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Faculté des Sciences et Technologies
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Apprendre – Comprendre – Appliquer

EPREUVES CORRIGÉES
FASTEF

CONCOURS D'ENTREE 2021

BAC

FRANCAIS

ANGLAIS



BONNE CHANCE CHER CANDIDAT

Club de l'Excellence

Apprendre – Comprendre – Appliquer

ÉPREUVES CORRIGÉES
FRANÇAIS-Anglais

2021

Concours FASTEF

FRANCAIS

Exercice 1 :

Vivre, c'est agir

(Antoine Thibault, un jeune médecin, médite sur le sens de sa vie et de son métier).
Je suis terriblement esclave de ma profession, voilà la vérité, songeait-il. Je n'ai plus le temps de réfléchir... Réfléchir, ce n'est pas penser à mes malades, ni même à la médecine ; réfléchir, ce devrait être : méditer sur le monde... Je n'en ai pas le loisir... Je croirais voler du temps à mon travail... Ai-je raison ? Est-ce que mon existence professionnelle est vraiment toute la vie ? Est-ce toute ma vie ? Pas sûr... Sous le docteur Thibault, je sens qu'il y a quelqu'un d'autre : moi... Et ce quelqu'un là, il est étouffé... Depuis longtemps... Depuis que j'ai passé mon premier examen, peut-être. Ce jour-là, crac ! La ratière s'est refermée... L'homme que j'étais, l'homme qui préexistait au métier, l'homme que je suis encore après tout, c'est comme un germe enseveli, qui ne se développe plus, depuis longtemps... Oui depuis le premier examen... Car ce sont toujours les meilleurs qui font le sacrifice d'eux-mêmes, qui acceptent l'exigence dévorante du travail professionnel... Et tous mes collègues sont comme moi... Nous sommes un peu comme des hommes libres qui seraient vendus.

Sa main, au fond de la poche, jouait avec le petit agenda qu'il portait toujours avec lui. Machinalement, il le sortit et parcourut d'un regard distrait la page du lendemain 20 juillet, qui était chargée de noms et de signes. « Pas de blague », se dit-il brusquement, « c'est demain que j'ai promis à Thérivier d'aller revoir sa gosse à Sceaux... Et j'ai ma consultation à deux heures... » Il écrasa sa cigarette dans le cendrier, et s'étira.
« Voilà le docteur Thibault qui reparaît », fit-il en souriant. « Eh bien ! Vivre, c'est agir, après tout ! Ça n'est pas philosopher... Méditer sur la vie ? A quoi bon ? ... La cause est entendue une fois pour toutes. Vivre, ça n'est pas remettre toujours tout en cause. »

R. Martin du Gard ; « Les Thibault »

QUESTIONS

I./Compréhension du texte.

- 1°/ Dégager les différents moments de cette méditation et donnez-leur un titre. (1 pt + 1 pt = 2 pts)
- 2°/ Par quels sentiments successifs Antoine passe-t-il au cours de cette méditation ? (2 pts)

II./Vocabulaire

- 3°/ Donnez les noms correspondants aux verbes suivants : réfléchir ; étouffer ; accepter, parcourir. (0,5 pt + 0,5 pt + 0,5 pt + 0,5 pt = 2 pts)
- 4°/ Citez trois verbes formés sur le radical de « parcourir » et employez l'un d'eux dans une phrase. (1 pt + 1 pt + 1 pt + 1 pt = 4 pts)

III./ Grammaire et maniement de la langue

- 5°/ Indiquez la nature et la fonction de : (3 pts)
a) esclave ; b) le petit agenda ; c) qu' (dans : « qu'il portait avec lui »).
- 6°/ « Je suis terriblement esclave de ma profession. Je n'ai plus le temps de réfléchir. »

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- a) Quel rapport logique de sens unit ces deux propositions indépendantes juxtaposées ((1 pt)
 - b) Exprimez ce rapport au moyen d'une conjonction ou locution conjonctive de subordination. (2 pts)
 - c) Réécrivez la phrase obtenue en b) de façon que la proposition principale devienne une proposition subordonnée et que la subordonnée soit principale. (2 pts)
- 7°/ « Est-ce que mon existence professionnelle est vraiment toute la vie ? »
- Transformez cette interrogation directe en interrogation indirecte, en commençant par : Antoine se demandait.... (1 pt)

Exercice 2 :

L'argent pour lui était sacré. C'était pourtant l'homme qui, après trente ans de trafics divers n'avait rien à montrer, pas même un lit. Il avait fait trente mille métiers, mais la malchance restait sa seule compagne. Sa qualité était de ne jamais perdre courage. Et il demeurait toujours incroyablement jeune, plein de vitalité et d'entrain. [Fanatique, il priait la moitié de la nuit avec l'espoir qu'un jour Allah exaucerait ses vœux,] en lui faisant tomber sur la tête la **fortune**. Il ne tarissait pas de projets et tentait tout.

Le nouvel avatar dans lequel il venait de s'engager était le commerce ambulancier des mèches pour lampes- tempête. Comme il était superstitieux, le matin avant de sortir de sa baraque, il regardait vers quel point **cardinal** était tournée sa poule couveuse : l'orientation du bec était celle de la chance, les jours où il revenait avec un peu d'argent il en faisait corner les oreilles à tout le monde !

Biram Sacko, « Dalanda »

I./Comprehension

1. Donnez un titre à ce texte et justifiez-le (2 pts)
2. Faites en quelques phrases le portrait du personnage. (3 pts)

II. Vocabulaire

3. Expliquez les mots soulignés. (2 pts),
puis réutilisez-les dans des phrases avec un sens différent. (1 pt + 1 pt)

III. Grammaire et maniement de la langue

4. Relevez dans ce texte une subordonnée interrogative. (2 pts)
5. a) Transformez en phrase complexe la phrase suivante ; « Sa qualité était de ne jamais perdre courage. » (1,5 pt)
- b) Analysez la subordonnée obtenue. (1,5pt)
6. Réécrivez les deux premières phrases du texte en établissant entre elles un rapport de subordination. Donnez la fonction de la subordonnée obtenue. (2 pts)
7. Dans le passage : « Il priait.... ses vœux » :
 - a) Exprimez un rapport de cause de deux façons différentes (0,5 pt + 0,5 pt)
 - b) Inversez ensuite ce rapport (1 pt)
8. « Il priait.... Ses vœux » Réécrivez ce passage en mettant le premier verbe au présent. (2 pts)

Exercice 3 :

Le rêve de Maïmouna

Yaye Daro triait le reste invendu de ses poissons secs. Il y avait encore un peu de clarté dans l'atmosphère. A côté d'elle, Maïmouna, assise sur un banc, avait la tête baissée, l'index de sa main droite traçant des arabesques sur le sol.

- Pourquoi ne causes-tu pas ? dit tout à coup la mère. Maïmouna ne répondit pas. Sa mine parut devenir plus sombre à cette question.
- Dis donc quelque chose à ta maman, reprit Daro, sans se distraire de sa besogne. Causer ne m'empêche pas de travailler, j'ai l'habitude. Elle mettait d'un côté les pièces les plus épaisses, de l'autre celles auxquelles il ne restait que la peau et les arêtes jaunies.
- Dis-moi donc quelque chose, Maï tu es trop silencieuse.
- Yaye Daro, articula Maïmouna, je veux aller à Dakar, auprès de Rihanna ; je suis trop seule ici et plus tard quand je serai grande, je n'aurai pas l'éducation qu'il faut à une femme. Daro interrompit un geste commencé et regarda sa fille avec un étonnement douloureux.
- Aller à Dakar ! dit-elle, presque rêveuse ; puis elle tourna la tête du côté où l'espace fuyait illimité.

A.SADJI

I./ Compréhension du texte

Qu'est-ce qui préoccupe mère et fille ? (3 pts)

II/ Vocabulaire

2. « Sans se distraire »

a) Donnez le sens de « se distraire » ici (2 pts)

b) Employez-le dans une phrase avec un sens différent (1 pt)

3. « Yaye Daro triait ... » Trouvez :

a) un mot de la même famille que « triait » (1 pt)

b) un antonyme (1 pt)

- et employez chacun dans une phrase.

III. Grammaire et maniement de la langue

4. Nature et fonction des mots soulignés. (4 pts)

5. « Causer ne m'empêche pas de travailler, j'ai l'habitude ». Transformer la phrase de façon à ;

a) établir par coordination le rapport de conséquence ; (1 pt)

b) établir ensuite par subordination un rapport de cause. (1 pt)

6. « Je suis trop seule ici... une femme ».

- Mettre ce passage au style indirect en commençant par : Maïmouna disait ... (2 pts)
- 7. Relevez dans le texte les différents degrés d'emploi de l'adjectif qualificatif et précisez-les.
- 8. « Daro regarda sa fille avec un étonnement douloureux »
- Mettre en relief le complément circonstanciel. (2 pts)

2014 :

Mon ardeur visionnaire s'effondra brusquement sous un choc imprévisible. Un cousin installé à côté de mon père, l'avertissant sur un ton de reproche ; - Rombaye tu devrais savoir que les maîtres frappent beaucoup les élèves. Je pense que Bangui est trop jeune pour supporter ça et qu'il n'est pas prudent de l'envoyer à l'école !

- Oui, oui, lui rétorquait papa sans laisser transparaître le moindre émoi, on m'a souvent raconté que le régime y est très sévère. Mais Bangui grandit, ce n'est plus un bébé ! Il faut qu'il apprenne à supporter les épreuves. Crois-tu que ce que l'on fait subir aux enfants dans cette école de Bossangoa soit plus dur que notre « beul » ? Nous y sommes tous passés et nous n'en sommes pas morts ! Je vous le dis, moi Rombaye, il faut que l'un d'entre nous se fasse « nassara », et ce sera Bangui ! Il aura bientôt neuf ans !

Les dernières paroles de mon père éveillèrent en moi un secret orgueil. Il avait raison ! Quelques coups ne m'effraieraient pas ! Ce ne serait pas eux qui m'empêcheraient d'apprendre à lire et à écrire, maintenant que j'étais presque grand. Mais le cousin ajoutait sentencieusement :

- Rombaye ! Il est rare que les enfants d'un bon cultivateur ne le deviennent pas aussi. Tel père, tel fils ! Tu le sais mieux que moi ! Bangui semble beaucoup promettre ; alors pourquoi te priver d'une aide efficace ? Et puis, tous ici nous considérons que le travail de la terre est le seul valable ! Dans sa bouche, « valable » ne pouvait avoir qu'un seul sens, celui d'honorable.

J'écoutais leur discussion, perdu dans un enchevêtrement de sentiments contradictoires, Mon regard inquiet allait de l'un à l'autre. Saisi d'une douloureuse incertitude, je craignais fort que le cousin ne l'emportât ! Son raisonnement m'apparaissait inattaquable, et je me demandais comment papa pourrait résister à d'aussi sages arguments. Mais, moi, je voulais ardemment aller à l'école, et plus tard, me transformer en un élégant « boy coton » ! L'ardeur de la discussion me faisait mésestimer l'entêtement de Rombaye. Lorsqu'une idée avait germé dans son esprit, elle s'infiltrait si tenacement que personne, non, personne n'aurait pu l'en arracher. Alors, une idée pareille, qui avait si patiemment mûri, sous le soleil des champs, chaque jour, à chaque tour de houe et de bras, ne risquait en rien d'être ébranlée, même par les coups de boutoir d'un solide bon sens paysan.

