IGB INSTITUT GIOVANNI BIFFI

INSTITUT GIOVANNI BIFFI

ANNÉE SCOLAIRE 2026-2027

DEVOIRS D'ANGLAIS

Niveau 3ième

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LYCEE MODERNE DIABO **ACADEMIC YEAR : 2025-2026**

LEVEL : Form 3 **DURATION : 2 hours**

Third Term

ENGLISH TEST.1

PART ONE : READING FOR COMPREHENSION

Read the text below and do all the activities that follow it.

SKIN BLEACHING IN COTE DIVOIRE : CULTURAL PRESSURE AND THE BAN

1 . In Cote d'Ivoire, there is a debate about banning skin-bleaching products. Some people believe that banning these products would be a bad idea because it could make people try to make their own, which could be more dangerous. Many women say that they feel pressure from the society ; especially men, to have lighter skin. Some men even prefer women with lighter skin tones. Even though the governement has made a law to stop selling these products, many salons still advertise creams that lighten the skin.

Health Minister Raymond Goudou Coffie agrees that changing people's ideas about beauty will be difficult. Even though new rules were made to ban these products, skin-bleaching creams are still sold. People are still seeing advertisements for them, some wonder if government and people who enforce the law are follwing themselves.

10. Skin bleaching is not just happening in Cote d'Ivoire ; it is common in many parts of Africa and Asia.Experts say that even though they warn people about the dangers of bleaching, some will always find ways to use these products because they feel the pressure to meet the beauty standards.

Adapted from https ://voicesofafrica.co.za/ivorians-ignore-ban-skin-lighten-creams/

COMPREHENSION CHECK (8 points)

A/ VOCABULARY CHECK : Read the text again and match each word from the text in column A with its synonym in column B. One option in column B is not concerned. **Example : 1- h (4points)**

COLUMN A	COLUMN B
1- bleaching	***a- make sure (something is followed)***
2- advertise	***b- river***
3- products	***c- items or goods***
4- pressure	***d- beauty shops***
5- ban	***e- promote or announce something publicly***
6- standards	***f- prohibation or interdiction***
7- enforce	***g- stress***
8- salons	***h- lightening***
	i- ***hopes or anticipations***

B/COMPREHENSION CHECK : *Read the text again and say if these statements are true or false. Write (T) for true and (F) for false. Quote the line (s) to justify your answers.* ***Do it like the example 1 . (4points)***

Example : *1 -* ***F (Line 4 - 6)***

1- The government of Côte d'Ivoire has sucessfully stopped all skin-bleaching products from being sold in salons. ……**……**

2- Many women in Côte D'Ivoire use skin-bleaching products because of societal pressure, especially men. …….

3- The Health Minister of Côte D'Ivoire believes that banning skin-bleaching products will immediaterly solve the problem. ……

4- Despite the law ; some salons still advetrtise and sell skin-bleaching products……

5- Skin-bleaching is only a problem in Cote d'Ivoire and it is not common in other parts of Africa and Asia……

PART TWO : Language in Use **(6points**)

Task one : The paragrah below is about some reasons why people use bleaching creams. Fill in the gaps with the words from the box below to make it meaningful. (3**points)**

Example : **3- influence**

start – natural – practice - influence

Skin bleaching is a common**(1) ……...**among many young people today. People usually**(2)……** using these creams because of social pressure to look fair, the**(3)……..** of media adversitements ,and lack of self-confidence in their**(4) ……**black skin.

Task two : The sentences below are related to the dangers of using bleaching products. In each sentences choose the best item to make it correct. Do it like the number one.

a- Some cosmetics can harm your skin (because of / because / dislike**/……because…**.) they contain dangerous chemicals.
b- Many people like (using / use / uses /……..)bleaching products to enchance their appearance, but some products can harm your skin.
c- If you want to protect your skin, you (shoudn't / can't / should/……) use safe products.
d- (Since / In /Used /……) these products can weaken the skin, it's important to be cautious.

PART THREE : Writing

The American NGO "Black is Beautiful" is organizing a writing competition. The aim is to sensitize young people on the dangers of bleaching creams. You decide to participate in the competition and you have to write an article in which you have to :

- **give two reasons why young people use bleaching products,**
- **reveal the diseases and consequences linked to the use of bleaching creams,**
- **Suggest some advice to young people to avoid bleaching their skins.**

(Twelve(12) lines maximum)

Corrigé et barème du devoir de niveau n°1 4ème / 3ème trimestre

PART TWO : COMPREHENSION CHECK

A/ Vocabulary check

2- e 3 -c 4-g 5-f 6 -i 7-a 8-d

B/ Comprehension Check

2- T (line 3) / 3- F (line 6) / 4- T (line 4-5) / 5- F(line 10)

PART TWO : LANGUAGE IN USE

TASK ONE :

1 – practice / 2- start / 3 – influence / 4 – natural

TASK TWO :

b- using / d- should / c- Since

PART THREE

- **Paragrah (article)**
- **Dealing with the topic**
-

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SCHOOL: COLLÈGE PRIVÉ PIERRE SIMON

CLASS: 3ème1

Teacher: Mr kocou

ENGLISH TEST Nº1

Duration: 2hour **Coefficient: 2**

PART ONE: READING COMPREHENSION (8 pts)

Read the text carefully and do all the activities that follow.

Last term, the administration of our school organized a special disciplinary and academic awareness week. During the opening ceremony, the principal reminded students of the strict rules governing our institution. He emphasized that education is an investment requiring discipline, punctuality, and consistent effort. Many students shared their past experiences: some recalled how they used to skip classes or bully their classmates during primary school, while others discussed how failing examinations had forced them to repeat classes. Teachers strongly advised that unless students change their bad habits, work hard, and prepare rigorously for the upcoming mock exams, they will not move up to Seconde or pass the BEPC examination with flying colours.

A) VOCABULARY CHECK (4 pts)

Match each word/phrase in Column A with its correct definition or synonym in Column B. One option in Column B is not concerned. Write your answers like in the example.

Example: 0 - i

Column A	**Column B**
1. bully	a. fail to succeed in a test, exam, or academic year
2. mock exam	b. a practice exam organized before the official national examination
3. failure	c. miss or deliberately avoid attending classes
4. skip school	d. succeed brilliantly in an exam
5. rules	e. intimidate, mistreat, or brutalize weaker classmates
6. move up to	f. institutional regulations that students must respect
7. pass with flying colours	g. study hard to achieve good results
8. work hard	h. promote or advance to a higher grade or level
	i. under her protection

B) COMPREHENSION QUESTIONS (4 pts)

Answer the following questions based on the text. Write complete and accurate sentences:

1. What event did the school administration organize last term? (1 pt)

2. According to the principal, what is required to make education a success? (1 pt)

3. What negative behaviors did some students admit to having during their primary school years? (1 pt)

4. What severe consequence awaits students who fail to change their habits and work hard? (1 pt)

PART TWO: LANGUAGE IN USE (6 pts)

Task 1: Put the verbs in brackets in the correct tense and form. (3 pts)

1. Last year, Kouadio (to spend) his h_____ olidays in his native village where he set traps and went fishing.

2. When Alice was in primary school, she _____ (to attend) class regularly and never came late.

3. Unless you _____ (to revise) your irregular verbs and grammar rules carefully, you will not get a good grade on this test.

Task 2: Choose the correct option in brackets to make the sentences meaningful. (3 pts)

1. When Marc was younger, he _____ (used to / would / is used to) bully his classmates during breaktime.

2. If our parents _____ (have / had / will have) enough financial resources last year, they would have hired a private tutor for us.

