



INSTITUT
GIOVANNI
BIFFI

PREPA ANGLAIS

BEPC 2026

sujets : 2020 à 2025

By TEHUA



BEPC
SESSION 2025
ZONE III

Fomesoutra.com
ça soutra !

Coefficient : 1
Durée : 2 h

LANGUE VIVANTE 1 : ANGLAIS

*Cette épreuve comporte deux (02) pages numérotées 1/2 et 2/2.
Le candidat est libre de commencer par la composante de son choix.
Cependant, il devra numéroter ses réponses conformément à la numérotation du sujet.*

PART ONE READING COMPREHENSION (8 pts)

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

FASHION – ALL OVER THE WORLD ?

Today, dedicated followers of fashion look to cities such as New York, London and Milan for their inspiration and to buy the latest trends. The fashion scene changes with every season and in many countries; this means that there are four collections, one for each season: Spring, Summer, Autumn and Winter.

- 5 The concept of fashion trends developed in the 14th century in Europe, but what about fashion in the rest of the world? As economies grew and people became more affluent, more people could afford to buy designer clothing across the world.

To sum up, fashion is closely interlinked with the history of the world. Periods of rapid change and movement of people influenced the garments and styles that people chose to wear.

- 10 Nowadays, people are still extremely conscious about the way they dress for various occasions. Adolescents and young adults feel very proud of the brands they wear, whether it is for college, partying or sportswear. Their parents feel the same for their own designer labels. There are designers or boutique brands all over the world. In many Asian countries, local designers can charge a small fortune for exclusive bridal wear and other outfits.

Adapted from <https://www.collegetrinity.com>

COMPREHENSION CHECK

A-Vocabulary check: Find in the text the words or expressions whose definitions or synonyms are given below. The lines are indicated to help you. Write your answers like in the example.

Example: 1- trends

- 1- tendencies (L.2)
- 2- groups of clothing (L.3)
- 3- have the money (L.7)
- 4- fashion creator (L.7)
- 5- textiles (L.9)
- 6- trademarks (L.11)
- 7- put on (L.11)
- 8- wedding (L.14)
- 9- clothes (L.14)

B Comprehension questions:

Write short answers to the following questions about the text. (2 lines maximum).

- 1- Why do followers of fashion look to cities like London and Paris?
- 2- How do seasons influence the fashion scene?
- 3- List two reasons why more people could be able to buy designer clothing in the 14th century.
- 4- Do young people and parents have the same reactions to fashion? Justify your answer.

PART TWO LANGUAGE IN USE (6 points)

Task 1: Below is a conversation between two students discussing a coming fashion show. Choose the best options in brackets to make the conversation meaningful. Write your answers like in the example.

Example: 1-at

A: Hello my dear! Tomorrow is the fashion show (1- in / at/ to) school. How about taking part (2- in / at/ on) it?

B: No, thank you! I'm not interested (3- in / at/ on) it.

A: Why not? It's an opportunity (4- in / at/ to) discover famous designers and the latest trends.

B: Really! That sounds interesting. I didn't know that. Ok, I will find a way to be there.

Task 2: The following paragraph is about fashion. Read it and fill in the gaps with the correct words in the box below. One word is not concerned. Write your answers like in the example.

Example: 1- they

theirs - them - their - themselves - they

Nowadays, life is becoming more and more difficult. In Abidjan, many adolescents prefer wearing second-hand clothes because ...1... are trendy and affordable. For ...2..., Western-used clothes reflect. ...3... personality because they identify ...4... more with modern clothes than with traditional ones.

PART THREE: WRITING (6 points)

Topic (Not more than 12 lines)

During your recent stay in Accra, you participated in a fashion show as a spectator. Back to your country, you decide to write an article to describe the event to the readers of the English Club Magazine.

In your article,

- list the participants at the event;
- describe what they were wearing;
- express your feelings about the event.

BEPC
SESSION 2024
ZONE : I

Coefficient : 1
Durée : 2 H

LANGUE VIVANTE 1 : ANGLAIS

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PART ONE: READING FOR COMPREHENSION (8 points)

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

REINTEGRATING VIOLENT YOUTHS*

A few years ago, a violent phenomenon which started in a commune of Abidjan has spread fast to the other communes. Young men between the ages of 12 and 27 are joining organized youth groups, commonly referred to as “Children in Conflict with the Law”. These boys are described as people who violently rob their victims on the streets and, in some cases, kill them.

5 One of these youths described their state of mind saying, “When we go out, we are like wild dogs. We have to steal, do everything to gain money.”

Exclusion, lack of opportunities, and inequalities are only a few of the socio-economic factors that create and reinforce the formation of these violent youth groups. Stigmatization only perpetuates the conditions which lead to the existence of these antisocial groups.

10 Government officials and civil organizations have attempted to eradicate this urban violence phenomenon, but with very little success. Civilians argue that police authorities do not have the necessary means to protect them against the assaults by the youth groups. In desperation, communities have gone as far as to organize self-defense actions, which have inevitably perpetuated cycles of violence in the communes. Till now, they are seeking alternative

15 responses, which are adequate to their context to overcome this harmful social phenomenon.