Beul : nom de l'initiation chez les Gois

Antoine Bangui, « *Les ombres de Kôh* »

Edition Hatier, coll. « Monde Noir Poche », 83

I./Compréhension

1. Trouvez un titre à ce texte. (2 pts)
2. Que représente l'école aux yeux de l'enfant ? (2 pts)
3. Quels sont les arguments du cousin ? (1 pt)

II./ Vocabulaire

1. « Transformer » : donnez deux verbes ayant à peu près le même sens. (0,5 pt x 2)
2. « Emoi » : trouvez un synonyme. (1 pt)
3. Donnez deux mots de la même famille que imprévisible. (0,5 pt x 2)
4. Expliquez le mot transparaître. (1 pt)

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III./ Grammaire et maniement de la langue

1. Donnez la nature et la fonction des mots soulignés. (2 pts)

2. « Je craignais fort que le cousin ne l'emportât »

- a) Indiquez la nature et la fonction de la subordonnée. (0,5 pt x 2)
- b) Indiquez le mode et le temps du verbe « emportât » et justifiez sa réponse. (1 pt)
- 3. Recherchez dans le texte une subordonnée interrogative indirecte. (1 pt)
- 4. Faites l'analyse logique du passage allant de : « Lorsqu'une idée... arracher » (2 pts)
- 5. Ecrivez ces phrases au style indirect. Opérez les transformations nécessaires : « Oui, oui, lui rétorquait papa épreuves » (2 pts)
- 6. Reliez les propositions suivantes de manière à obtenir une subordonnée de concession :
- Nous y sommes tous passés et nous n'en sommes pas morts. (2 pts)

2015 :

Je passai encore une semaine au village à préparer mon départ pour la pêcherie. La grande saison de la pêche allait commencer. Dans tout le village, des équipes étaient au travail raccommodant des filets, ajoutant des plombs aux éperviers. Des écheveaux entiers de fils blancs et noirs de toute grosseur étaient enfilés dans des navettes de bois dur. Lestes, les navettes allaient et venaient à travers les mailles et créaient d'autres mailles. Le filet grandissait, grandissait, encouragé par les chants et les sifflements des travailleurs. D'autres s'occupaient des provisions : [on allait partir pour un mois, un mois pendant lequel il allait falloir se nourrir convenablement pour avoir la force d'affronter les vagues hautes de la mer houleuse...]

Tout le monde se préparait fébrilement.

Puis le matin du départ arriva.

Notre équipe comptait six hommes, tous des gaillards connaissant bien la tâche rude et passionnante à la fois qui les attendait. « La haute mer, je la connais, sûr que je la connais ; j'y suis allé des centaines de fois depuis l'enfance » pouvait dire chacun de nous. Et c'était vrai, nous la connaissions très bien avec ses gros poissons et ses petits poissons et ses requins hideux et ses tempêtes apocalyptiques et la solidarité entre tous les hommes de bonne volonté qui la fréquentaient au mépris du danger.

Francis Bebey; «Le fils d'Agatha Moudio»

QUESTIONS

I/ Compréhension

1°/ Donnez un titre à ce texte en le justifiant. (1 pt)

2°/ Relevez à travers le texte, les mots ou expressions montrant les détails des préparatifs. (1pt)

II./ Vocabulaire

3°/ Expliquez les mots suivants :

- « raccommodant » (les filets). -« hideux » (2pts)
- 4°/ Trouvez les paronymes des mots suivants :

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- « provisions » ; -« poissons » (2 pts)
5°/ Donnez un mot de la même famille que chacun des mots suivants :
- « convenablement » ; -« affronter ». (2 pts)
6°/ Quels sont les homophones de :
- « chants » ; - « mois » ; -« compter » ; - « fois ». (2 pts)

III./ Grammaire et maniement de la langue

7°/ Donnez la nature et la fonction :

- « Dans tout le village » ; -« encouragé par les chants » (2 pts)
8°/ Soit la phrase « La haute mer... des centaines de fois depuis l'enfance » pouvait dire chacun de nous.
- Transformez-la en commençant par : chacun de nous pouvait dire que (3 pts)
9°/ Dans la phrase : « La grande saison de la pêche allait commencer » mettez en relief le groupe nominal sujet par une méthode de votre choix. (2 pts)
10°/ Faites l'analyse logique de la phrase :
- « On allait partir pour un mois ... de la mer houleuse ». (3 pts)

2016 :

Les craintes d'un jeune garçon

La rentrée des classes approchait et il me fallait un costume neuf. Tous les dimanches, maman Tine soliloquait sur les différentes étoffes qu'elle avait marchandées en vue de m'acheter un costume. Cette perspective aurait pu me donner du cœur à endurer mes journées au champ si, en même temps, n'était pas arrivée l'affreuse période des pluies. Etais-je devenu plus sensible à ces ondées féroces, aux bruits épouvantables des orages ? Toujours est-il que je ne pouvais plus me laisser mouiller avec la même passivité qu'autrefois. J'éprouvais pour maman Tine la même pitié, la même désolation qui la tourmentait pour moi. Je n'aurais pas voulu qu'elle se laissât mouiller. Mais elle ne s'échinait que davantage à tirer la houe. Mon chagrin se contenait tellement qu'à la fin, les champs de canne m'apparaissaient comme un danger. Ce danger qui avait tué. M. Médouze sans que personne n'eût vu comment, et qui pouvait d'un moment à l'autre, surtout un jour d'orage, tuer aussi ma grand-mère sous mes yeux.

Joseph Zobel - «La Rue Case-Nègre»

QUESTIONS

I-Compréhension

1°/ Justifiez le titre du texte. (2 pts)

II.- Vocabulaire

2°/ Expliquez : donner du cœur — ondées féroces - s'échiner. (3 pts)

3°/ Donnez la formation du mot endurer. (2 pts)

4°/ Donnez les adverbes des adjectifs différent et neuf. (2 pts)

III.- Grammaire et maniement de la langue

5°/ Donnez la nature et la fonction des mots soulignés. (3 pts)

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- 6°/ a) Remplacez la coordination dans la première phrase du texte par une subordination. (2 pts)
- b) Faites l'analyse logique des phrases ainsi obtenues. (2 pts)
- 7°/ Dans la phrase : « Il me fallait un costume neuf. » Remplacez l'adjectif qualificatif par une subordonnée relative de même sens. (2 pts)
- 8°/ « « Etais-je devenu plus sensible à ces ondées féroces, aux bruits épouvantables des orages ? » Remplacez l'interrogation directe par une interrogation indirecte à l'aide d'un verbe introducteur au présent de l'indicatif. (2 pts)

2017 :

Le père Benfa était fier de son mouton. Les vieux du quartier l'admiraient ; il était bien nourri et propre. Il accompagnait souvent son maître dans la rue et ne le quittait pas d'un pouce. Le père Benfa le caressait jalousement et devenait furieux lorsque les enfants s'amusaient à faire tinter la clochette que le mouton portait au cou.

A plusieurs reprises, des marchands avaient offert de fortes sommes au père Benfa, mais il ne voulait à aucun prix se séparer de son mouton, car l'embonpoint de ce dernier témoignait de la bonne chère dont jouissait la famille.

Le père Benfa faisait voir son mouton à tous les visiteurs.

- Il y a seulement six mois que je l'ai acheté, il était aussi maigre qu'une biche ; à présent, voyez-le ; dans un an, il ne pourra plus passer la porte.

Ce mouton était si choyé par le maître qu'aucune de ses femmes n'osait se plaindre quand l'animal leur mangeait de la farine de mil ou des brisures de manioc.

Seydou BADIAN - «Sous l'Orage»

QUESTIONS

I-Compréhension

1°/ Donnez un titre au texte. (1 pts)

2°/ A l'aide d'exemples tirés du texte, montrez que le mouton du père Benfa avait un traitement de faveur. (1 pts)

II.- Vocabulaire

3°/ Donnez deux homonymes de « cou », un antonyme de « embonpoint » et un synonyme de « choyé ». (3 pts = 1+1+1)

4°/ Donnez les noms formés à partir des verbes « caresser » « amuser » « offrir » et « acheter ». (2 pts = 0,5 + 0,5 + 0,5 + 0,5)

5°/ Donnez deux mots de la même famille que « furieux », et employez chaque mot trouvé dans une phrase . (2 pts = 0,5 + 0,5 + 0,5 + 0,5)

III.- Grammaire et maniement de la langue

6°/ Donnez la nature et la fonction des mots ou groupes de mots soulignés dans le texte (2 pts)

7°/ « L'embonpoint de ce dernier témoignait de la bonne chère dont jouissait la famille. »

a) Relevez la proposition subordonnée dans la phrase, puis donnez sa nature et sa fonction. (2 pts)

b) Quelle est la fonction de « dont » ? (1 pts)

8°/ « Des marchands avaient offert de fortes sommes au père Benfa ».

a) A quelle voix est la phrase ? (1 pt)

b) Donnez la voix inverse de cette phrase (1pt)

9°/ « Les vieux du quartier l'admiraient : il était bien nourri et propre ».

Reliez ces deux propositions par la subordination en exprimant :

a) Un rapport de cause (1 pt)

b) Un rapport de conséquence (1 pt)

10°/ Faites l'analyse logique de la phrase suivante :

« Le père Benfa le caressait jalousement.....que le mouton portait au cou » (2 pts)

TEXTE SUIVI DE QUESTIONS

Exercice2 corrigé

I.- Compréhension

1°/ Un titre au texte de la dictée :

- Un curieux personnage - un marchand insolite (1pt)

2°/ Portrait du personnage (3pt) Un personnage d'un certain âge (trente ans de trafic), plein de contradictions aime l'argent mais n'a rien ; plein de vitalité et de jeunesse bien qu'âgé déjà , fervent croyant (fanatique) mais qui fait confiance au hasard aussi, travailleur mais naïf...

Bref un : personnage sympathique (courage, malchance) et antipathique (superstitieux, faisait corner les oreilles a tout le monde).

II.-Vocabulaire

3°/ fortune : la richesse, les biens, dans le texte, l'argent (1 pt)

- Cardinal : sens géographique ici ; point à partir duquel on s'oriente, on détermine.
- La situation des autres points de l'horizon (Nord- Sud- Est- Ouest) (1pt)
- Utilisation de ces mots dans des phrases avec un sens différent
- Il faut travailler et non compter sur la fortune (chance.) pour réussir (1 pt)
- En l'absence du pape, un cardinal peut provisoirement diriger l'église catholique (1 pt)

III.- Grammaire et maniement de la langue

4°/ Une subordonnée interrogative

- Il regardait vers quel point cardinal était tourné sa poule couveuse (2 pts)

5°/ a) Phrase complexe :

- Sa qualité était qu'il ne perdait jamais courage » : (1,5pt)

b) Analyse de la subordonnée obtenue qu'il ne perdait jamais courage ; proposition subordonnée conjonctive, introduite par la conjonction qu' : attribut du sujet qualité. (0,5 pt)

6°/ rapport : de subordination entre les deux premières phrases du texte :

- bien que l'argent fût sacré pour lui il était pourtant ! 'homme qui, après trente ans de trafics divers n'avait rien à montrer, pas même un lit.

• Proposition subordonnée conjonctive, complément circonstanciel d'opposition du verbe principal « était ».

7°/a) Rapport de cause

- Il priait la moitié de la nuit parce qu'il espérait qu'un jour Allah exaucerait ses vœux. (0,5 pts)
- Comme il espérait qu'un jour Allah exaucerait ses vœux, il priait la moitié de la nuit. (0,5 pt)
- b) Rapport inverse de conséquence
- « Il espérait qu'un jour Allah exaucerait ses vœux si bien qu'il priait la moitié de la nuit. (ou de sorte qu'). (1 pt)

2013 :

I. Compréhension du texte

1. Yaye Daro faisait l'inventaire de ses produits qui se limitent ici au poisson sec. (1.5 pt)

- Quant à Maïmouna, elle n'a qu'une seule idée en tête ; aller à Dakar. (1.5 pt)

II. Vocabulaire

2. a) Sens de distraire dans le texte : se détourner de ce dont on est occupé (2 pts)

b) Emploi dans une phrase avec un sens différent :

- Une pièce a été distraite de la collection (séparer d'un ensemble)
- Il a besoin de se distraire (s'amuser) (1 pt)

3. « Triait » -Emploi dans une phrase :

a) Un mot de même famille : tri, triage

- Le tri des pièces de monnaie lui incombait (1 pt)

b) Un antonyme : mélanger

- L'enfant a tout mélangé (1 pt)

III. Connaissance et maniement de la langue.

4. Nature et fonction :

- Assise : adj. qual. Epithète détaché de Maïmouna (ou mis en apposition à...) (2 pts)
- Maï : nom propre de pers. Mis en apostrophe (2 pts)

5. a) J'ai l'habitude donc (par conséquent) causer ne m'empêche pas de travailler. (1 pt)

b) Comme j'ai l'habitude, causer ne m'empêche pas de travailler. (1pt) _6. Maïmouna disait qu'elle était trop seule là-bas et que plus tard quand elle serait grande, elle n'aurait pas l'éducation qu'il fallait à une femme (2 pts)

7. -Positif : droite, douloureux (0.5 pt)