3. The teacher stated that if we work hard this term, we _____ (will / would / shall) pass our BEPC examination with flying colours.

PART THREE: WRITING (6 pts)

Topic:

Write a well-structured paragraph of twelve (12) lines minimum reflecting upon your school life and memories.

In your production, make sure to:

- Describe what your daily routine and past habits used to be when you were in primary school.
- Talk about an unforgettable experience or challenge you faced regarding your school scores or classroom rules.
- Give valuable advice to your classmates on how they can improve their academic performance and succeed this school year.

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Collège Privé Pierre Simon

School Year: 2026-2027

Teacher: Mr Kocou

Class: 3ème2

English test N°1

PART ONE: READING COMPREHENSION (8 pts)

Read the text below and answer the questions that follow.

When I was in primary school at Collège Privé Pierre Simon, life was completely different and fascinating. Every morning, we used to arrive early and queue up in the schoolyard before entering the classrooms. My friends and I used to have many specific habits. For instance, Marc, who was very restless, would skip classes sometimes and break the school rules. He would chat in class while the teacher was explaining the lesson, and he even used to cheat during tests. As for me, I would always study hard, respect our teachers, and participate actively in school activities. Although some students would occasionally get punished or face disciplinary measures for their bad behavior, those school memories remain unforgettable in my mind.

A) VOCABULARY CHECK (4 pts)

Match each word or expression from column A with its corresponding definition or synonym in column B.

Column A	**Column B**
1. To queue up	a. To be impolite
2. To cheat	b. To talk during the lesson
3. To chat in class	c. To miss classes deliberately
4. To be rude	d. To commit fraud
5. To skip school	e. To line up in an orderly condition
6. To bully	f. To brutalize
7. To quarrel	g. To have a dispute or altercation
8. Breaktime	h. A short period of rest between classes

B) COMPREHENSION QUESTIONS (4 pts)

Read the text again and say whether the statements below are True (T) or False (F). Justify your answer by quoting the relevant line or phrase from the text.

1. The narrator used to arrive early and line up in the schoolyard.
Answer:
_____

2. Marc used to follow all the school rules carefully without breaking them.
Answer:

_____

3. Marc would chat in class while the teacher was explaining the lesson.
Answer:

_____

4. The narrator used to skip classes and cheat during tests.
Answer:

_____

PART TWO: LANGUAGE IN USE (6 pts)

Task A (3 pts) *Complete the sentences using the correct form of "used to"*

1. I _____ (attend) class regularly when I was in primary school.

2. We _____ (sweep) the classrooms and collect rubbish.

3. Students _____ (respect) the school rules strictly.

Task B (3 pts)

Complete the sentences using "would".

1. When Marc was in primary school, he _____ (skip) school.

2. Sometimes, our teacher _____ (punish) us when we didn't study our lessons.

3. During breaktime, we _____ (play) games together in the schoolyard.

PART THREE: WRITING (6 pts) Write a paragraph of twelve (12) lines minimum about your school memories. In your production:

- Mention your past habits and actions when you were a primary school pupil;
- Explain your attitude and behavior toward your teachers and classmates;
- Describe what you used to do or would do during breaktime.

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Ministère de l'Education Nationale et de l'Alphabétisation *Année Scolaire : 2024-2025*

Collège Privé Le Karité de Koko-Kanoroba *level : 3ème*

Duration : 2 hours

ENGLISH TEST N° 1

PART ONE : READING FOR COMPREHENSION (8 points)

Read the text and do all the activities that follow.

BACK TO SCHOOL

On Monday January 5th, school started again. It was after two weeks of holiday. Our school, Collège Privé Le Karité of Koko-Kanoroba was full of pupils. We stood under the trees and told stories about our villages. Other pupils talked about their travels in December. But my friend SORO wasn't under the trees. His classroom is on the other side of the school. Just then the bell started ringing, so I ran quickly towards the other classrooms, I ran up the stairs and looked for SORO, but I couldn't find him unfortunately. It was also time for me to go home, so I went out. Then, I heard, 'Boukary, Boukary' ! Where were you ? It was my friend SORO calling me.

My friend and I went to the end of a very long line of pupils. They were waiting for the Headmaster to give them their bus-cards. It was a very long line. I told SORO about my holidays in the village, Where I helped my grandfather on his farm. We killed a few animals and cooked them over a fire. We ate a lot of fufu too. It was good fun being at the farm. SORO also told me about his holidays. He stayed in Abidjan, polished shoes and played basketball. But he promised to go to his village too, next vacations.

Adapted from Come Back and Other Stories, EDILIS

A -Vocabulary Check (4 points)

Read the text and match each word in column A with its synonym in column B. The lines are indicated to help you. Do like in number 1. ***Example : 1 – i***

Column A	Column B
1- Started again (line 1)	a- Field, plantation
2- Pupils (line 2)	b- Principal
3- Talked (line 3)	c- Principal
4- Looked for (line 5)	d- Prepared
5- Unfortunately (line 5)	e- Holidays
6- Head master (line 8)	f- Students
7- Farm (line 10)	g- Searched for
8- Cooked (line 10)	h- Spoke
9- vacations (line 12)	i- Resumed

B- Comprehension check (4 points)

Read the statements below and decide if they are True or False. Write **(T)** for true and **(F)** for false. Then justify your answers like in the example. **1- T (Line 1)**

1- ***Classes resumed on January 5th. T (line 1)***
2- Vacations did not exceed 14 days.
3- SORO and Boukary are in the same classroom.
4- Boukary never went to his grandfather's farm.
5- The two boys went hunting during their holidays.

PART TWO : LANGUAGE IN USE (6 points)

Task 1 (3 points)

The paragraph below is about Esmel's last holiday. Read the paragraph and choose the correct verbs between brackets. Underline your answers like in the example. **1- spent**

My name is Boukary, I **1*(spending / spent/ spend)*** my last holiday in a small village. When I arrived there, I **2*(am / were/ was)*** welcomed by my grandparents. I also met my cousins there. And together, we **3*(worked / works / working)*** on grandpa's cocoa plantation. Each night after having dinner, grandparents **4*(tells / told / telling)*** funny and interesting stories.

Task 2 (3 points)

Here are information about Boukary. Read the sentences and fill in each gap with the correct word from the box below. One word from the box is not concerned. Do like in the example. **Example : 1 = was**

did not – used – was – would – use

1- Boukary ***was*** SORO's friend.
2- Boukary ……. to play marbles with his friends at primary school.
3- Boukary ……..…. travel if he passed his exam.
4- Boukary ……...…….. win any prize at primary school.

PART THREE : WRITING (6 points)

SORO and Boukary came back from the holidays and Boukary wants to know more about SORO's holidays. Read and complete their dialogue with SORO's answers.

Boukary: Hello SORO. How are you doing?

SORO: (1)…….

Boukary: Where did you spend your last holidays ?

SORO: (2)…….

Boukary: How long did your stay there last ?

SORO: (3)…….

Boukary: Who did you live with there ?

SORO: (4)……

Boukary: What did you do during your stay there ?

SORO: (5)……

Boukary: How did you find your holidays ?

SORO: (6)……..

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ENGLISH TEST N°2

Ce devoir comporte trios (03) pages numérotées 1/3 , 2/3, 3/3

Do all the activities of this test paper on your answer sheets.

PART ONE : READING 40 %

Read the text below and do the tasks that follow

VIOLENCE IN SCHOOLS: A WORLWIDE AFFAIR

Violence in schools is a worldwide problem: it exists in rich and poor countries alike. It's chiefly a male phenomenon, hitting a peak[1] when boys turn 16 years old in some countries, and 13 in others. Experts agree at least on one point: this violence cannot be pinned to a single cause. Instead, they point to complex patterns linked to family situations, socio-economic conditions and teaching methods.

