

E 922

C &D Session normale

DUREE : 3 HEURES

Compétences à évaluer :

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

L'EPREUVE

1- / La réaction à un message écrit A- /

Contexte

La diversité culturelle et ethnique, loin d'être une source de division, peut être un facteur de cohésion sociale et un tremplin pour le développement d'une nation.

B- / Support

TEXT: *Hawaii: a successful melting pot.*

1 - In present-day Hawaii, there are at least twelve different ethnic groups. None of these is large enough to form a majority of the population. The largest groups are the Japanese, the Europeans, the Chinese, the Filipinos, the part-Hawaiians, and the people from mixed families.

2- No other state in the United States has such a mixed population. However, in many other states the ethnic groups are growing. Soon those states may be like Hawaii, with many cultural groups living together. Hawaii is thus a good example of how people from different ethnic groups can get along.

3- In Hawaii, in fact, the lack of an ethnic majority means that people from different ethnic groups must work together. One result is that everyone has more opportunities to meet people of other ethnic groups and to learn about their culture. With this experience, people can learn to respect each other's ideas and ways of life. Children can grow up to be more tolerant as adults, more willing to accept differences. This tolerance can have obvious benefits for society as a whole. In the long run, it can mean less social tension, and probably less poverty and violence.

4- One way to measure the level of tolerance in Hawaii is by the percentage of mixed marriages. In fact, over 45% of the marriages in Hawaii are between people from different ethnic groups. Children from mixed marriages are called

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"*hapas*" The children from these marriages may marry people from yet other ethnic groups. Their children may have quite a complex ethnic mixture in their blood. Here are some real examples of the many possible cultural mixtures: Irish, Portuguese, and Hawaiian; Japanese and Portuguese; Japanese, German-Jewish, Spanish and East Indian.

5- The special mixture of cultures that is Hawaii also gives the individual more opportunities for different cultural experiences. Hawaiians, in general, take good advantage of these opportunities. Each ethnic group keeps its traditions - its style of cooking, its costumes and music. But many people also participate in some way in the tradition of other groups. Frequent ethnic festivals give everyone a chance to learn about the tradition of other groups. These events are usually well- attended, and not just by the ethnic group in question.

Adapted from: Mikulecky (Beatrice) and Jeffries (Linda) (1966) "The Ethnic Rainbow of Hawaii today" in *More Reading Power*, p. 231. C-

/ Critères d'évaluation:

Après avoir lu le texte ci-dessus, tu montreras que tu Pas compris en:

- reconnaissant quelques uns de ses détails;
- répondant à des questions de façon approfondie;
- montrant ta maîtrise du vocabulaire qui y est employé;
- démontrant ta maîtrise de certains points grammaticaux;
- reformulant certaines phrases du texte;
- exprimant fidèlement certaines idées dans une autre langue.

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

D-/ Tâches

Item 1: *Match the parts of sentences in column A with their meaningful endings in column B. Write the number and the answer only.*

Column A	Column B
1) <u>There is no major ethnic group</u>	a) <u>in the United States of America.</u>
2) <u>The absence of an ethnic majority obliges</u>	b) <u>are between people from different ethnic groups.</u>
3) <u>Hawaii is</u>	c) <u>in present-day Hawaii.</u>
4) <u>More than 45% of weddings in Hawaii</u>	d) <u>Hawaiians from different origins to work together.</u>

Item 2: Answer these questions on the text.

- J) How many ethnic groups are there in Hawaii nowadays?
- 2) Give two advantages that children can have from the coexistence of many ethnic groups?
- 3) Are there any Jews in Hawaii? Justify your answer.

Item 3: Choose the word that is the opposite in meaning to the underlined words or groups of words. Write down the number and the corresponding letter only.