- Comparatif de supériorité : plus sombre (0.5 pt)
- Superlatif relatif de supériorité : les plus épaisses (0.5pt)
- Superlatif absolu : trop seule (0.5 pt)

8. Ce fut avec un étonnement douloureux que Daro regarda sa fille. (2 pts)

2014 :

I. Compréhension

1. Titre : Pour ou contre l'école (2 pts)

2. L'école représente aux yeux de l'enfant une possibilité de changer de situation. (2 pts)

3. Les arguments du cousin sont : les punitions sont sévères à l'école ; aller à l'école ne peut changer la situation d'un enfant de paysan ; seul le travail de la terre est honorable. (1pt)

II./ Vocabulaire

1. Transformer : changer, métamorphoser (0,5 ptx 2)
2. Emoi : agitation - trouble (1 pt)
3. Mots de même famille que :
 - Imprévisible : imprévu ; imprévoyant, prévoir (0,5 pt x 2)
4. Explication : transparaître : montrer - faire sentir (1 pt)

III. / Grammaire

1. Nature et fonction :
 - l' : pronom personnel, C. O. D de « envoyer » (2 pts)
 - inattaquable : adj. quai, attribut du sujet « son raisonnement »
 - discussion : nom commun de chose, complément du nom « ardeur »
 - me : pronom personnel, C. O. S. de « faisait »
2. « Je craignais l'emportât » a) Prop. Sub. Conjonctive, C. O. D. de « craignais » (0,5 pt x 2) b) Imparfait du subjonctif : le temps du verbe de la principale commande la concordance des temps. (1 pt)
3. « Je me demandais comment papa pourrait..... » (1 pt)
4. Analyse logique :
 - Elle s'infiltrait : proposition principale
 - Lorsqu'une idée avait germé dans son esprit : proposition sub. conjonctive C. C. de temps de « s'infiltrait »
 - Si que arracher. P. S. conj. C. C. de conséquence de « s'infiltrait » (2 pts)
5. Style indirect : Papa rétorquait par l'affirmative, sans laisser transparaître le moindre émoi qu'on lui avait souvent raconté que le régime y était très sévère mais que Bangui grandissait, qu'il n'était plus un bébé et qu'il fallait qu'il apprît à supporter les épreuves. (2 pts)
6. Bien que (ou quoique) nous y soyons tous passés, nous n'en sommes pas morts.

2016 :

I. / Compréhension

1°/le jeune garçon est peiné pour sa grand-mère car malgré son âge elle continue de travailler dans les champs, même quand il y a un orage. Et M. medouze avait disparu dans ces conditions.

II./ Vocabulaire

- 2°/ donner du cœur : donner du courage. - ondées féroces : fortes pluies - s'échiner : se fatiguer.
- 3°/ Préfixe : en + adjectif dur + er (suffixe infinitif)
- 4°/ - différemment ; - nouvellement

III./ Grammaire

5°/

- sensible : adjectif qualificatif, attribut du sujet je.
 - la : pronom personnel, C. O. D. de tourmentait
 - canne : nom commun Complément du nom champ.
- 6°/ La rentrée des classes approchait de telle sorte qu'il me fallait un costume neuf ; Complément Circonstanciel de conséquence du verbe approcher.

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- comme (puisque) la rentrée des classes approchait
- 7° Il me faut un costume qui soit neuf.
- 8°/ Je me demande si je suis devenu plus sensible à ces ondées féroces aux bruits épouvantables des orages.

2017 :

I.- Compréhension du texte

- 1°/ Titre : « Le mouton de Benfa » ou « Un mouton bien entretenu ».
- 2°/ Le mouton du père Benfa avait un traitement de faveur parce qu' « il accompagnait souvent son maître »
- « Le père Benfa le caressait jalousement »
- « Aucune de ses femmes n'osait se plaindre ».

II.- Vocabulaire

- 3°/ Deux homonymes de « cou » = coup , coût
- Un antonyme de « embonpoint » = maigreur
- Un synonyme de « choyé » = gâté
- 4°/ Les noms formés à partir des verbes suivants :
- caresser - la caresse ; -offrir - l'offre ou une offrande
 - amuser - l'amusement ; -acheter - l'achat
- 5°/ Deux mots de la même famille que « furieux » :
- furie, furieusement ou fureur

III.- Grammaire et maniement de la langue

- 6°/ Nature et fonction :
- l' : pronom personnel, complément d'objet direct du « admiraient »
 - souvent : adverbe de temps, modifie le sens du verbe « accompagnait »
 - au père Benfa : groupe nominal prépositionnel, complément d'attribution du verbe « avait offert »
 - aucune : pronom indéfini, sujet du verbe « osait »
- 7°/ La subordonnée :
- a) « dont jouissait la famille. » : proposition subordonnée relative, complément de l'antécédent « bonne chère ».
- b) Fonction du pronom relatif « dont » : complément d'objet indirect du verbe « jouissait ».
- 8°/ a) La phrase est à la voix active
- b) La voix inverse (voix passive) : De fortes sommes avaient été offertes au père Benfa par des marchands.
- 9°/ a) Les vieux du quartier l'admiraient parce qu'il était bien nourri et propre. (rapport de cause)
- b) Il était bien nourri et propre de sorte que les vieux du quartier l'admiraient. (rapport de conséquence)
- 10°/ Analyse logique
- Le père Benfa le caressait jalousement : proposition indépendante
 - et devenait furieux : proposition principale coordonnée
 - lorsque les enfants s'amusaient à faire tinter la clochette : proposition subordonnée conjonctive introduite par la conjonction de subordination « lorsque », complément circonstanciel de temps du verbe de la principale « devenait ».

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- que le mouton portait au cou : proposition subordonnée relative, introduite par le pronom relatif « que », complément de son antécédent « clochette »

ANGLAIS

Introduction

You prepare your exams but you want to go further, then do not hesitate to challenge you in measuring a higher level of difficulty on each of the program of the English.

It is to make students aware of the importance of English that Mr Thierno Korka Diallo, an engineer student wants to bring his modest contribution to the advent of such a citizen by suggesting this book which the main objective is to interest students in English.

This book will help you to improve your level. You'll find some topics of some exams in all levels combined classified according to their relevance and level of difficulty. These topics are followed by some answers.

So, You can:

- Test your level;
- Prepare yourself to the exams;
- Or simply meet your personal taste of English.

And in any case, you really enjoy by breaking the monotony of traditional exercises, but also to get an idea of what awaits you at the exams.

The orientation is clearly indicated, it is up to each beneficiary to get the most possible profile.

PRESENT SIMPLE – PRESENT BE + ING - PRESENT SIMPLE OR PRESENT CONTINUOUS

Present simple

- What time do you wake up?
- I wake up at 9.30 am

Main uses: permanent situations, regular habits and daily routine; feelings

Syntax: In the positive form, add an 's' to the base form of the 3rd person singular.

If the verb ends in -y preceded by a consonant, change the -y to -ies

Club l'Excellence Page

Examples:

I wake up

You wake up

He/She/It wakes up

We wake up

You wake up

They wake up

Negative: Conjugate 'do' + not (don't and doesn't) + the base form of the verb to make negatives.

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I don't wake up at 9.30 am

She doesn't wake up at 9.30 am

Question: Conjugate 'do' (do or does) + the base form of the verb in question forms.

Do you wake up at 9.30?

Does she wake up at 9.30?

Tenses

Answers:

Do you wake up at 9.30 ?

Long answer:

Short answer:

Yes, I wake up at 9.30

Yes, I do.

No, I don't wake up at 9.30

No, I don't.

TEST

1. The cinema _____ (close) at 7 pm.

2. The _____ (not/think) that you should buy this dress.

3. We usually _____ (take) a taxi to go to work.

4. How often _____ (you go) to the swimming-pool?

5. Courses _____ (begin) the third of September.

6. When _____ (he arrive) home in the evenings?

7. They _____ (not/live) in Washington, they _____ (live) in New York.

8. We usually _____ (take) a taxi to go to work.

9. He _____ (get up) early on Mondays.

10. I _____ (not/believe) in witches.

11. The Sun's rays _____ (take) eight minutes to reach the Earth.

Club l'Excellence Page

Present (be + -ing)

Have a look at this picture:

- What are they doing?

- They are playing football.

Main use: action which is being done at the same moment.

Syntax: Auxiliary BE (conjugated) + Verb ending in -ING

Examples

I am playing football.

You are playing football.

He/She/It is playing football.

We are playing football.

You are playing football.

They are playing football.

Negation: I am not playing football, you are not playing football...

Question: Am I playing football? Are you playing football? Is he playing football? ...

Answers :

Are they playing football?

Long answers:

Short answers:

Yes, they're playing football.

Yes, they are.

No, they aren't playing football.

No, they aren't.

TEST - Fill in the gaps

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1. They (study) at the moment.
 2. She TV.
 3. What (you/read) at the moment?
 4. I (cook) dinner tonight. Would you like to come?
 5. It (work). I think it's broken.
 6. He (learn) German for his job.
- Present continuous (Be + ing) VS Present simple

Tenses

PRESENT (BE + -ING)

Action

Main use

which

is

PRESENT SIMPLE

situations;

being Permanent

done at the same moment regular habits and daily routine; feelings

AUXILIARY

BE

+

verb In the positive form, add

an 's' to the base form of

is eg : I play, you play,

ending in -ING

eg: I am playing, you are the 3rd person singular.

Affirmative

playing,

he/she/it

playing, we are playing, he/she/it plays, we play,

you are playing, they are you play, they play

playing

1) If the verb ends in "-e", 1) If the verb ends in "ch",
remove the "-e": smoke -> "s", "sh", "x", "z", "o", add
he is smoking

"-es" to the base forme of

2) If the verb has one the 3rd p sg: she goes, he
syllable AND if it ends in catches

Exceptions

"consonant-vowel-

consonant",

running

double

the 2) If the verb ends in -y

change the "-y" to "-ies":

study -> he studies.

Use NOT

eg: I am not playing

Negative

Use DO NOT / DON'T or

DOES NOT / DOESN'T

(3rd p sg)

eg:

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I
don't
play,
she
doesn't play
Auxiliary
Questions
eg:
Are
BE
you
at
the Auxiliary DO or DOES at
the
beginning
of
the
final consonant: run -> preceded by a consonant,

beginning of the question
football?
playing question
eg: Do you play football?

Tenses
Does he play football?
Use BE
Short answers
eg: Yes, I am. No, he isn't.
Use DO or DOES
eg: Yes, I
doesn't.
do.
No, he

TEST : Fill in the gaps with the verb (choose the correct present):

1. We _____ (not/think) that you should buy this dress.
2. At the moment, he _____ (learn) German for his job.
3. We usually _____ (take) a taxi to go to work.
4. How often _____ (you go) to the swimming-pool?
5. The cinema _____ (close) at 7 pm.
6. Look! She _____ TV.
7. Courses generally _____ (begin) on the third of September.
8. When _____ (he arrive) home in the evenings?
9. What _____ (you/read) at the moment?
10. They _____ (not/live) in Washington; they _____ (live) in New York.
11. We usually _____ (take) a taxi to go to work.
12. It _____ (work). I think it's broken.
13. He _____ (get up) early on Mondays.
14. I _____ (not/believe) in witches.
15. The Sun's rays _____ (take) eight minutes to reach the Earth.
16. They _____ (study) at the moment.

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Tenses

Present simple or Present continuous

Put the verbs into the correct tense (present simple OR present continuous):

The train always _____ (1: leave) on time.

"What's the matter? Why _____ (2: cry/you)?"

That's strange. They _____ (3: not to watch) TV.

He _____ (4: not to speak) very good English.

Please be quiet! I _____ (5: do) my homework.

Where _____ (6: live/they)?

Listen! John _____ music! (7: play)

I never _____ (8: go) to the swimming pool.

Harold Black's a famous pianist. He _____ (9: give) two or three concerts every week. He _____ (10: travel) a lot and this week he's in New York.

He _____ (11: stay) at an expensive hotel. He's at his hotel now.

He _____ (12: have) his breakfast in the dining-room.

He _____ (13: drink) a cup of coffee and he _____ (14: read) a newspaper. Harold's always very busy. He _____ (15: play) the piano regularly.

He _____ (16:

practise)

for

four

hours

every

day.

He _____ (17: go) to bed late and he always _____ (18: get up) early. But he sometimes _____ (19: get) dressed too quickly, and this morning he _____ (20: wear) one blue sock and one red one!