But these are just indicators and do not justify any deterministic explanations. When researchers say that 10 to 20 percent of risk factors are linked to single-parent families, this suggests that 80 to 90 percent of such families are not the source of any violence. Likewise, a child from a black slum area with a teenage mother in jail will not automatically be violent!

Likewise, experts say there is a "hard core[2]" of violent children about five percent of the total. But in comparing several schools in similar problem French neighbourhoods[3], I've found that this figure can vary between one and eleven percent. The school itself can be an aggravating factor. Through high staff turnover or "guettho classes" to which poorly-performing students are relegated. These "hard core" groups, then, cannot be deemed "inalterable". On the contrary, something can be done about them.

Should they simply be expelled, as some advocate? Such a measure would only make their segregation and sense of exclusion worse. And they are, after all, at the root of the whole problem. The solution lies partly in the developing customized projects, but most importantly, in strengthening economic and social participation.

To put an end to school violence, we need a well-established state with the means to compensate for inequalities, a state that tries to re-establish diversity in neighbourhoods and schools, one that does not give up on the notion of justice for children, as some are demanding.

We should also try to lift schools out of their fortresses, so they do not become the symbol of a society that excludes people. Projects in the Netherlands, Brazil and the United States have shown that schools can be vibrant places that provide social, medical and cultural services to a neighbourhood.

In the brazilian state of Minas Gerais, for example, there is a vocational school where elderly craftsmen teach their skills to teenagers. Such contact between generations can offer a very social education. "It takes a village to educate a child", goes an African proverb. Let's make an effort to seek out these opportunities, even in the most heartless[4] cities.

*Adapted from the **UNESCO Courier** April 2001*

Notes: 1- hitting a peak = atteignant son paroxisme ; 2- hard core = le noyau dur
3- neighbourhoods = banlieues ; 4- heartless = dangereuses, impitoyables

COMPREHENSION CHECK

A-Vocabulary

Match the words or phrases in column (A) with their meanings or synonyms in column (B) according to the text. There are more options in column (B) than in column (A). Write your answers like in the example.

Example : 1. *Male phenomenon = a. something concerning boys only*

A	B
1. Male phenomenon (L.2)	a. Something concerning boys only
2. Pinned (L3)	b. Change, renewal
3. Likewise (L.8)	c. Look for
4. Slum area (L.9)	d. Young people aged from 13 to 19
5. Turnover (L.13)	e. In addition
6. Deemed (L.14)	f. Considered
7. Expelled (L.16)	g. Sacked, sent out
8. Give up on (L.22)	h. Abandon
9. Craftmen (L.28)	i. Attributed
10. Teenagers (L.28)	j. Global
11. Seek out (L.30)	k. Artisans
	l. Ghetto

B- COMPREHENSION QUESTIONS

Decide whether the statements below are True or False. Write (**T)** for True and (**F**) for False. Then, give the line (s) of the text to justify your choice. **Example: 1-F (L.2)**

1. Violence in schools concerns both boys and girls.
2. Boys aged from 13 to 19 years are the most violent at schools
3. For experts, violence in schools has only one source.
4. It is very easy to explain the phenomenon of violence in schools.
5. Children's family situations are the only cause of violence in schools.
6. If a child comes from an unstable family, he automatically becomes violent at school.
7. By separating bad students from good students, school can aggravate violence among students.
8. To reduce violence in schools, violent students should be expelled.
9. To end violence in schools, students should be involved in economic and social projects.
10. Violence in schools is the result of social inequality and injustice.
11. In old craftsmen teach their skills to students, they will have good social education.

PART TWO: LANGUAGE IN USE 20 %

Choose the right word or expressions from (a, b, c, d) to fill in the gaps in the sentences below. Write your answers like in the example. Example : ***11 – b***

1) It's easy for two people to communicate with (….) on the Internet.
   a) Themselves b) the most c) mostly d) most
2) What happens (…) often is that people forget to protect themselves
   a) More b) but c) because d) most
3) You must get lots of information about AIDS, (…) you can catch it.
   a) Unless b) but c) because d) otherwise
4) People find (…) easier to use condoms than to observe abstinence.
   a) That b) the c) it d) this
5) There were four times (…..) victims as in the last plane crash.
   a) Fewer b) as many c) more d) less
6) Our teachers always do (…) to help us succeed at school.
   a) The best b) the better c) their best d) better
7) If students go on behaving this way, (…) many of them will be dismissed.
   a) Sooner or later b) soon or late c) early or late d) the soonest or latest
8) You have absolutely no idea of (…) could happen to you; dare go there at this time.
   a) What b) which c) that d) it
9) Our mother advised (…) to be careful as we were about to leave.
   a) We b) ourselves c) our d) us
10) She (…) more opportunities if she had stayed on in the United States.
   a) Would have b) could have had c) will have had d) has had
11) "You (…) go and see a doctor as soon as possible" he warned her.
   a) Would rather b) had better c) could d) can

PART THREE : WRITING 40 %

Do **only one** of the two tasks below (25 lines)

TASK A

Your Australian pen-friend asked you the following questions in his /her last letter.

- How was violence introduced into your schools and University?
- What are the authorities doing to solve the problem of violence in schools in your country?
- Don't you think violence in schools can ruin your future?

Write the reply to his/her letter

TASK B

"The use of violent methods by students in claiming their rights does not only delay their education; above all, it ruins the future of a whole society". Do you agree or disagree with that statement?

Give reasons and examples to explain your point of view. Specify how student Unions should fight for their rights without using violence.

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COLLÈGE PRIVÉ PIERRE SIMON

School Year: 2026-2027 Duration: 2h

Teacher: Mr Kocou Class: 3ème1 / 3

ENGLISH TEST N° 1

Name: _____ Date: _____ Mark: _____ / 20

PART ONE: READING FOR COMPREHENSION (8 points)

Read the text below and do all the activities that follow it.

A BOY FROM DALOA

Last year, I spent my holidays in my grandparents' village, near Daloa. I travelled there by bus two days after the end of the school year. In the mornings, my cousin and I used to go fishing in the river, and in the afternoons we would play marbles under a big mango tree. Sometimes my grandfather took us hunting, but we never caught any animals. On Sundays, we helped my grandmother plant tomatoes in her garden. I enjoyed the holidays a lot, but I missed my parents and my little sister. One night, I felt homesick, so my grandfather called my mother on the phone. When I came back to the city, I was sad to leave the village. At school, my teacher asked us to tell the class about our holidays. I used to be shy in class, but this time I spoke with pleasure. If I go back to the village next year, I will take my camera!

A. VOCABULARY CHECK (4 points)

The words in column A are from the text. Match each of them with its definition or synonym in column B. One option in column B is not concerned. **Example: 9 – j**

Column A	Column B
1. travelled (L1)	a. to put young plants in the ground
2. fishing (L3)	b. small glass balls used in a children's game
3. marbles (L4)	c. feeling sad because you are far from home
4. hunting (L4)	d. to go from one place to another
5. plant (L5)	e. catching fish
6. missed (L5)	f. nervous with other people
7. homesick (L6)	g. to feel sad because someone is not with you
8. shy (L8)	h. chasing wild animals to catch or kill them
	i. to cut something with a knife

B. COMPREHENSION QUESTIONS (4 points)

Read the text again and decide if the following statements are true or false. Write T for "true" and F for "false". Then justify your choice by giving the lines. **Do like this: 5 – F (L12)**

1. The narrator spent his holidays in the city.
2. He went to the village by bus.

3. They caught many animals when they went hunting.
4. The narrator felt homesick one night.

PART TWO: LANGUAGE IN USE (6 points)

Task A (3 points)

The following passage is part of a story told by Janet, a student of 3e, about her primary school years. Find the correct form of the verbs between brackets. **Example: 1– was**

My primary school 1**- (to be)** a nice place. Last year, our class 2**- (to visit)** it again and I 3**- (to remember)** many things. In those days, we used 4**- (to sweep)** the schoolyard every morning. Our teacher 5**- (to be)** very strict: he would 6**- (to punish)** students who broke the rules. Two days ago, I 7**- (to meet)** my old teacher in the street.