- 1) In present-day Hawaii, there are at least twelve different ethnic groups,
a) at last b) at most c) at large d) at all
- 2) Children can grow up to be more tolerant as adults, more willing to accept differences.
a) Similarities b) divergences c) difficulties d) contradictions
- 3) These events are usually well attended, and not just by the ethnic group in question.
a) Largely attended b) attained c) poorly attended d) mainly attended
- 4) Frequent ethnic festivals give everyone a chance to learn about the traditions of other groups.
a) rare b) regular c) usual d) simple

Item 4: Give the correct form of the words in brackets so as to meet some ideas in the text. Write the number and the answer only.

- 1) No ethnic group is absolutely (large) than the others.
- 2) The society as a whole can (obvious) benefit from tolerance.
- 3) The children from different ethnic groups may get (marry) with people from other ethnic groups.
- 4) Cultures (special) mix up in Hawaii so as to give the individual more opportunities for different cultural experiences.

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

- 1) No other state in the United States has such a mixed population.
• There is
- 2) Children from mixed marriages are called "hapas".
• People

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- 3) "This tolerance can have obvious benefits for society as a whole", said the author.
• The author said that
- 4) These events are usually well attended by Hawaiians and by other ethnic groups

- These events arebut also by people of other groups.

Item 6: Translate the following passage into French

From: "No other state in the United States....."

Down to: " groups can get along." (Paragraph 2)

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

Le parlement des jeunes béninois organise bientôt une session ordinaire sur les questions de l'unité africaine. Tu es membre de ce parlement mais tu ne pourras pas prendre part à cette session. Tu te fais le devoir d'envoyer à tes collègues ton opinion sur le sujet.

B-/ Critères d'évaluation :

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

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

C-/ Tâche:

Writing:

Write down your ideas in an argumentative text to present your dreams about the unity of Africa and how you think this can be achieved. •

(Not more than 20 lines)

THE END

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B Session normale

DUREE: 3 HEURES

Nb : Prière écrire LV1 sur la feuille de composition

Compétences à évaluer

- I- La réaction à un texte.
- II- La production d'un texte de type et de fonctions variés.

L'EPREUVE

I- La Réaction à un texte A-

Contexte

Nombreuses sont les maladies qui, de nos jours, créent la terreur dans le monde entier, et leur nombre s'accroît d'année en année, malgré le progrès de la médecine. Tu auras à réagir par rapport au texte ci-dessous qui traite de l'un de ces fléaux.

B- Support

Text : Ebola virus epidemic in West Africa

1- As of 2014, the most widespread epidemic of Ebola virus disease (commonly known as "Ebola») in history is currently ongoing in several West African countries. It has caused significant mortality, with a reported case fatality rate of about 71%. It began in Guinea in December 2013 and then spread to Liberia and Sierra Leone. A small outbreak of twenty cases occurred in Nigeria and one case occurred in Senegal; both countries were declared disease-free on 20 October 2014. Several cases have been reported in Mali. Imported cases in the United States and Spain have led to secondary infections of medical workers but have not spread further. An independent Ebola outbreak in the Democratic Republic of Congo that started in August 2014 has been shown by genetic analysis to be unconnected to the main epidemic.

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2- As of 16 November 2014, the World Health Organization (WHO) and respective governments have reported a total of 15,145 suspected cases and 5,741 deaths, though the WHO believes that this substantially understates the magnitude of the outbreak with true figures numbering three times as many cases as have been reported. The assistant director- general of the WHO warned in mid-October that there could be as many as 10,000 new Ebola cases per week

by December 2014. Almost all of the cases have occurred in the three initial countries.

3- Some countries have encountered difficulties in their efforts to control the epidemic. In some areas, people have become suspicious of both the government and hospitals, some of which have been attacked by angry protesters who believe either that the disease is a hoax or that the hospitals are responsible for the disease. Many of the areas seriously affected by the outbreak are areas of extreme poverty with limited access to the soap and running water needed to help control the spread of disease. Other factors include reliance on traditional medicine and cultural practices that involve physical contact with the deceased, especially death customs such as washing the body of the deceased. Some hospitals lack basic supplies and are understaffed, increasing the chance of staff catching the virus themselves. In August, the WHO reported that ten percent of the dead have been health care workers. By the end of August, the WHO reported that the loss of so many health workers was making it difficult for them to provide sufficient numbers of foreign medical staff. In September, the WHO estimated that the countries' capacity for treating Ebola patients was insufficient by the equivalent of 2,122 beds. By the end of October, many of the hospitals in the affected area had become dysfunctional or had been closed, leading some health experts to state that the inability to treat other medical needs may be causing "an additional death toll [that is] likely to exceed that of the outbreak itself".