Tenses

PRETERITE: BE + -ING

Main use: action in the past, which was being done, when another short action interrupted it.

Syntax: auxiliary BE (was/were) + Verb + -ING

Examples:

Were they playing football when you saw them yesterday?

Answers:

Yes, they were playing football when I saw them yesterday.

= Yes, they were.

No, they weren't playing football when I saw them yesterday.

= No, they weren't.

TEST

Please choose the correct tense: simple past or BE+-ING?

I _____ (1: have) a bath yesterday when the phone _____ (2: ring).

"That must be my mother," I _____ (3: think). As I _____ (4: get) out of the bath, I _____ (5: put) my foot on my watch and I _____ (6: break) it. The phone _____ (7: still/ring). I _____ (8: run) out of the bathroom and I _____ (9: hit) my head on the door. It _____ (10: hurt) terribly and I _____ (11: want) to sit down for a moment, but the phone _____ (12: still/ring). "Please wait a minute, mother," I _____ (13: think). The cats _____ (14: sit) at the top of the stairs. I _____ (15: not/see) them and I _____ (16: fall). At the bottom of the stairs I _____ (17: get up). My right leg _____ (18: hurt) more than my head. The phone _____ (19: still/ring). At last I _____ (20: answer)

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it. It _____ (21: be) my mother. "Hello, dear. Is evrything all right?" she
_____ (22: say).

Tenses

PRESENT PERFECT

Main uses:

1) Past actions with results/consequences in the present.

Paul has eaten all the cookies.

When was the action done? In the past: a few minutes ago/yesterday.

Consequence? There is no cookie left. There is nothing left for me.

2) Actions which began in the past and are still in progress.

Paul has lived in London for 10 years.

When did it start? 10 years ago.

Is it finished? No, it isn't. Paul is still in London. He lives in London.

SYNTAX: HAVE (or HAS with he/she/it) + PAST PARTICIPLE

I have done my homework. She has done her homework (verb: do)

NEGATIVE:

I have not done my homework. = I haven't done my homework. She has not done her homework. = She hasn't done her homework.

QUESTION:

Have you done your homework? Yes, I have. / No, I haven't.

TEST

Present perfect - Conjugate the verbs

1. Peter _____ (steal) my trainers!

Tenses

2. I _____ (buy) this magazine.

3. We _____ (write) three pages this afternoon.

4. _____ (ever/you/be) to London?

5. I _____ (finish) my work yet.

Tenses

THE SIMPLE PAST vs. PRETERITE: BE + -ING

SIMPLE PAST

* Affirmative:

-> Regular verbs: BV + -ED

eg. We played football.

-> Irregular verbs: please learn them

SYNTAX

eg. We ate a sandwich.

* Questions & negation: use the auxiliary DID.

eg. Did you play football?

eg. No, we didn't play (did not play) football.

MAIN USE

A short action, which took place in An action in the past, which was the

past.

It

is

often

dated. being done, when another short action

phone rang.

interrupted

it.

eg. I was having a bath when the

eg. In 1998, I went to Spain.

eg.

Were

you

playing

football?

Yes, we were playing football.

No, we weren't (were not) playing football.

PRETERITE: BE + ING

* All forms (regular & irregular verbs):

we use the auxiliary BE in the

past(WAS/WERE) + base form

ending in -ING:

TEST

Choose the right tense (simple past / BE + -ING) :

a) Last week, I _____ (buy) a new car.

b)

Sarah

(do)

her

homework

when

you

_____ (arrive).

c) What _____ you _____ (do) last summer?

d) Peter _____ (not to go) to school: he _____ (be) too tired.

FUTURE

WILL

- predictions (John won't win the race; the weather will be very bad tomorrow.)

- scheduled events (the show will start at 10 tonight).

- promises: I will help you to do your homework tonight.

Syntax: S + WILL + base form

Will you help me?

I will help you

> You will help you / He will help you / We will help you / You will help you / They will help you.

GOING TO

- planned events or intentions (which have been decided on before the moment of speaking and which are not very far from this moment).

Syntax: S + BE (present tense) + GOING TO + base form

Are you going to buy a car tomorrow?

I am going to buy a car tomorrow morning.

> You are going to buy a car... She is going to buy a car... We are going to buy a

car... You are going to buy a car... They are going to buy a car...

TEST

1) Put these words into the correct order to build a sentence:

- a) to / New York / I / tomorrow / fly / am / to / going
- b) she / records / will / to / bring / the / her / party
- c) am / married / I / get / going / to
- d) later / guitar / the / play / will / you
- e) they / eat / to / going / are

2) Fill in these sentences

- a) I've just finished my homework so I (to play) video games.

Tenses

- b) She(to give) a concert at the Town Hall next Saturday night.

- c) They are hungry; they(to have) a snack.

- d) You(not to use) the phone, are you?

Tenses

FUTURE PERFECT AND FUTURE

PROGRESSIVE

Future perfect

Relatively rare in English, the future perfect serves to express one future action which precedes a future moment or another future action.

Moreover, it asserts that these actions will be completed before the principal action. It is formed by adding the modal "will" to the auxiliary "have," preceding the past participle:

She will have finished before eight o'clock.

Tomorrow morning they will all have left.

They will already have finished eating by the time we get there.

One can often use the simple future instead of the future perfect, but a nuance is lost: the simple future does not emphasize the completion of the first action:

Tomorrow morning they will all leave. (The future perfect would emphasize that they will already have departed before tomorrow morning.)

They will finish eating by the time we get there. (They may finish just as we arrive; the future perfect would emphasize that they will have finished before we arrive.)

Future progressive

The future progressive serves to express an action which will be in the process of occurring. It is formed by putting the present progressive into the future: will be + present participle.

I will be waiting for you at six o'clock.

He will be eating by the time you arrive.

Hint for usage: How to choose between the future progressive and the simple future? If it is possible to use the expression "will be in the process of," it is the future progressive that best expresses the action.

The future progressive indicates that an action will be continuing at a given moment; the simple future suggests that the action will be complete. Thus the verb tense can nuance meaning.

Tenses

Consider these sentences, both of which are grammatically correct:

I will be finishing my homework at 10:00. (This suggests that I may finish my homework at 10:05 or 10:15; I will be nearing completion, in the process of completion.)

I will finish my homework at 10:00. (This suggests that I will finish at 10:00 sharp.)

TEST

Put these words in the correct order to build a sentence. Be careful: one word is not used.

1. you / going / present / will / to / party / their / be ?
2. be / I / cake / tomorrow / leaving / will
3. she / 9 pm / have / will / by / been / ready / bed
4. midnight / eat / will / they / before / left / have / already.

Tenses

CONDITIONAL

The conditional is formed using the modal "would" in front of an infinitive (dropping the word "to"). The conditional is used especially in three contexts:

1) Politeness

I would like the menu, please.

Would you have a couple of minutes for me?

2) To indicate the "future within the past":

She said she would come to the party.

I thought he would arrive before me.

3) In hypothetical constructions with "if." When "if" is followed by the preterit or the subjunctive, the conditional is expected in the second clause:

If I had the time, I would do my homework.

If you told me the truth, I would believe you.

The "if" of hypothetical expressions can be implicit:

In your position (= if I were you), I wouldn't stay here!

TEST - Build a sentence with all these words:

1. rich / would / If / buy / a / house / were / big / I
2. said / like / come / She / would / not / to / she
3. could / I / big / would / if / give / you / a / ring / I

Tenses

PAST CONDITIONAL

The past conditional is expressed using the modal "would" before a past infinitive (= "have" + past participle). This construction serves to express missed opportunities and past hypotheses:

She told me that she would have liked to come and see us.

In your position, I would have done the same thing.

> One finds it often in hypothetical constructions with "if." When "if" is followed by the pluperfect, the conditional past is expected in the second clause:

If you had told me the truth, I would have believed you.

If he had worked harder, he'd have received a better grade.

> Note: In a few regions (principally in the United States) one hears the conditional past in both clauses of hypothetical expressions:

If you would have told me he was going to win, I wouldn't have believed you.

TEST - Fill in the blanks with the verbs (past conditional + hypothetical construction if required):

1. If you _____ (study) hard, you _____ (pass) your exam.
2. He told me that he _____ (like) to come to the USA with us.
3. If he _____ (work) all day long, he _____ (be) happy to go to the pictures with you.

Tenses

THE SUBJUNCTIVE

The subjunctive is used rarely. One finds vestiges of it in a few hypothetical expressions (using "if + to be") and in a few set phrases.

(In many cases the subjunctive -- considered archaic or literary -- is replaced by the modal "would," used to express the conditional.)

Other meanings often communicated by the subjunctive in other languages will be

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expressed by modal verbs in English.

In constructions using "if + to be", one should use "were" (instead of "was") with the first and third persons singular ("I" and "he," "she," or "it"). (In spoken English, and in much informal writing, "was" will still be used.)

If I were Muriel, I'd never go back there.

If she were alone, I'd stop by to see her.

He acts as if he were crazy.

When you use verbs, the rule is easy to understand:

If I had enough money, I would buy a big house.

Set phrases and proverbs:

God help us!

Long live the king!

Would that I were free!

TEST

Build a sentence with one part from column A and one part from column B. The sentence must be logical.

eg: If she had time, she would visit you.

A

a. She had time.

b. John didn't know this beautiful girl.
beach.

d. Betty liked exotic food.

e. There was enough snow.

B

1. She would visit you.

2. She wouldn't eat at McDonald's every

3. He wouldn't invite her out.

4. I would send you a postcard.

5. It would be cheaper.

c. They spent too much time on the day.

Tenses

f. You travelled by bus.

g. I had your address.

6. They would get sunburnt.

7. You would go skiing.

Grammar

Grammar

WHICH – WHOSE – WHO – WHERE

WHICH

Non-Human:

The dog which is here is very
aggressive.

WHOSE

Possessive:

This singer, whose name I don't
remember, has a beautiful voice.

WHO

Human:

The girl who is looking at us is called
Sarah.

WHERE

Place:

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This is the town where I live.

TEST

A) Fill in these sentences with WHO, WHICH, WHERE or WHOSE

1. The man, _____ is sitting on the chair, is a teacher.
2. The dog, _____ is eating, belongs to Mike.
3. This actor, _____ films are very bad, is really rich.

B) Build 1 sentence with these 2 sentences (use a relative clause):

4. John is speaking to his boss. His boss is a famous writer.
5. I like the town. You live there.
6. I like the painting. It is in this room.

Grammar

THIS / THAT / THESE / THOSE

> "this" is used for an object (singular) which is near the interlocutor.

Example: This book is the best book on Earth.

> Plural : "these" (several objects).

Example: These books are the best books on Earth.

> "that" is used for one object (singular) which is far from the interlocutor..

Example: That is his car over there.

> Plural : those (several objects)

Example: Those are his toys over there.

> "there" is used for one object (singular) which exists - or "is" (near to us).

Example: There is (There's) a table next to the window.

> Plural: "there are"

Example: There are many of my friends at the party tonight.

TEST

John: Could you please give me _____ (1) record on the table over there?

Mike: Do you want _____ (2) record here?

John: Yes, _____ (3) record.

Mike: Here you are. Oh, could you give me _____ (4) pens on the table over there?

John: _____ (5) ? Sure, here you are.

Grammar

"THE" or nothing?

1. Main rule:

The definite article "the" (invariable in form) designates a person, place, or event which has been specified or defined by the speaker:

Here's the book I bought.

The cat is on the roof.

He said he would bring the money.

2. Omission of the definite article

No article is necessary in the following cases:

2.1 Before abstract nouns or nouns representing general categories. It is often omitted after verbs expressing opinions or preferences:

Truth is the highest good.

I don't like animals.

Cats are nicer than dogs.

Time flies.

She likes coffee, but she hates tea.

2.2 Before days of the week and dates:

On Tuesdays museums are closed.

On Saturdays I sleep in.

I was born on June 16, 1980.

2.3 Before names of countries, states, cities, and regions:

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France is seventeen times smaller than the United States.

California is larger than Brittany.

Exception: Some names actually include the definite article, such as The Hague, the United States (of America)

2.4. Before titles or nouns indicating professions:

President Mitterrand completed two terms.

We saw Professor Miller at the restaurant.

She met with Doctor Schmidt.