Task B (3 points)

Choose the correct option to complete the following sentences. **Example: 1 – will**

1.If it rains tomorrow, we (will / would) stay at home. (example)

2. If you (work / worked / would work) hard, you will pass the BEPC exam.

3. If he studied well, he (will get / would get / gets) good grades.

4. (If / Unless) you do your homework, you will have a bad mark.

5. When I was in primary school, I (use to / used to / would used to) wake up at six o'clock.

6. If I (will have / had / have) enough money, I would buy a new bicycle.

7. (If / Unless) you study your lessons, you will not fail the exam.

PART THREE: WRITING (6 points)

For the school magazine, you are asked to write a paragraph of ten (10) lines maximum about your school memories. In your production,

- say what you used to do when you were in primary school;
- say what you would do at breaktime;
- explain how you behaved with your teachers and classmates.

COLLEGE NOTRE DAME DES LACS YAMOUSSOUKRO **ACA. Y.: 2026-2027**

FULL NAME: ……..……..…… **LEVEL :** ……..

QUIZ N°…… **Mr. Kinda**

ACTIVITY 1 : **Choose the correct word from the brackets to make meaningful sentences. Example : 1- use**

1- What did you **(use- used – using)** to do in elementary school ?

2- People used to **(go – gone- going)** shopping on the weekends.

3- I used **(to sweep – sweep – sweeping)** the classroom in 5eme.

4- Samira didn't **(used – use – using)** cheat in class last year.

5- Mohamed would **(to skip – skip – skipping)** school in primary school.

6- What would Dalie **(doing – do- did)** at breaktime ?

ACTIVITY 2 : Complete the sentences with the correct tense or form of the verbs in brackets. Example N°1

1- If Gladie learns his lessons, she **(to have)** … **will have** … good marks.

2- Boniface would have troubles if he **(to keep)** ……..…… on cutting classes.

3- If Aya Grace **(not / to attend)** ……..…… , she will fail again this year.

4- Uriel **(to pass)** …… if he had worked well at school.

5- Unless I revise my irregular verbs, I **(to get)** …….. bad marks.

6- You will stay out of the classroom unless you **(to come**) ……. on time.

……..……..……

COLLEGE NOTRE DAME DES LACS YAMOUSSOUKRO **ACA. Y.: 2026-2027**

FULL NAME: ……..……..…… **LEVEL :** ……..

QUIZ N°…… **Mr. Kinda**

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5- Mohamed would **(to skip – skip – skipping)** school in primary school.

6- What would Dalie **(doing – do- did)** at breaktime ?

ACTIVITY 2 : Complete the sentences with the correct tense or form of the verbs in brackets. Example N°1

1- If Gladie learns his lessons, she **(to have)** … **will have** … good marks.

2- Boniface would have troubles if he **(to keep)** ……..…… on cutting classes.

3- If Aya Grace **(not / to attend)** ……..…… , she will fail again this year.

4- Uriel **(to pass)** …… if he had worked well at school.

5- Unless I revise my irregular verbs, I **(to get)** …….. bad marks.

6- You will stay out of the classroom unless you **(to come**) ……. on time.

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COLLEGE MAMIE ADJOUA 20 BP 1615 Abidjan 20 Tel: 27 23 51 87 09	ENGLISH TEST	Année scolaire : 2026-2027 Classe :……
	CE: ANGLAIS	Date : 11/11/2026 Durée : 2H

PART ONE : READING COMPREHENSION (8 points)

Read the text below and do all the activities that follow it.

RURAL WOMEN

Rural women are the **backbone** of life in the villages.Every morning, they wake up very early, before the sun rises.They **fetch** water from the well and prepare breakfast for the family.After that, they go to the farm to work in the **fields.**They plant yams, cassava, maize, and vegetables.They also take care of the children and the house.Many rural women sell their products at the market.With the money, they pay school fees for their children.They are very **courageous**, **hardworking**, and patient.
Despite their hard work, they are often **forgotten**.They do not have enough help or modern machines.

Yet, without them, there would be no food in our homes.In the village, women also take care of the sick and the old people.They teach their daughters how to cook, to farm, and to respect others.
They keep our traditions and our culture alive.When there is a ceremony, they are the first to prepare everything.They work from morning to night without complaining.Their hands are rough, but their hearts are full of love.

We must respect rural women for their great **sacrifice**.They are real **heroines** who deserve to be celebrated.The government should help them with training and money.They also need schools, hospitals, and clean water in their villages.If we help rural women, we help the whole country to **develop**.Let us say thank you to all rural women for their courage.Rural women deserve love, support, and a better life.

Adapted from wikipedia

COMPREHENSION CHECK

A-Vocabulary check : Read the text and find the words whose definition or synonyms are given below.

Example = 1-i

Column A	Column B
1- backbone	a- To grow and become better
2- fetch	b- A very brave woman
3- fields	c- Something you give up for other people
4- courageous	d- Not remembered
5- hardworking	e- Working a lot
6- forgotten	f- Brave, not afraid
7- sacrifice	g- A large piece of land where people grow food
8- heroine	h- To go and get
9- develop	i- the main support of something

B- Comprehension questions : **Say whether the statement are true or false . Number one is an example.**

Example : 1-FALSE

1. Rural women wake up very late in the morning.

2. Rural women plant yams, cassava, maize and vegetables.

3. Rural women use the money from the market to pay school fees for their children.

4. Rural women have a lot of modern machines to help them.

5. Without rural women, there would be no food in our homes.

PART TWO : LANGUAGE IN USE (6 points)

Task 1 : Complete with the correct form of the verbs in brackets**.**

Example : 1 –will develop

1. If we help rural women, they will (to develop) their farms.
2. If rural women (have) modern machines, they would work faster.
3. If the government (to give) them money, they would send more children to school.
4. If she (to be) a rural woman, she will be proud of my work**.**

Task 2 : **:** Put the following sentences into Reported Speech.

Number one is an example .

Example : 1- The rural woman said that she **woke up** very early.

1- "I wake up very early," said the rural woman.

2- "We can help rural women," said the teacher.

3- "We plant yams and cassava," said the women.

4- "I sell my products at the market," said Awa.

PART THREE : WRITING (6 points)

For the Women Celebration Day, the chairman **IGWE OKECHUKU** of the English Club of the Collège **MAMIE ADJOUA** asks the students of 3ème to write a paragraphe on the activities of village women in order to honour them on this special day in the presence of the Ambassador of the USA. As a student of the level,

1- define “rural women”

2- list the different activities women can do.

3- mention what they can’t do;

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School : Collège Privé Pierre Simon
School Year : 2026-2027

DATE : ..... *(in English)*
FULL NAME : .....

Teacher : Mr Kocou	***/ 20***	**LEVEL :** (3ème) **DURATION :** 2 hours

PART ONE: READING *(10 points)*

Read the text below and do all the activities that follow it.