Adapted from *Interpeace Journal, August 24, 2016*

*youths = young people

COMPREHENSION CHECK

A Vocabulary check

Match the words in Column A with their synonyms or definitions in Column B according to the text. One option in Column B is not concerned. Write your answers like in the example.

Example: 1. started = g. began, commenced

COLUMN A	COLUMN B
1- started (L1)	a- savage
2- fast (L2)	b- resources
3- rob (L4)	c- rapidly
4- wild (L5)	d- dangerous
5- lack (L7)	e- absence
6- perpetuated (L9)	f- full of
7- means (L12)	g- began, commenced
8- assaults (L12)	h- attacks
9- harmful (L15)	i- maintained
	j- steal from

B Comprehension questions

Write short answers to the following questions on the text. (2 lines maximum).

- 1- Where did the phenomenon of “Children in Conflict with the Law” start?
- 2- What is the age group of the “Children in Conflict with the Law”?
- 3- List two causes of youth violence identified by the writer.
- 4- What are the consequences of communities’ self-defense actions?

PART TWO: LANGUAGE IN USE (6 points)

Task 1: The paragraph below is about the “Children in Conflict with the Law”. Choose the best options in brackets to make it meaningful. Write your answers like in the example.

Example: 1= referred

The “Children in Conflict with the Law” represent a serious danger in Côte D’Ivoire. They are often (1-referred / refer / referring) to as “microbes”. Some citizens believe that the term “microbes” is not negative enough to describe these young men, while others (2- found / find / finding) the word humiliating. Psychologically and socially, the term “microbe” has a negative impact. Each time community members use this term to describe youths, they are (3-builds / build / building) a barrier between them. Consequently, these young men are (4-stigmatized / stigmatize / stigmatizing) and confined in negative behaviours and identities. This situation creates vicious cycles of violence.

Task 2: The statements below summarize a violent youth’s assault recently committed in Abidjan. Rewrite each of them starting by the underlined words or phrases. Write your answers like in the example.

Example: 1-Populations are generally robbed by violent youths in the evening.

- 1- Violent youths generally rob populations in the evening.
- 2- Recently, a group of young people attacked a supermarket.
- 3- They took everything from the clients.
- 4- Fortunately, the police rescued the victims.

PART THREE: WRITING (6 points)

Topic (Not more than 12 lines)

After an attack of the “Children in Conflict with the Law” in your city, write an article for the *TIMES* magazine to denounce the phenomenon. In your article,
-define the “Children in Conflict with the Law”;
-describe what they do;
-suggest solutions to stop this phenomenon.

BEPC
SESSION 2023
ZONE : III

Coefficient : 1
Durée : 2 h

LANGUE VIVANTE 1 : ANGLAIS

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PART ONE: READING FOR COMPREHENSION (8 points)

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

AN INSPIRATION TO YOUNG WOMEN

Lilith is a 19-year-old teenager from Nicaragua in Central America. She has dedicated her life to the prevention of violence and abuse against young women and girls. Her determination to have a fair society has always guided her.

Lilith’s life has not always been peaceful. When she was 14, she was traded as a slave, and then sexually abused. At sixteen, she got pregnant and had a son who is three years old now. These events marked her life and motivated her to fight against abuse. After many years of sufferings, she was able to flee to Costa Rica where she found refuge.

In Costa Rica, many refugees like Lilith experienced violence in their host communities. To fight xenophobia and other forms of discrimination, Lilith took on a leadership role in a UN-supported campaign called “Put yourself in my shoes”. That campaign brought together asylum-seekers.

Despite the difficult life that she faced in the past, Lilith advocates women’s rights. Her activism against gender-based violence is an inspiration to young women.

Adapted from <https://undsg.un.org/latest/stories/walking-liliths-shoes> by DaniloMora(13-01-2021)

COMPREHENSION CHECK

A Vocabulary check

Match the words or expressions in Column A with their synonyms or definitions in Column B according to the text. One option in Column B is not concerned. Write your answers like in the example.

Example: 1. teenager = f. adolescent

COLUMN A	COLUMN B
1- teenager (L1)	a- escape; run away
2- dedicated (L1)	b- cruel treatment
3- abuse (L2)	c- people looking for refuge
4- fair (L3)	d- given
5- traded (L4)	e- sold
6- flee (L7)	f- adolescent
7- took on (L9)	g- started
8- asylum-seekers (L11)	h- supports
9- advocates (L12)	i- engaged in
	j- just

B Comprehension questions:

Write short answers to the following questions on the text. (2 lines maximum).

- 1- Where does Lilith come from?
- 2- List two reasons that motivated Lilith to fight against abuse.
- 3- How old was Lilith when she became pregnant?
- 4- Why did Lilith take on a leadership role in Costa Rica?

PART TWO: LANGUAGE IN USE (6 points)

Task 1: In the passage below, the UN Refugee Coordinator is talking about the experience of a woman activist. Put the verbs in brackets into the correct tenses to make the passage meaningful. Write your answers like in the example.