TEST

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Club de l'Excellence

Grammar

Add the definite article "THE" when it is required.

- 1) I've just seen _____ latest movie by Spielberg.
- 2) _____ freedom is the best thing on Earth.
- 3) _____ Prince Charles will be a good King.
- 4) _____ boy sitting there is called John.
- 5) I really like _____ Queen Elizabeth III.
- 6) I don't like _____ vegetables.
- 7) On _____ Sundays, I sleep all day long.
- 8) _____ house we've just visited is the most expensive.
- 9) _____ life is so boring!
- 10) _____ Spain is a very nice country!

Grammar

NON-DEFINING RELATIVE CLAUSES

Person

Subject

Object

Possessive

Examples:

SUBJECT:

Frank Zappa, who was one of the most creative artists in rock 'n roll, came from California.

OBJECT:

Frank invited Janet, who (whom) he had met in Japan, to the party.

Peter brought his favorite antique book, which he had found at a flea market, to show his friends.

POSSESSIVE:

Olympia, whose name is taken from the Greek, is the capitol of Washington State.

The singer, whose most recent recording has had much success, is signing autographs.

The artist, whose name he could not remember, was one of the best he had ever seen.

NOTE:

In non-defining relative clauses, which can be used to refer to an entire clause.

Example: He came for the weekend wearing only some shorts and a t-shirt, which was a stupid thing to do.

TEST

Choose the right pronoun:

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Object

which

which

whose, of which

who

who, whom

whose

Grammar

1. The girl, _____ is sitting on the bench, is called Sarah.
2. The dog, _____ John has just bought, is very clever.
3. The actor, _____ films are very famous, is very happy.

Build 1 sentence with a relative clause:

4. Peter has met his girlfriend. She is a journalist.
5. His house is located near London. It very large.
6. Peter has just bought a car. He has found it abroad..

Grammar

ADJECTIVES: FORMS & USAGE

Forms:

Adjectives are generally invariable in English and do not agree with nouns in number and gender.

A blue car

The great outdoors

A group of young women

However, a few adjectives have a connotation which is slightly masculine or feminine. Thus, one says that a woman is beautiful while a man would be called handsome.

Adjectives indicating religion or nationality (or a region, state or province) generally begin with a capital letter, whether they refer to people or objects:

She is an American student.

They go to a Catholic school.

They enjoy Breton music.

Usage:

The adjective will be placed, with very few exceptions, in front of the noun it modifies. When two adjectives precede a noun, they can be connected by a comma (,) or by the conjunction "and." In a series of three or more adjectives, one usually uses "and" before the last adjective in the list.

Examples: I like short novels.

That fellow will be a competent worker.

She writes long and flowery letters.

He works long, hard hours.

She had a mean, old and overbearing step-mother.

An adjective may follow the noun when it is in a predicate (after the verb) or in a relative clause. (In relative clauses the relative pronoun may be implicit.)

Examples: He was a man (who was) always happy to help others.

She is a woman (who is) true to herself.

They were entirely satisfied.

Grammar

TEST

Complete this sentence with an article, a noun and an adjective: Peter has ...

- adjectives: elegant / short / brown / long / little / blue / warm / curly

- articles: a / an / (nothing)

- nouns: coat / gloves / beard / eyes

Grammar

ADVERBS

I) Building adverbs

A. Most adverbs are formed from the adjective. One adds the ending "-ly" to the adjectival form: intelligent → intelligently, slow → slowly, precise → precisely

B. If the adjective ends with "-le," simply replace the "e" with "y": simple → simply, subtle → subtly,

C. The adverb corresponding to the adjective "good" is irregular: good → well

D. Some adverbs have the same form as the adjective: high, low, hard, better, fast

E. In general, adverbs of time and space have no corresponding adjective; the same can be said of adverbs of quantity: yesterday, today, tomorrow, early, soon, late, here, there, less, more, as, very, much, a lot of, little of

II) Where?

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A. When an adverb modifies a verb, it generally comes at the end of the clause (but before any prepositional phrases or subordinated clauses):

He writes poorly. She pronounced that word well.. Joseph worked diligently. They worked hard before coming home.

Exceptions: a few adverbs telling the speaker's opinion, such as "probably," "undoubtedly," "surely," "certainly," etc., come at the beginning of the sentence, or between the modal verb (or auxiliary) and the principal verb:

We are probably going to spend the summer in Corsica. Certainly we would never do that! We will undoubtedly see a dirty political campaign this year.

B. Adverbs of time and space generally come at the end of the sentence; however, they may be placed at the beginning of the sentence if the predicate clause is long and complicated:

I saw her yesterday. We're going to the beach today. She went to bed very early.

Tomorrow we will try to get up early to prepare for our trip.

C. Adverbs modifying adjectives or an other adverb are placed before the adjective or the adverb they modify:

She was really very happy to see you. It was a brilliantly staged performance.

TEST

Grammar

A) Find the corresponding adverbs: bad, clear, different, sad, simple, calm

B) Insert these adverbs into these sentences:

1. I like this wine. (very much) 2. We will go to the cinema tonight. (probably) 3. I lost my temper. (nearly)

Grammar

MAKING SUGGESTIONS

4 (four) ways to tell your friends what you would like to do in the next few days:

1) WHAT ABOUT/HOW ABOUT ... + Base form + -ING

What about going to the pictures tonight?

How about going to the pictures tonight?

2) WHY + Negative

Why don't we go to the swimming-pool tomorrow?

3) IMPERATIVE: Let's + Base form

Let's go to the restaurant now!

4) COULD

We could visit Paris next week.

TEST

Put these words into the right order to build a sentence.

1. tea / have / 's / let / cup / a / of

2. a / car / about / buying / huge / what / ?

3. don't / why / we / together / cinema / to / the / ? / go

4. could / take / we / train / the / Madrid / to

Grammar

MODALS: CAN, MAY, MUST, HAVE TO

CAN

1) Obligation

1) Ability

I can drive

2) For an opinion that you think has a good

2) Possibility

I can come

possibility of being true.

Look at his uniform. He must be a policeman.

MAY

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HAVE TO

1) In the affirmative: HAVE TO has a

1) Probability

She may come tomorrow.

2) In a very polite question

May I open the window?

meaning similar to MUST.

I have to go to the school.

2) In the negative: HAVE TO has a different meaning: "you don't need to do that"

It's Sunday! I don't have to go to school.

I must do my homework.

MUST

TEST

Fill in the gaps with CAN/CAN'T, MAY/MAY NOT, MUST/MUSTN'T, HAVE TO/DON'T HAVE TO

JOHN:

PETER:

JOHN:

"

"I'm

sorry.

"But

you

I

it's

come

.

raining!

to

I

the

You

match

wash

this

my

afternoon?"

father's

wash

car."

it!"

PETER: "I know, but my parents say the rain _____ stop soon. And I _____ go out with you tonight because I _____ go to my grandmother's birthday party and I _____ come back late."

Grammar

SOME, ANY, NO

SOME: used in positive sentences for countable and uncountable nouns.

Example: I have some friends.

ANY: used in negative sentences or questions for countable and uncountable nouns.

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Example: Do you have any cheese? – He doesn't have any friends in Chicago.

EXCEPTION! "some" is used in questions when offering or requesting something that is there.

Examples: Would you like some bread? (offer) – Could I have some water? (request)

SOMEBODY, SOMEWHERE, SOMETHING: Used in positive sentences.

Example: He lives somewhere near here.

ANYBODY, ANYWHERE, ANYTHING: Used in negative sentences or questions.

Examples: Do you know anything about that boy? – She doesn't have anywhere to go.

NOTHING: Used in positive sentences (with a negative meaning).

Example: This show is very boring! There's nothing interesting!

TEST

1) A / AN, SOME or ANY?

1. I've got cookbook. / 2. There iswater in the fridge. / 3.

There

isn't.....whisky

of

whisky

on

left

the

in

the

/

bottle.

5.

She

/

4.

There

to

eat

was.....bottle

shelf.

wants

.....apple. / 6. Have we gotchips?

2) SOMETHING, ANYTHING OR NOTHING ?

1. He's hungry, but there's to eat in the fridge!

2. I don't want to eat.....

3. I can see under the table. What is it?

4. "Pardon? What did you say?" – "....."

5. Is there interesting to watch on TV tonight?

Grammar

SOME vs. ANY

SOME

1) In positive sentences:

I need some butter.

2) In questions when offering or requesting something that is there:

Could I have some water, please?

There isn't any milk left.

b) 2nd match: MUCH vs. MANY

MUCH

MUCH + singular

There is much traffic.

MANY

MANY + plural

There are many cars.

ANY

1) In questions:

Is there any cheese left?

2) In negative sentences:

TEST

Choose the correct answer.

a) I have (some/any) homework to do for tomorrow.

b) I don't see (some/any) ducks there!

c) Can I have (some/any) wine, please?

d) Are there (some/any) vegetables left?

e) There are (much/many) people in the cinema.

f) Don't eat (much/many) sugar.

Grammar

REFLEXIVE PRONOUNS

Reflexive pronouns are used to show that the actions described by a verb act upon the subject of the verb: the subject and the object are thus the same. The forms of reflexive pronouns correspond to the forms of the subject pronouns:

Subject pronouns

I

you

he

she

Reflexive pronouns

myself

yourself

himself

herself

Subject pronouns

it

we

you

they

Reflexive pronouns

itself

ourselves

yourselves

themselves

To use a verb reflexively, the reflexive pronoun must follow the verb (and, in the case of an intransitive verb, it will follow any preposition used with the verb). If there are multiple verbs in the sentence, the reflexive pronoun follows the verb to which it applies:

I told myself it would never happen.

She talks to herself all the time.

Look at yourself in that mirror!

I would like to give myself a raise.

At the end of a sentence, one can add reflexive pronouns as a way of accentuating the subject in the sentence. In this case, the verb does not have reflexive power:

I would rather do that myself.
Can you talk to him yourself?

Grammar

TEST

Fill in the gaps with the correct pronouns:

- 1) The door opens _____ when someone comes near it.
- 2) Look at your umbrella! You should buy _____ a new one.
- 3) There was so much noise, I couldn't make _____ heard.
- 4) "- Who taught you Latin?" | | "- I taught _____."
- 5) They lost the match and were ashamed of _____.

Grammar

PLURALS

> As a general rule, the plural is formed by adding "-s" to the singular form of nouns.

shoe → shoes | book → books | river → rivers

> Nouns ending in "s" or "ss" will generally take the ending "-es" :

bus → buses | kiss → kisses

> Words ending in "y" will generally take the ending "-ies" in place of the "y":

party → parties | supply → supplies

> A few words have very irregular forms in the plural:

one man

one woman

one person

one foot

one mouse

one goose

one tooth

one wife

one child

one knife

one thief

one dwarf

one potato

one leaf

one life

one loaf

one half

two men

two women

two people

two feet

two mice

two geese

two teeth

two wives

two children

two knives

two thieves

two dwarves (or: dwarfs)

two potatoes

two leaves

two lives

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two loaves

two halves

A small set of words do not change form in the plural:

one moose

two moose

Grammar

one sheep

one aircraft

two sheep

two aircraft

Words of Greek or Latin origin which have retained their original endings will generally take the plural form associated with the language they are drawn from:

one alumnus

one syllabus

one alumna

one alga

one criterion

one forum

one thesis

one hypothesis

one phenomenon

one cactus

one diagnosis

one oasis

one analysis

two alumni

two syllabi

two alumnae

many algae

many criteria

many fora (or : forums)

two theses

two hypotheses

two phenomena

two cacti (or : cactuses)

two diagnoses

two oases

two analyses

A few nouns are invariable or collective, always indicating a plural meaning:

She gave me some information.

Michelle has a lot of clothes.

TEST

Find the plural

table, child, thief, mouse, thief, potato, tooth, alga, goose, wife, sheep, life

Grammar

OTHER INTERROGATIVE WORDS

When?

I bought a new car yesterday. When did you buy a new car?

Where?

I went to Paris. Where did you go to?

How much + Singular / How many + Plural

I ate two apples. How many apples did you eat?

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Why? I went to the hospital because I was ill. Why did you go the hospital?
Which

When a choice must be made between 2 things:

- Which film do you want to see? "Impossible Mission" or "Pretty Woman"?
- Here are two pizzas. Which one do you prefer?