International Women's Day is a global holiday celebrated annually on March 8th. Based on United Nations resolution, it **recognizes** the contribution of Women in the development of the world. That day brings also attention to **issues** such as violence, gender equality and abuse against women. Women are the **cornerstones** of families and makers of nations because they **give birth**. I think a housewife is as important as a teacher or a secretary. She is the one who does the domestic **chores** while her husband is at work. For instance, women in the village carry heavy **bundles** of firewood on their heads, and can walk several kilometers to join their homes. It's worth mentioning that governments' efforts to help some vulnerable women to have access to the best healthcare should be encouraged; women also should be encouraged to have qualifications in order to expect a good professional career.

A/ VOCABULARY CHECK *(5 points)*

The words in column A are from the text. Match them with their **synonyms** in column B.
Write your answers like in the example. Example: 7- E

Column A	Column B	Answers
1- recognizes *(L2)*	A- problems	1-.....
2- issues *(L3)*	B – tasks, works, jobs	2-.....
3- cornerstones *(L4)*	C- packets, collections	3-.....
4- give birth *(L5)*	D- produce a baby from a body	4-.....
5- chores *(L6)*	E- manage, conduct	5-.....
6- bundles *(L7)*	F- bases, foundations, fundaments	6-.....
7- run *(L8)*	G- validates, admits, accepts	7- E

B/ COMPREHENSION CHECK *(5 points)*

Read the text again and give short answers to the questions below.

1- When are women honoured?

.....
.....

2- The text is about violence, abuse done by women. ==> True ☐ False ☐

3- Quote three activities done by women in the text.

.....
.....

4- Do governments encourage women to be more vulnerable?

.....
.....

5- In the text... what is asked to be encouraged about vulnerable women?

.....

.....

PART TWO: LANGUAGE IN USE *(05 points)*

Match these pieces of sentences in **column A** with those in **column B** to get meaningful sentences. Example: 7- E

Column A	Column B	Answers
1) If you work hard at school,	a) you will put your school year in danger.	1-.....
2) If you took your medicine earlier,	b) you would be attacked.	2-.....
3) If you cheat at school,	c) you would get better marks in your tests.	3-.....
4) If you hurt the dog,	d) you will get a good job one day.	4-.....
5) If you don't brush your teeth,	e) you would feel well.	5-.....
6) If you were in Paris,	f) you will get cavities.	6- C
7) If you studied harder,	g) you would see the tower Eiffel.	7-.....

PART THREE : Writing *(05 points)*

For the Women Celebration Day, the chairman of the English Club of LMBAD asks the students of 3ème to prepare and give a presentation on the activities of village women in order to honour them on this special day. As a student of this level,

1- define "rural women" and talk about what activities they can do;
2- mention what they can't do;
3- quote some activities governments should do to help them.
4- produce eight or nine lines.

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Mr Kocou : « When we work well, we become free. »

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COLLEGE PRIVE GEORGE SAND

GAGNOA

ENGLISH LANGUAGE — CLASS TEST

GRADE 9 (3e) • TOTAL: 20 POINTS • TIME: 25 MINUTES

TEACHER: M. SEMON POLICAP

Student's name: _____ **Class:** _____

Date: _____ **Score:** _____ / 20

GENERAL INSTRUCTIONS

Read each task carefully. Write all your answers on your answer sheet. Do not write on this paper. Use clear and complete answers.

EXERCISE 1 — CONDITIONAL TYPE 1 (10 points)

Complete each sentence with the correct form of the verbs in brackets. (1 point each; the example is not scored.)

Example: If it rains, we will stay at home. (rain / stay)

1. If you _____ (study) hard, you _____ (pass) the exam.

2. She _____ (be) happy if you _____ (visit) her.

3. If they _____ (leave) now, they _____ (arrive) on time.

4. If he _____ (not hurry), he _____ (miss) the bus.

5. We _____ (go) to the beach if the weather _____ (be) nice.

6. If my father _____ (come) home early, he _____ (help) me.

7. You _____ (feel) better if you _____ (drink) some water.

8. If the students _____ (listen), they _____ (understand) the lesson.

9. I _____ (call) you if I _____ (need) your help.

10. If Mary _____ (work) hard, she _____ (succeed).

EXERCISE 2 — IRREGULAR VERBS (10 points)

Complete the table with the simple past and the past participle. (0.5 point per correct form; the example is not scored.)

No.	Base form	Simple past	Past participle
1	go	_____	_____
2	see	_____	_____
3	write	_____	_____
4	take	_____	_____
5	eat	_____	_____
6	speak	_____	_____
7	give	_____	_____
8	break	_____	_____
9	choose	_____	_____
10	begin	_____	_____
	Example: go	went	gone

PROVERB OF THE DAY

“Where there is a will, there is a way.”

« Quand on veut, on peut. »

Parent's signature

_____

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COLLÈGE PRIVÉ PIERRE
School Year: 2026-2027
Teacher: Mr. Kocou
Duration: 1h

Headmaster: Mr. Koye
Class: .....
Date: .....

Student's Name:
.....
.....

Mark: ..... / 20
Appreciation:
.....
.....

ENGLISH TEST N° 2

Exercise 1: Reorder these letters to find out the right word.

1	C-c-h-h-r-u	.....
2	c-o-t-k-S-e	.....
3	o-n-n-l-i-r-g	.....
4	q-s-o-u-e-M	.....
5	g-u-g-l-P-g-n-l	.....
6	y-l-n-g-L-	.....
7	w-p-e-N-r-p-e-a-s	.....

Exercise 2: Match the family members in Column A with their correct descriptions in Column B.
Example: 1 - C (My aunt is my mother's or my father's sister)

1. Aunt	A- The son or daughter of my aunt	1 - C
2. Uncle	B- My mother's or father's father	..... - .....
3. Cousin	C- My mother's or father's sister	..... - .....
4. Grand-father	D- The daughter of my brother or sister	..... - .....

5. Grand-mother	E- My mother's or father's brother	..... - .....
6. Niece	F- My mother's or father's mother	..... - .....

Exercise 3: Complete the text with the appropriate words from the box below.
Example: 1- switch on

Brush | removes | switch on | irons | bedsheets | shaves | making up | blankets

It's Sunday. I go to the bathroom. I 1) **switch on** the light and 2) ..... my teeth. My mother 3) ..... the dirty 4) ..... and 5) ..... . Then she washes them and 6) ..... them. My father 7) ..... and my sister does her 8) ..... . After that, we go to church.

Exercise 4: Choose the best option (Present Simple or Future) to complete these sentences.

1. My parents often (to go / go / went) out for dinner.
2. I always (play / will play / played) video games in the evening.
3. We sometimes (are visiting / visit / visited) our grandparents on weekends.
4. We always (are having / have / had) dinner together.
5. Sita never (drink / drinks / drank) coffee in the morning.
6. My brother usually (eat / eats / will eat) vegetables for lunch.

Exercise 5: Complete the sentences below by putting the verbs in brackets into the **Past Simple tense**.
Example: Yesterday, I (to visit) **visited** my grandmother.

1. Last Sunday, my family ..... (to go) to the beach.
2. Yesterday morning, Koffi ..... (to clean) his bedroom before breakfast.
3. We ..... (to watch) TV last night because we were tired.
4. you ..... (to wake up) last Monday at 10 o'clock.
5. The teacher ..... (to give) us a very interesting lesson yesterday.
6. They ..... (to buy) a new house two months ago.
7. Awa ..... (to finish) her homework at 8:00 PM.

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School: Collège Privé Pierre **School Year:** 2026–2027

Teacher: Mr. Kocou **Duration:** 2 hours

ENGLISH TEST

Cette épreuve comporte 2 pages numérotées 1/2 et 2/2.

PART ONE: READING FOR COMPREHENSION (8 points)

Read the text below and do all the activities that follow it.

