the continent's devastating health problems. Africans themselves have neither the resources nor the expertise to discover vaccines that prevent AIDS or malaria. Yet rich countries have little incentive to invest in these lines of research because the discoveries will help people with little ability to buy the products. The authors believe that if international aid financed by bilateral donors and multilateral institutions were redirected towards these health problems, then the situation in Africa might improve.

3. The economic situation in Africa also would improve if the military conflicts that have plagued the continent over the past half-century stopped. Besides, other

important factors could contribute to African economic growth. These include; the maturation of institutions that guarantee the rule of law and property rights, greater investments in education, the reduction of policy distortions that make investments excessively expensive and the reduction of wasteful consumption expenditures.

4. Opening up the African economies to market forces of trade and technological diffusion is also important. While African governments could do a lot to open their economies, Europe, Japan, and the United States could also contribute by facilitating the access of African products to their markets and by reducing subsidies to their agricultural products.

5. **One of the key consequences of Africa's economic stagnation is that income inequality has increased, while it has decreased worldwide. This income**

inequality exists whether one looks at between-country or in-country measures. That is because richer nations on the continents have grown faster and because rich citizens within each country have benefited more than poor citizens. A prime example is Nigeria where the incomes of the poorest 80 percent of the citizenry have declined, while the incomes of the richest have increased. That situation provides little incentive for the rich and powerful to make meaningful policy changes.

Adapted from: Picker (Les) The National Bureau of Economic Research

www.nber.org/digest/ian04/w9865.html

Note: OECD: Organization for Economic Cooperation and Development

QUESTIONS

A) Choose the correct option to complete each sentence. Write down the numbers and your answers only.

- Life expectancy in East Asia in I960 was: a- 40 years b- 62 years c- 67 years
d- 60 years
- The situation in Africa could get better if international financial assistance focused on;
a- health problems b- multilateral institutions
c- bilateral donors d- promotion of health problems
- Another factor that could favour African economic development is: a- military conflicts b- wasteful consumption expenditure
c- more investment in education d- the immaturity of institutions

- 4, Which of the following is not a cause of the economic decline of Africa;
 a- Low life expectancy b- Technological diffusion
 c- Military conflicts d- Income inequality
5. In Nigeria, many poor people have:
 a- low income b- high income c- citizenry income d- incentive income

B) Answer the following questions on the text.

1. What could significantly increase Africa's annual growth rate?
2. Have aid programs been really useful to African countries? Quote a sentence from the text to justify your answer,

. Vv iiy iuCOiC iLLiCCiu-ctiitj YViivtXICr Oliw iv/Uis.5 u-v DotWSSn~CGUIltiy Oi in-country measures?

C) Find in the text the opposite of the following words or groups of words. Write down the numbers and the answers only.

1. death (Paragraph 1)
2. old (Paragraph 2)
3. cheap (Paragraph 3)
4. increasing (Paragraph 4)
5. poorer (Paragraph 5)

D) Translate into French the following passage,

From: "While African governments"

Down to: " agricultural products." (Paragraph 4)

in.) COMPOSITION

"The economy of Benin will be boosted if more money is invested in its health sector". Do you share this opinion? Support your position with convincing arguments.

(Not more than twenty lines)

THE END

F 342

B Session normale

DUREE : 3 HEURES

Compétences à évaluer :

- I- / Réagir à des messages lus ou entendus
- II- / Produire des textes de type et de fonctions variés

L'ÉPREUVE

I- / La réaction à un message

lu A- / Contexte

Dans certaines parties du monde, la pertinence de l'apprentissage d'une pluralité de langues n'est pas souvent bien perçue. Dans d'autres par contre l'on y

trouve beaucoup d'atouts.