TEST

Ask a question about the underlined words:

1. I saw that movie in a big cinema.
2. I will see my girlfriend next summer.
3. I would like to buy three bottles of milk.
4. I love this film because I love Tom Cruise.

About last week's lesson (revision)...

5. Sandra stole my keys!
6. I ate a big cake.
7. I spoke to Sarah.

Grammar

NOUNS: GENDER

1) General rule

English nouns rarely change form, even to indicate gender. As a general rule, only nouns referring to people and some animals reflect gender in their form. By the same token, unlike many other languages, the adjectives modifying nouns will remain unchanged.

Example: My poor little dog died.

2) However, certain nouns — especially those referring to people — may have different forms to indicate masculine or feminine usage:

Man — woman

gentleman — lady

actor — actress

uncle — aunt

father — mother

The same can be said of certain male and female animals:

a buck, a doe

a ram, a ewe

a bull, a cow

a stallion, a mare

3) In other cases, the word "male" or "female" is added, if it is considered necessary to be specific:

a female cat

a male giraffe

Grammar

4) Pronouns

Note: If the gender of the person or animal is known, one will generally use the pronoun "he" or "she" to refer to it, as appropriate. When the gender is left unstated, the pronoun "he" is generally used when speaking of people, or "it" when speaking of animals. Some objects are also considered to be gendered in certain usages: some people may refer to a boat or a car as "she."

5) Man/Woman

Certain nouns (especially the names of professions) are traditionally associated with men or women, in which case one signals exceptions to the tradition by adding "woman" (or "lady") or "man" to the term:

They are in a group of male dancers.

My wife prefers to see a woman doctor.

TEST

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Find the feminine forms: bull, cat, man, doctor, buck, uncle, actor, father

Grammar

ASKING A QUESTION

A) THE RULE

interrogative pronoun/adverb + auxiliary + subject + verb + ...

interrogative

pronoun/adverb

Why

did

you

go

to Spain?

auxiliary

subject

verb

+

Exception: when WHO is the subject of the sentence:

interrogative

pronoun/adverb

Who

went

to Spain?

auxiliary

subject

verb

+

B) THE MAIN INTERROGATIVE PRONOUNS / ADVERBS

INTERROGATIVE SENTENCE

PRONOUNS

ADVERBS

WHO

WHAT

WHICH

WHEN

WHY

WHAT... FOR

HOW + adjective

HOW

HOW FAR

I go to Belgium by car.

How do you go to Belgium?

I am 5 miles from Paris. How far are you from Paris?

QUESTION

/

Peter has broken the vase. Who has broken the vase?

John took an orange.

What did John take?

Which pullover do you want? The blue one or the red one?

I went to Spain in 1998. When did you go to Spain?

1998.

I am sad because my dog is ill. Why are you sad?

dog is ill.

I save money to buy a What do you save money for?
new car.

HOW LONG

HOW

HOW

pluriel

HOW OFTEN

HOW OLD

I go to Spain twice a How often do you go to Spain?
week.

I am 24 years old.

How old are you?

MUCH

MANY

This movie lasts for 2 How long does this movie last?
hours.

+ I want two bottles of How much milk do you want?
milk.

+ I want three potatoes.

How many potatoes do you want?

singulier

TEST

Ask a question about the underlined words:

Yesterday, Sandra went to the shopping center

She bought a beautiful dress.

She got back home. She was unhappy because it was too large.

Her father phoned the shop.

He went back to the shop.

NEGATIVE CONSTRUCTIONS

Everybody knows "not". Other negative constructions are possible. Because English does not allow double or triple negatives, it is important to avoid using "not" with other negative constructions. When "not" is included, use the affirmative forms of other adverbs:

No more / not... any more

· I want no more of your money · I don't want any more of your money.

No one / not... anyone

· No one called tonight. · I don't want to see anyone tonight.

Never / not... ever

· She never wants to see him again. · She doesn't ever want to see him again.

Nothing / not... anything

· He does nothing at all. · Can't you do anything right?

Nowhere / not... anywhere

· Where are you going? -- Nowhere. · I don't want to go anywhere.

Not a single / not... a single

· Not a single letter arrived today. · He doesn't have a single idea what we're doing.

Neither... nor...

· We neither ate nor drank during the ceremony. · I like neither tomatoes nor zucchini.

Only (always placed before the element one whichs to limit):

· She only has seven dollars. · We were only playing. · They were the only ones to come

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Build a sentence with these words:

1. all - at - he - bought - hasn't - anything
2. like - meat - I - nor - neither - vegetables.
3. anywhere - we - don't - go - to - want

Grammar

REPORTED SPEECH

When one reports what others have said word for word, this is called "Reported speech." It is generally signalled by the presence of quotation marks:

Philippe said, "I'll come if I have the time." · My roommate said, "Clean the place up, or get out of here!"

When one paraphrases the words of others, writing them so as to avoid direct quotation, this is called "indirect discourse."

Indirect discourse entails certain changes:

A. Quotation marks are not used:

direct discourse: He told me, "You're stupid"

indirect discourse: He told me that I was stupid.

B. When the verb in the reported discourse is conjugated, is it generally preceded by "that"; however, the inclusion of "that" is optional

· She said that she would be late. · OR: She said she would be late. · They informed us that the plane was delayed. · OR: They informed us the plane was delayed.

C. Imperative forms, when recounted in indirect discourse, generally become infinitive constructions:

direct discourse: He told me, "Write to me."

indirect discourse: He told me to write him.

direct discourse: I told them, "Get out of here!"

indirect discourse: I told them to get out of here.

D. When a quotation is put in indirect discourse, care must be taken to verify that verb tenses reflect the change in temporal context:

direct discourse: She said, "I will be on time."

indirect discourse: She said she would be on time.

direct discourse: When he called he said, "I am at the airport"

indirect discourse: When he called he said he was at the airport.

TEST

Indirect discourse

1. Sarah said, "I am ill."
2. Paul told me, "Go to the cinema and buy two tickets".
3. Thierry explained to us, "I went to Spain during my holidays".
4. John said, "I will buy a new computer soon".
5. My father told me, "Do your homework!"

THE PASSIVE VOICE

Main use:

It is used to put the emphasis on the person or the thing which is affected by an action. It is used in sentences where the object of the action is more important than the people who perform the action.

Syntax: Subject + BE (tense of the active sentence) + Past participle

Important: If you need to tell who is doing the action, use BY

America was discovered by Christopher Columbus in 1492.

Examples:

Present (be+ing):

Peter is eating an apple.

An apple is being eaten by Peter.

Present Simple:

They make shoes in this factory.

Shoes are made in this factory.

Preterite:

They built this bridge in the 13th century.

This bridge was built in the 13th century.

and so on...

TEST – Put the following sentences into the passive voice.

1. They built the house in two months. > help: The house...

2. We will carry the luggage upstairs.

3. Everyday John feeds the cat.

4. They have not caught the murderer yet.

5. –The fog caused the accident. The police called the ambulance. The insurance will cover the damage.

Grammar

It was my first day at school. I was shy and half paralysed when the teacher pointed at me and told me to go to the board. There was a total silence in the classroom and everybody was looking at me. The teacher asked me to write my name and address; I knew my name and address, knew how to write it, knew how to spell it; but standing at the blackboard with the eyes of the many boys and girls looking at my back paralysed me... I was unable to write a single letter.

"Write your name", the teacher called to me.

I lifted the white chalk to the black board and, as I was about to write my name, my mind went blank; I could not remember my name, not even the first letter. Somebody laughed; I was so afraid that I intended to run away from the classroom.

"Just forget us and write your name and address", the teacher told me in a low and gentle voice.

I tried to write, but my hand would refuse to move. The children began to laugh again.

"Don't you know your name?" The teacher asked.

I looked at her and I could not answer. She rose up and walked to my side, smiling at me to give me confidence. She placed her hand tenderly upon my shoulder.

"What's your name?" She asked.

"Richard" I whispered

"Richard what?"

"Richard Wright"

Grammar

"Spell it". I spelled my name in a wild rush of letters, trying desperately to overcome my paralysing shyness.

"You may go to your seat", the teacher said.

I sat down with all my body trembling, hearing the pupils whisper about me, and hating myself, hating them, hating the blackboard.

Richard Wright, Black Boy.

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I. Comprehension: Read the text carefully and answer the questions.

A./ All the following sentences are false. Justify it by quoting from the text.

1. The classroom was very noisy.
2. The boy could write only the first letter of his name.
3. The teacher spoke to him in a loud and harsh voice.
4. It was a small class.

B./ Read the text and answer the following questions.

5. Choose from the following list four adjectives that apply to the teacher: hard; understanding; friendly; severe; ironical; helpful; menacing; supportive. quote from the text to justify your answer.

6. List four physical manifestation of the boy's shyness.

C./ Match each word of column A with its synonym in column B.

II./ Linguistic competence

Grammar

D./ Complete with the right verb form.

11. He will work with his father when he twenty.
a. has b. will have c. is d. will be
12. If the boy learnt his lesson, he..... be punished.
a. won't b. will c. would have been d. wouldn't
13. He feared the board,?
a. doesn't he b. did he c. didn't he d. hadn't he
14. The workers..... a rest at the moment.
a. are having b. will have c. have had d. had

E./ Reformulate the sentences as indicated.

15. " I can't answer this question", the pupil said

The pupil said that.....

16. " write your name", the teacher asked the boy

The teacher asked the boy.....

17. " where are you going now?", the teacher asked the kids

The teacher asked the kids.....

18. The headmaster will give a prize to the best student.

A prize.....

F./ Fill in the blanks with "who", "that", "which", "whose" or "what"

19. I know the boy..... was sent to the board.
20. Mr. Njaay,.....son is a doctor, lives in that house.
21. This is the man.....I met yesterday.

Grammar

22. surprises me is that they lost the match.

G./ The following sentences are not correct. Rewrite them in the correct form.

23. He couldn't write some letter of his name.

24. The girl in front of the teacher was not so shy than the boy.

III./ Writing: (about 10 lines)- choose one subject only.

1. Is it good for a student to be shy? What would you say to a friend who is shy to make him more confident? Write your conversation.
2. Describe the primary school you went to.
3. Write a letter to a penfriend telling him/her about your college.

Grammar

Eminem was born in Kansas city in 1972 and he got his name by pronouncing his initials(M&M) from Marshal Mathers. As a child, Eminem and his mother kept

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moving between Kansas city and Detroit, switching every two or three months, which made it difficult for him to make friends and stay out of trouble. Eminem dropped out of school as a teenager. Eminem started rapping in groups such as Basement productions or the new Jacks but finally he decided to start his own career. In 1996 he released his first album, Infinite. The following year he decided to put out the Slim Shady EP. At this point his career took off. Eminem said: "Infinite was me trying to see how I wanted my rap style to be while Slim Shady is the evil side, the sarcastic side of me."

His next album, the slim shady LP reached the number 2 position in the album charts, thanks to the success of the single " my name is", and Best album for his album The Slim Shady LP. Eminem's latest album The Marshall Mathers LP was released in May 2000. He got three MTV awards.

Eminem's lyrics and video have surprised and shocked many people. The slim shady LP was heavily criticised because of its reference to drug use. In his defence Eminem said, rather confusedly: " I do say things that I think will shock the people. But I don't do things to shock people..."

So what is Eminem all about? what is he? and what does it all mean? is he a pop star? a poet? an offensive young man who needs psychiatric help? is it all just a marketing image? or is he for real? and what a white guy is doing trying to imitate "black" music, anyway? Eminem's answer is very simple: " I'm white in a music started by black people. I'm not ignorant to it. I'm not trying to take anything away from the culture."

Meanwhile Eminem says his number one ambition is to be a film star.

Grammar

I. Reading comprehension

A. Choose the most appropriate title for this text.

1. Eminem a violent rapper. 2. Eminem: a controversial rapper.
3. Eminem: a famous rapper. 4. Eminem: powerful rapper.

B. Read the text carefully and match each title with one of the five paragraphs of the text. One has been done for you. 2pts.

Titles Paragraphs

Rap P2

5. a difficult childhood P.....

6. shocking lyrics P.....