A great summer vacation

I just returned from the greatest summer vacation! It was so fantastic. I never wanted it to end. I spent eight days in Paris, France. My best friends, Henry and Steve, went with me in a comfortable plane. We had a beautiful hotel room in the Latin Quarter, and it wasn't even expensive. We had a balcony with a wonderful view.

We visited many famous tourist places. My favorite was the Louvre, a well-known museum. I was always interested in art, so that was a special treat for me. The museum is so huge, you could spend weeks there. Henry got tired walking around the museum and I was sure that unless he had a rest, he wouldn't continue.

We took lots of breaks and sat in cafes along the river Seine. The French food we ate was delicious. The wines were tasty, too. Steve's favorite part of the vacation was the hotel breakfast. He said he would be happy if he could eat croissants like those forever. We had so much fun that we're already talking about our next vacation!

Adapted from https://lingua.com

COMPREHENSION CHECK

A. Vocabulary

Find in the text the words whose meanings are given below. The lines are indicated to help you. Write your answers like in the example.

Example: 1. vacation

1- holiday (L1)
2- passed (L2)
3- companions (L2)
4- veranda (L4)
5- popular (L5)
6- very large (L7)
7- intervals, pauses (L9)
8- delicious (L10)

9- enjoyment (L12)

B. Comprehension

Decide whether the following sentences about the text are true (T) or false (F). Indicate the lines to justify your answers. Write your answers like in the example.

Example: 1. T (L1)

1. The writer's vacation is finished.
2. The writer didn't like his vacation.
3. The writer stayed in France for a month.

4. The writer travelled with one friend.
5. They travelled by air.
6. The hotel room was very expensive.
7. They visited the Louvre museum.
8. The writer and his friends went to the river Seine.
9. Steve didn't like the croissants he ate.

PART TWO: LANGUAGE IN USE (6 points)

Task 1: The sentences below are about travelling. Put the verbs in brackets in the correct tense to make them meaningful. Write your answers like in the example.

Example: 1. has

1. If she (to have) a passport, we will travel together.
2. Unless he had permission, he (not to come) with us.
3. If you (not to hurry up), you will be late for the travel.
4. Unless we take a taxi, we (to miss) the plane.

Task 2: The following passage is about a vacation. Choose the best options in brackets to make it meaningful. Write your answers like in the example.

Example: 1- was

My last vacation in my village **(1- is / were / was)** marvelous. My parents and I **(3- were going / went / have gone)** to the farm to pick vegetables and to the river to fish. It was the best vacation I ever **(4- has / had / have)**. Village life was very interesting. But nowadays villages **(2- are / were / is)** like cities.

PART THREE: WRITING (6 points)

Topic (Not more than 12 lines)

After the holidays, during the first meeting of your English Club, the chairman asks each member to write about his / her last holidays in order to share experience with others. In your production,

- say where you spent your holidays;
- list three activities you did during your holidays;
- express your feelings about your holidays.

SCHOOL: Tutoring course to Mr Die's home	**CLASS:** 3ème
TEACHER: Mr kocou dit le king	**DATE:** .....
STUDENT NAME:	

ENGLISH REVISION & CONSOLIDATION WORKSHEET

PART 1

Exercise 1: Complete the sentences with the correct form of the verbs in brackets (Present Simple or Present Continuous).

1. Look! The students (listen) ..... attentively to the English teacher.
2. My friend Koffi usually (go) ..... to school by bus, but today he (walk) .....
3. Water (boil) ..... at 100 degrees Celsius.
4. Keep quiet! Mr. Kocou (explain) ..... an important grammar rule right now.
5. (you / understand) ..... the lesson about past tenses?
6. They (not / play) ..... football every Sunday afternoon.

Exercise 2: Put the verbs in brackets into the Past Simple or the Past Continuous tense.

1. While I (revise) ..... my lessons last night, the lights suddenly (go) ..... out.
2. The pupils (write) ..... their test when the bell (ring) .....
3. Yao (break) ..... his ruler while he (draw) ..... a geometric figure.
4. What (you / do) ..... yesterday at 4:00 PM?
5. We (not / see) ..... Aminata at the library two days ago.

Exercise 3: Rewrite the following sentences using 'used to' to express past habits or states.

1. When he was young, Mr. Die walked 5 kilometers every morning to go to school.
   → When he was young, Mr. Die .....
2. I was very shy in primary school, but now I am confident.
   → I .....
3. Did you play marble games when you were a child?
   → Did you .....?
4. She didn't like English literature in 6ème, but now she loves it.
   → She .....

Exercise 4: Complete the sentences with the correct comparative or superlative form of the adjective in brackets.

1. English is (easy) ..... than Mathematics for many students.
2. Mr. Kocou is the (good) ..... teacher in the entire region.
3. Health is (important) ..... than wealth.
4. Yesterday was the (cold) ..... day of the month.
5. A bicycle is (cheap) ..... than a motorcycle.

PART 2:

Exercise 5: Match each vocabulary word from Column A with its correct definition in Column B.

1. Headmaster	A. Financial support given to a student based on academic achievement.
2. Timetable	B. A piece of work or homework given to students to complete.
3. Assignment	C. The person in charge of a school; the principal.
4. Assessment	D. An evaluation or test to measure students' knowledge and progress.
5. Scholarship	E. A schedule showing the times of classes, subjects, and teachers.

Exercise 6: Complete the passage using the words from the box below:

[succeed | environment | punctual | discipline | curriculum]

To achieve good results in school, a student must show strong 1. ..... and always be 2. ..... for classes. The school 3. ..... includes various subjects like English, Mathematics, and Sciences. Moreover, studying in a clean and safe 4. ..... allows all pupils to 5. ..... in their examinations.

Exercise 7: A. Find a SYNONYM (word with similar meaning) for each underlined word:

1. The test was very difficult. → Synonym: .....
2. We must obey school regulations. → Synonym: .....

B. Find an ANTONYM (word with opposite meaning) for each underlined word:

3. Koffi is an industrious student. → Antonym: .....
4. The school rules are very strict. → Antonym: .....

COLLEGE NOTRE DAME DES LACS YAMOUSSOUKRO	*DEVOIR SURVEILLE 3eme*	*ACADEMIC YEAR 2025-2026*
DATE: November 7, 2025	**DURATION:** 02 HRS	**Teacher: Kinda**

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PART ONE : READING COMPREHENSION: (08 POINTS)

Read the text and do all the activities that follow.

Text: **At school**

01 Lucas goes to school every day of the week. He has many subjects to go to each school day: English, art, science, mathematics, gym, and history. His mother packs a big backpack full of books and lunch for Lucas. His first class is English, and he likes that teacher very much. His English teacher says that he is a good pupil, which Lucas knows means that she thinks he is a good student.

05 His next class is art. He draws on paper with crayons and pencils and sometimes uses a ruler. Lucas likes art. It is his favorite class. His third class is science. This class is very hard for Lucas to figure out, but he gets to work with his classmates a lot, which he likes to do. His friend, Kyle, works with Lucas in science class, and they have fun.

10 Then Lucas gets his break for lunch. He sits with Kyle while he eats. The principal, or the headmaster as some call him, likes to walk around and talk to students during lunch to check that they are all behaving. The next class is mathematics, which most of the students just call math. Kyle has trouble getting a good grade in mathematics, but the teacher is very nice and helpful. His fourth class is gym. It is just exercising. History is his last class of the day.