From Wikipedia, the free encyclopedia

www.afro.who.int/.../epidemic.../4164-ebola-virus-disease-in-west-africa.html

Notes: a hoax: an unpleasant joke

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Tâches

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

- reconnaissant des détails du texte ;
- répondant aux questions de façon approfondie ;
- manifestant ta maîtrise du vocabulaire du texte ;
- reformulant des passages du texte de façon appropriée ;
- indiquant des référentiels appropriés à certains mots ou groupes de mots du texte ;
- traduisant un passage du texte en français.

NB : A l'exception de la traduction, tu traiteras tous les items en anglais.

- Consignes

Item 1 : Choose the correct words to complete the sentences according to the text. Write the number and the letter only,

1. Ebola began in Guinea.....
a) nearly two years ago; b) 10 year ago ; c) this year ; d) now.
2. American and Spanish medical workers had brought the to their countries
a) history; b) disease; c) attack; d) news.
3. By December 2014, as many as 10,000 new Ebola cases could be registered
a) monthly; b) daily; c) weekly; d) yearly.
4. It has been for some countries to control the epidemic.
a) hard; b) easy; c) lively; d) a joke.
5. By the end of August, many health workers had lost their.....
a) jobs; b) lives; c) kids; d) partners.

Item 2: Answer these questions on the text.

- 1- Which disease has caused a significant mortality?
- 2- How many deaths had been reported as of 16th November 2014?
- 3- Name the first three countries where the epidemic has started.
- 4- Why have people become suspicious of both the government and hospitals?

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

- 1- Death toll (paragraph 1)
- 2- Physicians or nurses (paragraph 1)
- 3- Explosion (paragraph 2)
- 4- Doubtful (paragraph 3)
- 5- Mystification (paragraph 3)

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

- 1- Several cases have been reported in Mali.
* People----- .

- 2- The assistant director-general warned that there could be as many as 10,000 new Ebola cases.
 * " ----- " ; the assistant director-general warned.
- 3- This is the most widespread epidemic we have ever witnessed.
 * Never ----- .
- 4- Some hospitals lack basic supplies and they are understaffed.
 * Not only ----- .

Item 5 : What do these words refer to in the text ?

- 1- " It " in " It began in Guinea." (Paragraph 1)
- 2- "Their" in " Their efforts to control.... (Paragraph 3)
- 3- " Themselves " in " catching the virus themselves." (Paragraph 3)
- 4- "That" in " That of the outbreak itself." (Paragraph 3)

Item 6 : Translate the following passage into French.

From : " Some countries have encountered -----
down to ----- "responsible for the disease." (Paragraph 3)

Please turn over to page 5/5

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

A- Contexte

L'Ebola fait d'énormes ravages dans la société et toute la population de ton pays ne cesse de s'inquiéter par rapport à cette maladie.

B- Tâches

Tu montreras ta compétence à produire un discours en anglais pour sensibiliser cette population sur les précautions à prendre afin d'éviter cette maladie, en :

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

C- Consigne

Writing: For the purpose of a special campaign, write a coherent speech to point out the rules and principles to follow so as to avoid Ebola.

(N.B: Not more than 20 lines.)

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END -

R482

A Session normal

DURÉE 3 HEURES

MB ; Prière écrire LV (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- / **Conteste**

Aucune nation au monde ne peut se développer sans la scolarisation effective de ses enfants.