7. The future P.....

8. Glory P.....

C. Choose the right answer a, b, c or d

9. Eminem dropped out of school means:

- a. he started school b. he abandoned school
- c. he didn't like school d. he played very much at school

10. ... he released his first album means:

- a. he sent his first album b. he put out his first album
- c. he sang his first album d. he wrote the lyrics of his first album

11. an award means:

- a. a prize b. a contribution
- c. a difficulty d. an order

12. at this point his career took off means:

Grammar

a. his career stopped b. his career started well

c. his career was in danger d. his career was neglected

D. All the following sentences are true. Justify by quoting from the text.

13. Eminem studied in many schools during his childhood.

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14. Eminem's albums received a lot of distinction.
15. People think that Eminem's album's are shocking.
- II. Linguistic Competence
- E. Complete the following sentences with the right item a, b, c or d
16. Stopyour rap songs. I 'm trying to concentrate.
a. to sing b. to singing c. singing d. sing
17. If the lyrics of his songs were not shocking, people.....his latest album.
a. would buy b. bought c. will have bought d. would have bought
18. Many adults don't like rap music,.....?
a. don't they b. like they c. do they d. are they
19. Ndongo J, Father Freddy and Lord Aladji Man..... as "Daraa J" since 1995.
a. are rapping b. were rapping c. rapped d. have been rapping.
- F. Complete the second sentence of each pair so that it has the same meaning as the first one.
20. Youssou Ndour released his latest album Sant Yalla in 2003.
20. Youssou Ndour's latest album..... in 2003.
21. People say that Rapadio's lyrics are aggressive and shocking.
21. Rapadio's lyrics are.....
22. Lamine's father said: " I don't what kind of society you rappers want."

Grammar

22. Lamine's father said that he
23. In senegal many young people prefer rap music to mbalax.
23. In Senegal many young people like..... mbalax.
- G. Complete following passage by choosing the appropriate preposition from the box below.

on- in- to- in- at-

Music is very important the life of young people. So after a week of hard work..... school, it may not be bad at all for a student to go a concert or watch a musical programme television.

However, if young people spend too much time.....music only, they might regret it in the future.

III. Writing 5PTS (100 words/ 10 lines) Choose one topic only.

Topic 1: What genre of music do you prefer? rap? mbalax? traditional music?

Why do you prefer this particular kind of music?

Topic2: write a letter to a penfriend telling him or her about a concert you went to a week ago. Give him or her details about the singer the musicians, the music and the fans who came to watch the concert.

Topic3: Three friends Ibrahima, Abdoul and Mariama are discussing about the Senegalese rap and rap singers. Abdou who is rapping in a group called " Ponkal yi Possee" doesn't share Ibrahima's and Mariama's opinions. Read the beginning of their conversation and use your own words to complete it.

Ibrahima: Abdoul you and your friends are very strange.

Abdoul: Man, what's up again? rap is real and you must understand that.

Ibrahima: My brother you have to know that it's not because you are a rapper that you must look like an American.

Mariama: stop dreaming! We are not in the USA.

Grammar

- Abdoul:
- Ibrahima:.....
- Mariama:
- Abdoul:
- Abdoul:



Mariama:
 Ibrahima:.....

Ne pas répondre sur cette feuille. Répondre sur la feuille d'examen.

I quarrelled with Mother and ran away to join my father, I travelled on the roof of a train all the way to Kazakhstan. I was fifteen. I wanted to become a man and stand on my own feet. At that time my father was working as chief of a geological expedition. When I arrived, I agreed with him not to let the others know that I was his son : « ... Otherwise you'll be favoured. And that isn't going to make a man of you, » he said. So I joined the expedition as a labourer. Among many other things, I learned to break the ground with a pick, extract selected pieces of rock with a mallet, (...) and to light a fire in driving rain. But yet I couldn't swim, nobody knew that, and I lived in fear of being found out and disgraced. One day I was walking with a geologist along a narrow mountain path above a noisy stream. We both carried knapsacks filled with specimens of rocks. Suddenly the geologist took a false step and the ground gave way under his feet. He tried to catch hold of a bush, missed it, and fell headlong from the steep bank, down into the river. Within seconds I saw him thrashing about in the foaming water, struggling to keep afloat, but his knapsack was dragging him down. I flung mine off my shoulders, whipped my knife in one hand, and jumped in. I swam hard up to the geologist without realising, cut the straps of his knapsack, and we both scrambled ashore... It was only then that I remembered I didn't know how to swim. And from that day on, I have known that the best way of learning something is to take a leap into the unknown without looking back. That way, you either learn or perish.

Adapted from A precocious autobiography (by Yevgueny Yevtushenko) Kazakhstan: a republic of the ex-Soviet Union

to thrash about : to struggle = se débattre (French)

specimens : samples = échantillons (French)

to scramble : to climb quickly

to take a leap : to jump.

I./ Comprehension

A. 1. Give a suitable title to the text.

B. Say if the following statement are true or false. Justify your answer by quoting the text.

2.Yevgueny's father was one of the labourers of the expedition.

3.The boy wasn't ashamed of not knowing how to swim.

4.According to the author, the best way to learn is to attend lessons with a teacher assisting.

C. Match the words in column A to their synonyms in column B:

A

B

5.disgraced a.threw

6.stream

7.flung

8.perish

9.drag

b.die

c.pull

d.discovered

e.river

f.dishonoured

g.foam

D. Choose a, b, or c to complete the following sentences :

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10. Yevgueny joined the expedition
a) in order to work and earn some money

Exams

- b) because he wanted to learn things of life
c) because he couldn't live without his father
11. The boy worked as a labourer in the expedition
a) because his father hadn't recognised him
b) because the other labourers didn't like him
c) in order not to be favoured by the others
12. Young Yevgueny rescued the geologist
a) by pulling him out of the water with a rope
b) by relieving him of his sack
c) by calling out for help

II. Linguistic competence 6 pts

E. Fill in the blanks by using the words from the box :

Though as

While

despite

since during

13. the man entered the village, a dog barked menacingly.
14. Their supporters shouted at our players..... all the match.
15. He managed to rescue us his age.
16. knew nothing about mechanics, he could drive as expertly as Daddy.

F. Rewrite the sentences without changing their meaning.

Exams

17. His knapsack was dragging him down

He was

18. « That isn't going to make a man of you ».

He told me that.....

G. Rewrite the following sentence using "if"

19. He wasn't killed because he was rescued in time.

20. You must work harder. Otherwise you'll fail your exams.

H. Complete these sentences using : rather, like or better.

21. I'm sure it's going to rain. We'd..... stay at home.

22. She doesn't like Dakar very much. She'd..... spend her holidays in Ziguinchor.

I. Choose the correct form of the verb in brackets :

23. He won't tell you anything. It's no use (ask — asked — asking) him.

24. When I was in the first form, Mathematics ...(is — were — are — was) my best subject

III. Writing : choose one topic and write at least 10 lines.

Topic n°1 : You have witnessed a very bad accident in your town, village....

(Description) Describe it saying how it happened, how you behaved, what you or someone else did.

Topic n°2 : A snake has bitten one of your friends. You're discussing with the others on the (Dialogue) best, quickest and safest way to rescue him.

Exams

Topic n° 3 ; Write a letter to a friend telling him about the way you think a child should be (Essay) educated.

Exams

Ne pas répondre sur cette feuille. Répondre sur la feuille d'examen.

I'm very worried about the effects of television, especially on our children. First, there are a lot of violent programs on TV and on several occasions I have caught my sons copying the actions they see in these programs. Second, the advertising is very bad for them. Children see commercials for sweets and toys, for example, and always want to go out and buy them. Also, sitting in front of the television set all day is bad for their eyes. All my children wear glasses and I am convinced it is because of the long hours they spend in front of the screen. Finally, watching TV is not creative. I think it is very important for everybody to do something creative such as playing a musical instrument or painting. When I say this to my children, they just do not answer[...]

They are very busy watching TV. I have tried to restrict their viewing hours but this has resulted in a lot of unhappiness. I have therefore decided to sell my television set as this seems to be the only solution.

I. Comprehension

A/ The mother thinks that TV is bad for the children because:

1.....

2.....

B/ Say if these sentences are true or false by referring to the text.

3. The mother believes that TV causes health problems to her children.

4. The advertisement on TV does not affect the children.

5. This mother thinks TV is a good way of spending free time.

6. The mother says her children watch too much TV.

C/ A good title for the text could be:

a) A worried mother; b) A cruel mother ; c) A suffering mother; D) An angry mother

D/ Vocabulary in Context

7. Find in the text synonyms for: a) many; b) publicity ; c) limit; d) watch

8. Find in the text antonyms for: a) free; b) ask

E. Pronoun reference. What do these pronouns refer to in the text?

9. The advertisement is bad for them

10. ...and always want to go out and buy them

II. Linguistic Competence

F./ Write the verbs in brackets correctly

11. Young children enjoycartoon films.(to watch)

12. School children..... time for homework if they watched too much TV. (not to have)

13. You should watch TV after..... your exercises.(to do)

14. It's 9 o'clock. We in front of the TV for two hours. (to sit)

G/ Ask the questions that correspond to the underlined words

1. They see violent actions on TV. 2. Awa should stay at school all day.

H/ Transformations

18. "Where were you born?" He asked me

19. "I'll see a film when I finish work." Fama said that.....

20. Most Segalese women watch "Rubi" "Rubi".....

III/ writing "Choose one topic" (About 100-120 words)

A/ Should a parent prevent his/her children from watching TV? why or why not?

B/ Imagine you were Abdou or Amy! You are writing to your penfriend John. Tell him about your activities in your free time.

C/ two friends are arguing. One wants to watch a violent film, the other one wants to follow a football match. Write the conversation.

Ne pas répondre sur cette feuille. Répondre sur la feuille d'examen.

Tisa had many ideas of what she wanted to be when she grew up. She was always thinking of something unusual. —I have decided that I want to be a bus driver,|| she told her grandmother one day. Granny smiled, but she did not laugh. —I have never seen a woman driving a bus, my dear,|| she said. —But I have heard about it on the radio. Women sometimes drive buses in cities.||

When Tisa told her mother about her idea, her mother laughed. —Oh Tisa, what funny dreams you have in your head! ||

but this did not stop Tisa dreaming.

Could she be a bus driver one day?

Tisa had always enjoyed being on buses since she was quite young. Her father was a bus

driver. She liked to sit next to him on the bus. She watched him

carefully to see how he drove the bus and operated the pedals. When Tisa told him about her plan, her father sighed. —Tisa, I am a bus driver. Your brother can be a bus driver when he grows up. But not you! Do you forget you are a girl? —

... But her father's remarks did not make her abandon her project. She was just going to do the things she enjoyed doing. She liked to make toy cars for herself and her brother. This driver.

Adapted from Two Girls And Their Dreams, Rachel Carnegie, 1999 (Longman) time, she would become what she wanted to be: a bus

I. READING COMPREHENSION

A. Choose the appropriate sentences among a, b, c or d proposals

1. The title for this text could be ...

- a. The bus driver's ambition
- b. The boy who wanted to be a bus driver
- c. The girl who wanted to be a bus driver
- d. Driving women

B. Are these sentences true or false? Justify with quotes from the text.

2. Tisa's grandmother has seen women drive buses in cities

3. Tisa was very much influenced by her father's job

C. Read the text and fill in the gaps with the word below.

Father / mother / grandmother

When Tisa told her family members about her dream, her (4) _____ said that it was not possible; her (5) _____ said it was possible for boys, not for girls, her (6) _____ thought it was a stupid idea.

D.

Choose the most suitable meaning for these words among a, b, c or d proposals

7. —something unusual|| (line 2) mean ...

- a. Uncommon
- b. Funny
- c. Easy
- d. Ordinary

8. —Her father sighed|| (line 9) means...

- a. Her father laughed
- b. Her father smiled
- c. Her father got angry
- d. Her father took a deep breath

E. Select 3 (three) adjectives from the list below that describe Tisa's personality?

determined – demoralized – curios – ambitious – pessimistic

9. _____;

10. _____;

11. _____

II. LINGUISTIC COMPETENCE

F. Fill in the gaps coherently with the words in the list below.

Can – can't – mustn't – should

People generally think that women (12) _____ do some jobs because they are too weak. But many things have changed in this word. A lot of female workers

(13) _____ compete with men in the domain reserved to men. Young girls

(14) _____ be encouraged to do any job they would like to do.