15 Lucas has a hard time staying awake. Many lessons are boring, and he is very tired after doing gym.

English Text about a Typical Elementary-School Day

A-VOCABULARY (4 points)

The words in ***column A*** are taken from the text. Match them with their meanings or synonyms in ***column B***. Do like the example. **Example** : **1- e**

COLUMN A	COLUMN B
1. subjects (line 1)	a. recreation
2. pupil (line 4)	b. important
3. figure out (line 6)	c. bag you carry on the back
4. classmates (line 7)	d. having a good attitude
5. have fun (line 8)	***e. you study them at school***
6. break (line 10)	f. understand
7. behaving (line 11)	g. not interesting
8. helpful (line 13)	h. companions of class
9. boring (line 15)	i. be happy

B-TRUE / FALSE (4 points)

Read the text again. Are the statements below TRUE / FALSE ? Use lines to justify your answers. Do like the example. EXAMPLE : 5. False (line 12-13)

1.Lucas goes to school only on the weekends.

2.You can find books and his lunch in his backpack.

3.Lucas' favorite class is science.

4.Kyle is the brother of Lucas.

5.Kyle is a good student in mathematics.

PART TWO : LANGUAGE IN USE (6 points)

TASK A (3 points)

Mrs Coulibaly talks about the conditions needed by students to be more efficient at school. Complete her sentences with the right **conditionals**. Do like the example.

EXAMPLE : 4- woke up .

1.Students **(to improve)** their grades if they study more and more.

2.If students **(to study)** English seriously, they would be excellent today.

3.If students **(to give)** their best at school now, they will celebrate at the end.

4.You would be at the conference if you (to wake up) earlier.

TASK B (3 points)

Read the following text and choose the appropriate option for each of them from the brackets. Write your answers like in the example.

Example : 2- playing

Last year, Koffi didn't **1- (work / working / to work)** hard. He spent his time **2- (to play / played / playing)** with friends. Actually, Koffi **3- (is / was / be)** an industrious child ; he could never make up his mind, and start work by himself. His father had to urge him **4- (study / studying / to study)** his lessons. Of course, he could not pass his exam. This year, Koffi has changed into a hardworking student. He wants to be prized at the end of this year. So, he stays up late the night.

PART THREE : WRITING (6 points)

Koffi, a student of 3ème of Collège Notre Dame des Lacs Yamoussoukro spent his All Saints holiday with a Ghanaian friend, Mercy in his village. During his stay there, he had a conversation with his friend about his school grades. **Complete the missing parts of their conversation.**

Mercy: Good morning Koffi. How are you?

Koffi : Good morning. I'm.....

Mercy: Why did you get a bad mark in your last English test?

Koffi : ……

Mercy: What can you do to avoid another bad mark ?

Koffi : ……

Mercy: That's great. Do you revise your lessons every night ? What is your greatest difficulty?

Koffi :……..

Mercy: how will your parents feel if you get good mark next time?

Koffi: .....

Mercy: Lastly, give an advice to your friends who don't study their lessons

Koffi: ……

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ECOLE LE MUGUET
RIVIERA BONOUMIN
01 BP 1406 ABJ 01
TEL : 20 01 00 58 / 58 47 05 75

Date :
Duration : 2 hours

English Test 3è

Read the text below and do all the activities that follow it.

There are different means of transport people use around the world. The most common one is probably to travel by a motorized vehicle. If you are travelling with your family and you are not going far, you can take a car. But when you are travelling somewhere with a group of people, it will be more suitable and comfortable to go in a van or bus. If you need to travel through the water, boats are another kind of transportation. We can go on small boats to travel to a close place. Big ships can take you to farway lands. Submarines travel in the water too. They go down deep into the water. Planes are also a great way to travel. Many people choose to fly in planes if they have to travel long distances and want to get there quickly. It is simply because planes are faster. They also offer a lot of comfort. On a plane, flight attendants will make sure you are in the correct seat and serve you food and drink. But it is more expensive to travel by plane.

All the means of transport have benefits and disadvantges. So people choose them according to their plans and preferences.

Adapted from internet (http://www.smallstarter.com)

Exercise 1: Circle the appropriate synonyms or definitions of the words according to the text. Write your answers like in N°1is an example. (4 pts)

Example: ***1- b - modes***

1- Means (line 1):
a- transporters b- modes c- passengers d-travel company

2- Common (line 1):
a- rare b-car c- d- habitual; frequent

3- Motorized (line 2):
a- Motored; having a motor b- horse c-canoe d- bicycle

4- Van (line 4):
a- A small taxi b-a bike c-a vehicle for transporting baggage d- a taxi.

5- Faraway (line 6):
a- distant; far b-not far c- fast d- a short place

6- Quickly (line 8):
a- very slow b-slowly c-rapidly d- silently

7- Flight attendants (line 9):
a- pilots b- air hostesses c- teachers d-artists

8- Expensive (line 10):
a- costing a lot of money b- inexpensive c- beautiful d- good

9- Benefits (line 11):
a- disadvantages b- profits; advantages c-consequences d- rights

Exercise 2: Read the text and give short answers to the questions below. (7.5 pts)

1- What is the most frequent means of transport?

_____

2- Which means of transport can we use to travel a short distance with the family?

_____

3- Why do people choose to travel by plane?

_____

4- Is it expensive to travel by plane?

_____

5- Why do people choose each type of transportation means?

_____

Exercise 3: The passage below is about travelling by plane. Complete it with the appropriate words in the box below. One example is done for you. (6 pts)

Example: *1– travelling*

comfortable – passengers – expensive - travelling – transport – diversity – safer

There is nothing better than **1**.__***travelling***__by plane. Air travel is the most modern form of public **2**. _____It is more **3**._____, more convenient, and of course faster. Many people use the plane for a **4**._____of reasons. The majority of them thinks the plane gives much security. So it is **5**._____than the train and the coach. But the plane ticket is **6**._____because it costs too much money. That is the reason why many **7**._____at the airport are businessmen.

Adapted from the internet.

Exercise 4: Choose the appropriate option to complete the sentences below. Write your answer like this on your sheet: Example**:** *6- by* ***(2.5 pts)***

1- My sister dislikes **(travelling / travels / travelled)** _____by bus.
2- **(for / at / by)**_____ me, the metro is faster than the plane.
3- She likes cars but she **(don't like / does like / doesn't like)** _____motorcycles.
4- A taxi is **(short / shorter / shortly)** _____than a bus.
5- Yesterday, my father **(travelled /is travelling / travelling)**_____to Ghana.
6- Julie and Linda usually go to school **(by / on / at)**___**by**___bus.

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ça soutra!

Academic year: 2022-2023

DATE :..... *(in English)*

FULL NAME :.....

Teacher: Mr Quassy Elvis | / 20 | **LEVEL** : (3ieme) **DURATION** : 1 hour

PART ONE: READING *(10 points)*

Read the text below and do all the activities that follow it.

International Women's Day is a global holiday celebrated annually on March 8th . Based on United Nations resolution, it **recognizes** the contribution of Women in the development of the world. That day brings also attention to **issues** such as violence, gender equality and abuse against women. Women are the **conerstones** of families and makers of nations because they **give birth**. I think a housewife is as important as a teacher or a secretary. She is the one who does the domestic **chores** while her husband is at work. For instance, women in the village carry heavy **bundles** of firewood on their heads, and can walk several kilometers to join their homes. It's worth mentioning that governments' efforts to help some vulnerable women to have access to the best healthcare should be encouraged, women also should be encouraged to have qualifications in order to expect a good professional career.