B- / Support

Text: *The Language of Insularity*

1. In his article "No one needs the gift of tongue" (July 12), David Lascelles makes the common mistake of those who meet mainly educated and Anglophone foreigners or talk with foreigners whose livelihood depends on being able to speak English: hotel personnel, travel agents and the like. For business you cannot rely just on English. It does matter that British teenagers are too often monoglot.
2. If you wish effectively to sell goods or services to someone whose mother tongue is not English, you need, at a minimum, to be able to read and understand your customer's language. Moreover, without the local language you deny yourself direct access to local market intelligence from press, television and radio. Contracts, business and social alike, are limited to those in the country who speak English. You cannot know what you might have

learned had you been able to talk to those who did not speak English and you place yourself in the hand of your local representative through whom you acquire whatever local knowledge he chooses to give you.

3. In negotiation, your counterparts can confer among themselves in code, i.e., in their own language, a negotiating advantage. You have no means of yourself checking whether written material about your products and services correctly describes them. You have to take on trust that any agreement which may be binding both in English and the local language has been correctly translated.

4. Fortunately, efficient British firms do not share David Lascelles's views. Recent research sponsored by this institute shows that the job prospects for the graduate of a vocational discipline who has acquired practical knowledge of one or more European languages and some work experience in a European country exceed those of any person except the brightest students of electronics. The insularity typified by David Lascelles is surely one of the reasons for the marked imbalance in the trade in manufacturers between the UK and some of its continental neighbours.

Source: Royce, D.N. (1988) ” The Language of Insularity, International Chamber of

Commerce UK”. In “Open for Business” by Daniel Delporte and Jean-Claude Gadron. Pp. 162-163.

C- Critères d'évaluation:

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

- reconnaissant certains de ses détails ;
- répondant de façon autonome à des questions ;
- démontrant ta maîtrise de son vocabulaire ;
- en reconstituant certaines phrases à partir des idées du texte ;
- en reformulant certaines de ces idées de façon autonome ;
- traduisant certaines de ses idées dans une autre langue.

NB: Tu traiteras les items en anglais, à l'exception de la traduction.

D- / Tâches:

Item 1: Complete these sentences with information from the text Write down the numbers and your answers only.

- 1is the heading of Lascelles's article.
2. The understanding of localis necessary for success in business.
3. By neglecting local languages, you
4. For local languages, the British require the service of

Item2 : Answer the following questions according to the text.

1. Is the knowledge of the English language enough to succeed in business?
Justify your answer by quoting a sentence from the text?
2. Find in the text two obstacles that a monoglot is faced with in business.
3. Except the brightest students of electronics, who are more likely to find a job?
..... I

Item3: Find in the text words or expressions meaning the same or almost the same as the following. Write down the numbers and the letters only.

1. People coming from abroad (Paragraph 1)
2. Articles (Paragraph 2)
3. Discuss (Paragraph 3)
4. Most intelligent (Paragraph 4)
5. Certainly (Paragraph 4)

Item4: Order the following words so as to have meaningful sentences.

1. mistake / Lascelles's / is / a / view / thought / be / to / . /
2. home / key / language / market / local / the / is / The / to / a / .
3. won / speakers / Contracts / English / are / the / of / by / .
4. with / Some / disagree / Lascelles's / British / view / firms / . /
5. their / local / monoglots / British / on / The / their / sell / representative / goods / to / rely / . /

Item5: Rephrase the following sentences using the prompts given. Don't change their meanings, please.

1. Many British businessmen regret having neglected local languages.
 - Many British businessmen wish
2. It is time British teenagers stopped being monoglots.
 - It is time for.....
3. British businessmen are going to learn customers' languages.
 - Customers' languages
4. Business success depends on languages and the press.
 - Not only
5. What about promoting multilingualism?
 - Why not..... ?

Item 6. " Translate into French the following passage.

From: "If you wish effectively" "

Pown fos "— and radio." (Paragraph 2)

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

A- / Contexte

De nos jours, les langues occupent une place de choix dans le monde des affaires.

B- / Critères d'évaluation :

Tu montreras ta compétence à rédiger un texte argumentatif en:

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

C-/ Tâche ;

Writing

Do you think that learning many languages is a factor of success in business? Justify your point with convincing arguments.