Consequently

choices.

parents (15) _____ prevent them from making their own

G. Complete the sentences below with the correct words in brackets.

16. Tisa's father doesn't want her to be a bus driver; _____ does her mother (so / neither / either).

17. The bus was _____ by a woman (drove / driving / driven)

18. The driver _____ his car repaired by a mechanic (had / made / let)

19. She isn't allowed to drive _____ she has her driving license (if / unless / in case)

H. Turn the sentences in the way indicated.

20. –Women sometimes drive buses in cities|| Granny said.

→ Granny told Tisa _____

21. The passengers gave the conductor money.

→ The conductor was _____

III. WRITING

Choose one topic only and write about 80-120 words

Topic 1: Write a paragraph to tell about how Tisa became a bus driver a few years later.

Topic 2: tell the story of a tomboy (a girl who behaves like a boy) in school) in your school, district or village.

Topic 3: Mrs Ndiaye and Mr Diop work in the same office. Mrs Ndiaye is the boss, but Mr Diop doesn't accept her authority because she is a woman. Complete their conversation.

Mrs Ndiaye: Mr Diop, why did you refuse to obey my orders?

Mr Diop: Because you're just a woman! And I am a man.

Mrs Ndiaye: Do you _____

Mr Diop: Yes! A man is superior to a woman. It's God decision. So I don't have to obey you.

Mrs

Ndiaye:

But

God

has

also

decided

that,

in

this

office

I'm _____

Mr Diop: It's just you are a lucky woman! But you're only a woman!

Mrs Ndiaye: Don't you know that _____

Mr Diop: Of course, I know that women are our _____

Mrs Ndiaye: So for this reason, you should have more respect for all women.

Mr Diop: Okay, I agree with you. But do me a favour! Promise me _____

Mrs Ndiaye: Promised! I won't _____ when I give you an order

Answers

Answers

PRESENT SIMPLE – PRESENT BE + ING - PRESENT SIMPLE OR PRESENT

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CONTINUOUS

Present simple

ANSWERS

1. closes – 2. do not think = don't think – 3. take – 4. do you go – 5. begin – 6. when does he arrive home? – 7. don't live | live – 8. take – 9. Gets up – 10. don't believe – 11. take

Present (be + -ing)

ANSWERS

1. are studying | 2. She is watching TV. | 3. What are you reading at the moment? | 4. I am cooking | 5. It is not working | 6. He is learning

Present continuous (Be + ing) VS Present simple

ANSWERS

1. We don't think that you should buy this dress.
2. At the moment, he is learning German for his job.
3. We usually take a taxi to go to work.
4. How often do you go to the swimming-pool?
5. The cinema closes at 7 pm.
6. Look! She is watching TV.
7. Courses generally begin on the third of September.
8. When do you arrive home in the evenings?
9. What are you reading at the moment?
10. They don't live in Washington; they live in New York.
11. We usually take a taxi to go to work.
12. It is not working. I think it's broken.

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13. He doesn't get up early on Mondays.
14. I don't believe in witches.
15. The Sun's rays take eight minutes to reach the Earth.
16. They are studying at the moment.

Present simple or Present continuous

ANSWERS

1. leaves | 2. are you crying | 3. are not watching (= aren't watching) | 4. does not speak (= doesn't speak) | 5. Am doing | 6. do they live | 7. is playing | 8. Go 9. gives | 10. travels | 11. is staying (= he's staying) | 12. is having | 13. is drinking | 14. is reading | 15. plays | 16. practises | 17. doesn't go | 18. gets up | 19. gets | 20. is wearing

PRETERITE: BE + -ING

ANSWERS

1: was having | 2: rang | 3: thought | 4: was getting | 5: put | 6: broke | 7: was still ringing | 8: ran | 9: hit | 10: hurt | 11: wanted | 12: was still ringing | 13: thought | 14: were sitting | 15: didn't see | 16: fell | 17: got up | 18: was hurting | 19: was still ringing | 20: answered | 21: was | 22: said

PRESENT PERFECT

ANSWERS

1. Paul has stolen my trainers! 2. I have bought this magazine. 3. We have written three pages this afternoon. 4. Have you ever been to London? 5. I have not finished my work yet. I haven't finished my work yet

THE SIMPLE PAST vs. PRETERITE: BE + -ING

ANSWERS

- a) Last week, I **BOUGHT** a new car.
Collection de l'Excellence Page 78
b) Sarah **WAS DOING** her homework when you **ARRIVED**.
c) What **DID** you **DO** last summer?
d) Peter **DIDN'T GO** to school: he **WAS** too tired.

FUTURE

ANSWERS

- 1 a. I am going to fly to New York tomorrow. b. She will bring her records to the party. c. I am going to get married. d. You will play the guitar later.
e. They are going to eat.
2. a. I am going to play = I'm going to play b. She will give a concert / She is going to give c. they are going to have / They will have d. You aren't going to use / You won't use

FUTURE PERFECT AND FUTURE PROGRESSIVE

ANSWERS

1. Will you be going to their party? (present) 2. I will be leaving tomorrow. (cake) 3. She will have been ready by 9 pm. (bed) 4. They will already have left before midnight. (eat)

CONDITIONAL

ANSWERS

1. If I were rich, I would buy a big house. 2. She said she would not like to come.
3. I would give you a big ring if I could.

PAST CONDITIONAL

ANSWERS

1. If you had studied hard, you would have passed your exam. 2. He told me that he would have liked to come to the USA with us. 3. If he hadn't worked all day long, he would have been happy to go to the pictures with you.

THE SUBJUNCTIVE

ANSWERS

- a1. If she had time, she would visit you. b3. If John didn't know this beautiful girl, Collection de l'Excellence Page 79
he wouldn't invite her out. c6. If they spent too much time on the beach, they would get sunburnt. d2. If Betty liked exotic food, she wouldn't eat at McDonald's every day. e7. If there was enough snow, you would go skiing. f5. If you travelled by bus, it would be cheaper. g4. If I had your address, I would send you a postcard.

WHICH – WHOSE – WHO – WHERE

ANSWERS

1. who 2. which 3. whose 4. John is speaking to his boss, who is a famous writer.
5. I like the town where you live. 6. I like the painting which is in this room.

THIS / THAT / THESE / THOSE

ANSWERS

1. that 2. this 3. that 4. those 5. These
"THE" or nothing?

ANSWERS

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1. the | 2. X | 3. X | 4. The | 5. X | 6. X | 7. X | 8. The | 9. X | 10. X

NON-DEFINING RELATIVE CLAUSES

ANSWERS

1. who – 2. which – 3. whose – 4. Peter has met his girlfriend, who is a journalist.
– 5. His house, which is located near London, is very large. – 6. Peter has just bought a car, which he has found abroad.

ADJECTIVES: FORMS & USAGE

ANSWERS

Examples (there are more correct answers): an elegant / warm coat – brown / short gloves – curly / little beard – blue eyes – an elegant, warm, blue coat

ADVERBS

ANSWERS

A . badly, clearly, differently, sadly, simply, calmly

B. 1. I like this wine very much. 2. We will probably go to the cinema tonight. 3. I nearly lost my temper.

MAKING SUGGESTIONS

ANSWERS

1) Let's have a cup of tea. 2) What about buying a huge car? 3) Why don't we go to the cinema together? 4) We could take the train to Madrid.

MODALS: CAN, MAY, MUST, HAVE TO

ANSWERS

JOHN:

PETER:

JOHN:

"CAN

"I'm

"But

you

sorry.

it's

I

come

can't

.

You

raining!

to

I

the

MUST

DON'T

match

wash

HAVE

this

my

TO

afternoon?"

father's

wash

car."

it!"

PETER: "I know, but my parents say the rain MAY stop soon. And I CAN'T go out with you tonight because I MUST go to my grandmother's birthday party and I

MAY come back late."

SOME, ANY, NO

ANSWERS

Exercise 1) 1: a | 2: some | 3: any | 4: a | 5: an | 6. any - Exercise 2) 1: nothing
| 2: anything | 3: something | 4: Nothing! | 5: anything

SOME vs. ANY

ANSWERS

- a) I have some homework to do for tomorrow.
- b) I don't see any ducks there!
- c) Can I have some wine, please.
- d) Are there any vegetables left?

REFLEXIVE PRONOUNS

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ANSWERS

1) itself | 2) yourself | 3) myself | 4) myself | 5) themselves

PLURALS

ANSWERS

Tables, children, thieves, mice, women, potatoes, teeth, algae, geese, wives, sheep, lives

OTHER INTERROGATIVE WORDS

ANSWERS

1. Where did you see that movie? 2. When will you see your girlfriend? 3. How many bottles of milk would you like to buy? 4. Why do you love this film? 5. Who stole your keys? 6. What did you eat? 7. Who did you speak to? To whom did you speak?

NOUNS: GENDER

ANSWERS

Cow, female cat, woman, woman doctor, doe, actress, mother

ASKING A QUESTION

ANSWERS

When did Sandra go to the shopping center?

What did she buy?

Why was she unhappy?

Who phoned the shop?

Where did he go back to?

NEGATIVE CONSTRUCTIONS

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ANSWERS

1. He hasn't bought anything at all. 2. I like neither vegetables nor meat. 3. We don't want to go anywhere.

REPORTED SPEECH

ANSWERS

Sarah said (that) she was ill. 2. Paul told me to go to the cinema and buy two tickets. 3. Thierry explained to us (that) he had gone to Spain during his holidays. 4. John said (that) he would buy a new computer soon. 5. My father told me to do my homework.

THE PASSIVE VOICE

ANSWERS

1. The house was built in two months. 2. The luggage will be carried upstairs. 3. Everyday the cat is fed by John. 4. The murder has not been caught yet. 5. The accident was caused by the fog. The ambulance was called by the police. The damage will be covered by the insurance.

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CORRIGE DE L'EPREUVE DU BFEM 2003

I. COMPREHENSION:

A. True or false

Attention ici on ne vous demande pas si les phrases sont vraies ou fausses. On a dit qu'elles sont toutes fausses et justifier. C'est inhabituel, mais il faut toujours faire attention à la consigne donnée.

1. False: "there was a total silence in the classroom and everybody was looking at me."

2. false: "I was unable to write a single letter."

3. false: "just forget about us" the teacher told me in a low and gentle voice.

4. false: "standing at the blackboard with the eyes of the many boys and girls."

B. Answer the following questions

5. understanding, supportive, helpful, friendly

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6. half paralysed, unable to write, my mind went blank, I intended to run away

C. Matching

whisper=murmur

tremble=shiver

shyness=timidity

blank=empty

II. Linguistic competence

D. complete

11. c. is

12. d. wouldn't

13. c. didn't he?

14. a. are having

E. reformulations

15. The pupil said that he couldn't answer that question.

16. The teacher asked the boy to write his name.

17. The teacher asked the kids where they were going then.

18. A prize will be given to the best student by the headmaster.

F. Blank Filling.

19. I know the boy who was sent to the board.

20. Mr Njaay, whose son is a doctor, lives in that house.

21. This is the man that I met yesterday.

22. What surprises me is that they lost the match.

G. Sentence correction.

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23. He couldn't write some letters of his name.

24. The girl in front of the teacher is not so shy as the boy.

III.

1. Il s'agit ici d'écrire un dialogue entre vous et votre ami qui est très timide pour lui donner plus de confiance.

2. Là il s'agit de d'écrire l'école élémentaire que vous avez fréquenté.

3. Ici il s'agit d'écrire une lettre à votre correspondant pour lui parler de votre collègue.

EXAMEN DU B.F.E.M 2007

I. / COMPREHENSION

A. 1. TITLE (any suitable title)

B. TRUE/FALSE

2. False → « was working as chief of a geological expedition ... »

3. False → « But yet I couldn't swim ... and I lived in fear of being found out and disgraced »

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4. False → « the best way of learning is to take a leap into the unknown without looking back... »

C. MATCHING

5. disgraced → f. dishonoured

6. stream → e. river

7. flung → a. threw

8. perish → b. die

9. drag → c. pull

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D. MULTIPLE CHOICE

10. b

11. c

12. b

II./ LINGUISTIC COMPETENCE

E. BLANKFILLING

13. As

14. during

15. despite 16. though

17. His knapsack was dragging him down ----- . He was being dragged down by his knapsack

18. He told me (that) that wasn't going to make a man of me.

G. IF CLAUSES

19. If he hadn't been rescued in time, he would have been killed

20. If you don't work harder, you will fail your exam.

H. COMPLETION

21. We'd better

22. She'd rather

E. VERB FORM

23. asking