B- / **Support**

Text: ***Girls' education***

1. Why is it crucial to ensure that nearly 4 billion girls and women around the world have the same chances to receive an education as boys and men? First, education is a human right, enforced by the Universal Declaration of Human Rights and the United Nation Convention on the Rights of the Child. Second, girls' education is a strategic development investment; evidence shows that girls' education brings a wide range of benefits, not only for the girls themselves, but also for their children and their communities, as well as society at large, in terms of economic growth.
2. The World Bank's 2012 Development Report on Gender Equality and Development drew attention to the fact that there are still 31 million girls out of school, nearly 4 million "missing" women annually (meaning the number of women in low-and middle-income countries who die relative to their counterparts in high-income countries) and, average wage gaps of 20 percent, along with gaps in labour force translated into a less educated workforce, inefficient allocation of labour, lost productivity, 'and consequently diminished progress and economic development.
3. There is also a multiplier effect to educating girls and women. More educated women tend to be healthier, participate more in the formal labour market, earn more income, have fewer children and provide better health care and education to their children, all of which eventually improve the well-being of all individuals and can lift households out of poverty. These benefits also transmit across generations, as well as to communities at large.

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4. Compared with two decades ago, more young people are entering school, completing primary school, and pursuing secondary and tertiary education. In low-income countries, average enrollment rates in primary education have surged upwards of 80%, and primary completion rates are now well above 60%.
5. Remarkable progress has been made toward achieving gender equality in education. Over the past three decades, the ratio of girls to boys enrolled in school has risen at all levels. The most significant increase in girls' enrollment in sub-Saharan Africa and South Asia has been at the primary education level.

Adapted from: (<http://www.worldbank.org>) Education
(/en/topic/education)

C-/ Critères d'évaluation

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

- reconnaissant certains de ses détails;
- répondant à des questions de façon approfondie ;
- démontrant ta maîtrise de son vocabulaire;
- manifestant ta compétence à former des mots se rapportant à sa compréhension;
- 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. Girls' education is profitable for themselves only.
2. The exclusion of girls from school increases progress in the economic development.
3. The more educated women are, the more they participate in the development of their countries.
4. No noticeable increase in girls' schooling has been observed in sub-Saharan Africa and South Asia.
5. In sub-Sahara African countries, girls' enrolment is more noticeable at the tertiary education level.

Item 2: Answer the following questions on the text

1. Give one reason why it is important to give the same chances to girls and women to receive an education.
2. What are the advantages of educating girls and women?
3. Have African countries made efforts to achieve gender equality in education? Justify your answer.

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

- | | |
|-----------------|---------------|
| 1. Almost | (Paragraph 1) |
| 2. Yearly | (Paragraph 2) |
| 3. Decreased | (Paragraph 2) |
| 4. Twenty years | (Paragraph 4) |

Item 4: From the list below choose the most appropriate prefix and add it to each word in brackets. Use each prefix only once. Write numbers and answers only.

List of prefixes: in - under - mis — dis — un

1. Gender (.....equality) is dangerous for the world development
2. It is (.....human) to prevent girls from going to school.
3. Women are often (.....placed) in the chain of development because of some politicians' misogyny.
4. Some girls are (.....appointed) because of repeated failure in their exams.
5. If women were given opportunity to govern our country, it might not be (developed).

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

1. It's a pity many countries did not meet the Millennium Development Goals.
* I wish
2. If we don't send girls to school, they won't participate in the economic development of the country.
Unless
3. Send your girls to school now.
It is high time
4. Remarkable progress has been made towards achieving gender equality in education.
* They.....

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

From: "Remarkable progress has been made

Down to: " at the primary education level." (Paragraph 5)

Suite en page

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

A-/ Contexte

En Afrique, les pesanteurs culturelles et traditionnelles ont pendant longtemps empêché la fille d'intégrer l'éducation formelle. Mais compte tenu des défis du développement, il est de plus en plus nécessaire de scolariser les filles et de prendre en compte la question de l'approche genre dans les décisions.

B-/ Critères d'évaluation

Tu prouveras ta compétence à rédiger un discours 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:

As a member of a Non-Governmental Organisation (NGO) working for the promotion of women in your community, write a speech to sensitize the people in your area about girls' education and the importance of sending them to school.

(Do not write more than 20 lines). **THE END**