(Not more than twenty lines)

THE END

F 402

EA Session normale

Durée : 2 Heures

Compétences à évaluer

I- / Réagir à des messages lus ou entendus.

II- / Produire des textes de types et de fonctions variés.

L'ÉPREUVE

I- / La réaction à un message lu.

A/- Contexte

L'eau est une ressource naturelle dont a besoin tout être vivant. Sa pollution peut causer de sérieux problèmes de santé publique.

B/- Support

Text: *The danger of water contamination*

- 1- Contamination of water supplies by micro-organisms from human wastes was a severe problem throughout the world until about a hundred years ago. During the 1830s, severe epidemics of cholera swept the Western World. Typhoid fever and dysentery were common. In 1900, for example, there were over 35,000 deaths from typhoid in the United States. Today, as a result of chemical treatment, municipal water supplies in the advanced nations are generally safe. However, waterborne diseases are still quite common in much of Asia, Africa and Latin America. Indeed, it is estimated 80% of all the world's sickness is caused by contaminated water. People with waterborne diseases fill half the world's hospital beds and die at a rate of 25,000 people a day. Less than 10% of the people of the world have access to sufficient clean water. We still have epidemics of cholera, typhoid and dysentery in many parts of the world.
- 2- How much water does one really need? Only about 1.5L a day for drinking. In the United States each day, we use about 7L per person for drinking and cooking, 120L for cleanliness

(bathing, dish washing, laundering and house cleaning), 80L for flushing the toilet and 85L for swimming pools and lawns. We use much more indirectly in agriculture and industry to produce food and other materials; it takes 800L of water to produce 1kg of vegetables and 13,000L of water to produce a steak. We also use water for recreation (for example swimming, boating and fishing). For most of these purposes, we need water free from bacteria, viruses and parasitic organisms.

- 3- The threat of biological contamination has not been totally eliminated from the developed nations. It is estimated that 30 million people in the United States are at risk because of bacterial contamination of drinking water. Hepatitis, a viral disease occasionally spread through drinking water, at times threatens to reach epidemic proportions, even in the most advanced nations. Biological contamination also lessens the recreational value of water. Swimming is forbidden in many areas.

Extracted from: Hill, W. John and Kolb, K. Doris (1995) *Chemistry for Changing Times*. PP. 381-382

C/- Critères d'évaluation

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

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

D/- Tâches

Item 1: *Are the following statements "Right" or "Wrong"? Write the numbers and the answers only,*

- 1- The contamination of water brought to the Western World severe epidemics of cholera during the 1830s.
- 2- Waterborne diseases are frequent in Asia, Africa and Latin America.
- 3- A human being needs less than 1.5L of water for drinking and cooking.
- 4- In the US, 30 million people were vaccinated against bacterial contamination of the drinking water.

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

- 1- How many people died of typhoid in the United States in 1900?
- 2- How much water does it take to produce a steak?
- 3- Why is swimming forbidden in many areas?

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

- 1- Very small living things that you cannot see with your eyes. (Paragraph 1)
- 2- A century (Paragraph 1)
- 3- Areas of water created for people to swim in. (Paragraph 2)
- 4- Reduces (paragraph 3)

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

- 1- Severe epidemics of cholera swept the Western World.
 - The Western World.....
- 2- "People with waterborne diseases die at a rate of 25,000 people a day. "
 - ® The villagers said.....
- 3- As soon as people caught a disease caused by contaminated water, they died.
 - No sooner.....
- 4- What a pity! They have not totally eliminated waterborne diseases.
 - I wish.....

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

A/- Contexte

L'assainissement et la distribution de l'eau de bonne qualité jusqu'aux hameaux les plus reculés est un défi que les pouvoirs publics doivent relever. La santé des populations en dépend.

BACritères d'évaluation

Tu prouveras ta compétence à rédiger un texte explicatif en anglais, en :

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

C-/ Tâche:

Writing

In the 21st century, thousands of people are still living without access to clean water. As a basis of an exposé for your classmates, write a short explanatory passage to suggest solutions for the problems.

(Please don't write more than 15 lines)

THE END