A/ VOCABULARY CHECK *(5 points)*

The words in column **A** are from the text. Match them with their **synonyms** in column **B**. Write your answers like in the example. Example: 7- E

Column **A**	Column **B**	Answers
1- recognizes *(L2)*	A- problems	1-.....
2- issues *(L3)*	B – tasks, works, jobs	2- .....
3- conerstones *(L4)*	C- packets, collections	3- .....
4- give birth *(L5)*	D- produce a baby from a body	4- .....
5- chores *(L6)*	E- manage, conduct	5-.....
6- bundles *(L7)*	F- bases, foundations, fundaments	6- .....
7- run *(L8)*	G- validates, admits, accepts	7- E

B/ COMPREHENSION CHECK *(5 points)*

Read the text again and give short answers to the questions below.

1- When are women honoured?

.....

2- The text is about violence, abuse done by women. ⇒⇒ True ☐ False ☐

3- Quote three activities done by women in the text.

.....

.....

4- Do governments encourage women to be more vulnerable?

.....

5- In the text... what is asked to be encouraged about vulnerable women?

.....

.....

.....

.....

PART TWO: LANGUAGE IN USE *(05 points)*

Match these pieces of sentences in **column A** with those in **column B** to get meaningful sentences. Example: 7- E

Column **A**	Column **B**	Answers
1) If you work hard at school,	**a)** you will put your school year in danger.	**1**-.....
2) If you took your medicine earlier,	**b)** you would be attacked.	**2**- .....
3) If you cheat at school,	**c)** you would get better marks in your tests.	**3**- .....
4) If you hurt the dog,	**d)** you will get a good job one day.	**4**- .....
5) If you don't brush your teeth,	**e)** you would feel well.	**5**-.....
6) If you were in Paris,	**f)** you will get cavities.	**6**- C
7) If you studied harder,	**g)** you would see the tower Eiffel.	**7**- .....

PART THREE : Writing *(05 points)*

For the Women Celebration Day, the chairman of the English Club of LMBAD asks the students of 3eme to prepare and give a presentation on the activities of village women in order to honour them on this special day. As a student of this level,

1- define ''rural women'' and talk about what actvities they can do;
2- mention what they can't do;
3- quote some activities governments should do to help them.
4- produce eight or nine lines.

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Si le problème a une solution il ne sert à rien de s'inquieter, mais si le problème n'a pas de solution, s'inquieter ne sert à rien.

DRENA ABIDJAN 1

School Year: 2022 - 2023

Level : 3e

Duration : 2h

UP Cocody 3

English Common Test

PART ONE: READING COMPREHENSION (8 marks)

Read the text below and do the activities that follow it

Among certain Ghanaian ethnic groups, skin whitening is seen by both sexes as a symbol of beauty, attractiveness and self-esteem. Indeed, for most women and even the men believe light skin is equated with beauty and they do it because it's prestigious. According to recent data, women bleach more, especially during festive seasons like naming ceremonies and Christmas celebrations. In fact, when they give birth, they bleach to look more beautiful and be admired during the naming ceremony of their new born babies. It's a community thing.

What drives the decision to alter the skin varies for each individual. Men and women engaged in the act do so because of factors such as insecurities, family influences or the desire to move upward in their social circles. But there are also beauty standards that are often promoted by the media and advertising companies. They reinforced the bias that lighter skin tone is more desirable.

Even though the practice has been associated with a number of adverse health effects and despite the several warnings and campaigns against skin whitening and its consequences, there appears to be no end in sight. Now everyone is bleaching and it is even the educated and wealthy ones who are deeply involved-- even more alarming is the fact that mothers are bleaching their newborns. Many believe that the act is a pinnacle of beauty.

Adapted from www.rfi.org

A/ VOCABULARY

Match the words in Column A with their synonyms or meanings in Column B. One definition in Column B is not concerned. Write your answers like in the example: **1-D**

Column A	Column B
1. equated (line 3)	**a.** doubts and psychological instability
2. data (line 4)	**b.** top; highest point
3. alter (line 8)	**c.** dangerous and harmful
4. insecurities (line 9)	**d.** considered as equivalent or similar to
5. standards (line 10)	**e.** unjust opinion(s) that influences judgement
6. bias (line 11)	**f.** depigment
7. adverse (line 13)	**g.** rich
8. wealthy (line 16)	**h.** to change a characteristic
9. pinnacle (line 17)	**i.** criteria
	j. information

B/ COMPREHENSION CHECK

Read the text again and say if the statements below are TRUE (T) or FALSE (F) then justify with lines from the text. Write your answers like in the example: **1-T (line 1-2)**

1- Skin whitening is practiced by both sexes in Ghana.
2- The old and young whiten their skin only to be attractive.
3- According to the text, all women and men think that light skin is synonymous with beauty.
4- Recent data show that women bleach less for religious events and ceremonies.
5- The reasons why people alter their skin differ from one individual to another.
6- According to the text, family doesn't influence people in bleaching their skin.
7- People also bleach because they want to improve their social status.
8- It is the media that advertise the criteria for beauty.
9- Due to its dangerous effects, the end of the practice is not far.

PART TWO: LANGUAGE IN USE (6 marks)

Task A: The passage below is about cosmetics and skin bleaching. Fill in its gaps with the words suggested in the box to make it meaningful. **Example: 1- Skin**

cover up – skin – bleaching - dangerous

……1…… bleaching is not illegal in the UK, and when it is used professionally and within regulations, it isn't harmful. However, excessive skin bleaching and high levels of particular ingredients in products sold illegally are ……2…….. Overusing skin-bleaching products can cause irreversible damage and the skin might not return to its original condition even after ……3…… has stopped. Bleaching products strip the kin of melanin, which makes it more sensitive to the sun, meaning you need to ……4…… with clothing and not just sun protection, otherwise you increase your risk of skin cancer. However, this does not deter many users of these illegal and dangerous products.

Adapted from https://wellcomecollection.org/

Task B: The dialogue below is a conversation about the use of cosmetics. Select the best option to make it meaningful. Write your answers like in the example. **Example: 1-were**

A: If I 1. (***am / were / had been you***), I would avoid these creams because they are dangerous.
B: I'm sorry but I can't, I want to be ***2. (whiter / as white / more and more white)*** as my French friend.
A: I understand what you are saying but 3. (***the more extreme / the most extreme / most extreme***) consequence can be the cancer and I'm sure you don't want to be victim of that.
B: Of course I don't, and I promise to consider what you're saying because life and good health are treasures. I know that if I use creams excessively, I 4.(***would spoil / will spoil / could spoil***) my skin.

PART THREE: WRITING

Task: Do the task below

Your Ghanaian friend living in Sekondi has sent you a letter to let you know about his/her intention to become whiter in order to resemble some American fashion stars. Write him/her a response letter to dissuade him/her. In your letter, you may mention the following points:

- Mention some reasons why people use these creams
- Say why it is dangerous to use them
- Advise him/her what to do

Correction and marking test about cosmetics 3e 2022

PART ONE: READING COMPREHENSION

A/ **VOCABULARY (0,5 pts)**

2-J 6-E

3-H 7-C

4-A 8-G

5-I 9-B

B/ **COMPREHENSION CHECK (1pt)**

2. F (L1-2)
3. F (L2-3)
4. F (L4-5)
5. T (L5-6)
6. T (L8)
7. F (9)
8. T (L9-10)
9. T (L10-11)
10. F (L13-15)
11. T (L16-17)

PART TWO: LANGUAGE IN USE (0,5 pt /answer)

Task A

1. skin (exple)
2. dangerous
3. bleaching
4. cover up

Task B

1. Were (exple)
2. As white
3. The most extreme
4. Will spoil

PART THREE: WRITING

Layout of a friendly letter : 1pt

Some sites mentioned : 1pt

Some reasons : 1pt

Enumeration of some means of transport : 1pt

Correctness of grammar and vocabulary : 2 pts