Example: 1-was

During her stay in Costa Rica, we received Lizbeth, a woman activist in our office. Her eyes filled with tears, she told us how difficult her life (1-to be). She also explained how she (2-to become) a toy in a card game, and she (3-to recall) the humiliations she suffered. Finally, she described how dearly she (4-to want) to be a journalist to devote her life to women and girls' rights.

Task 2: The paragraph below is about Marley Dias, a young American activist. Fill in each blank with the correct word from the box. One word in the box is not concerned. Write your answers like in the example.

Example: 1= in

to - about - at - in - on

At 13 years old, Dias is the founder of “@1000blackgirlbooks”. It is a campaign that she started ...1... 2005 in order ...2... collect and donate 1,000 books to peers. ...3... 14th June, 2016, she gathered many famous women coming to the USA and spoke to them ...4 ... her project. This past January, she published her own book entitled “Marley Dias Gets it Done: So Can You”.

PART THREE: WRITING (6 points)

Topic (Not more than 12 lines)

Many women's rights are being violated in the world. On the International Women's Day, write an article about women's rights to sensitize people to stop violence against women.

In your article,

- list three (3) women's rights;
- give three (3) consequences of violating women's rights;
- suggest some actions that can be taken to promote these rights.

BEPC
SESSION 2023
ZONE : II

Coefficient : 1
Durée : 2 h

LANGUE VIVANTE 1 : ANGLAIS

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PART ONE: READING FOR COMPREHENSION (8 points)

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

RURAL WOMEN’S LIFE

Women play important roles in rural economy as farmers, wage earners and entrepreneurs. They take responsibilities for the well-being of their families, including food provision and care for children and the elderly. Rural women’s work is often unpaid, particularly in poor households and it includes collecting wood and water. Women from indigenous communities are also caretakers of traditional knowledge, which is key for communities’ livelihoods and culture.

However, women in rural areas face many obstacles in their economic activities because of discrimination based on gender, social norms and poverty. Also fewer rural women have access to education, healthcare, finance and other services. In addition, they are vulnerable to the impact of environmental disasters and climate change.

We then need to promote and ensure gender equality and empower rural women through decent work and productive employment. If this is done, it will contribute to lasting economic growth and lead to poverty reduction and food security initiatives.

Adapted from <https://www.ilo.org/global/topics/economic-and-social-development/rural-development/>
 by Hitoni Ho and Ilena Grandelis; 2019

COMPREHENSION CHECK

A Vocabulary check

Match the words or expressions in Column A with their synonyms or definitions in Column B according to the text. One option in Column B is not concerned. Write your answers like in the example.

Example: 1. wage = f. pay; salary

COLUMN A	COLUMN B
1- wage (L1)	a- old people
2- well-being (L2)	b- regions; zones
3- elderly (L3)	c- diminution
4- indigenous (L4)	d- guarantee
5- livelihoods (L5)	e- resources
6- areas (L6)	f- pay; salary
7- ensure (L10)	g- development
8- empower (L10)	h- make stronger
9- growth (L12)	i- happiness
	j- rural; native

B- True / False statements: Decide whether the following statements are true (T) or false (F). Indicate the lines of the text to justify your answers. Write your answers like in the example.

Example: 1-T (L1)

- 1- Women play various roles in the rural economy.
- 2- Rural women are concerned about taking care of their families.
- 3- In poor countries, rural women's work is always remunerated.
- 4- Traditional knowledge is very important for rural communities.
- 5- Rural women are confronted with no difficulties in their activities.
- 6- Women in rural areas suffer from their conditions.
- 7- Many women in rural areas are illiterate.
- 8- We can help rural women if we empower their husbands.
- 9- Giving many opportunities to rural women will reduce poverty.

PART TWO: LANGUAGE IN USE (6 points)

Task 1: The beginning of the statements in Column A are about rural women's living conditions. Match each of them with its corresponding ending in Column B to make it complete. One ending in column B is not concerned. Write your answers like in the example.

Example: 1- c

<u>COLUMN A</u>	<u>COLUMN B</u>
1-Women can do many things...	a-if we don't stop gender-based discrimination.
2-If parents accepted to send them to school, ...	b-rural women would be able to help their families better.
3-Women's living conditions will not improve...	c-if they are given more opportunities.
4-If their work was well-paid,...	d-if they were not offered jobs.
	e-many girls would do even better than boys.

Task 2: The passage below is about the work of rural women. Choose the best options in brackets to make it meaningful. Write your answers like in the example.

Example: 1= the most

Statistics are not available for all countries on the percentage of women in the agricultural labour force. However, there is evidence that in many countries women represent (1-more / the most / most) important actors in the agricultural labour force. For the work they do, many rural women receive (2-lower / the lowest / low) pays than men. In some households, the absence of adult men makes women's workload (3-great / the greatest / greater) than ever. We must improve women's working conditions for a world which is (4-best / better / good) than in the past.

PART THREE: WRITING (6 points)

Topic (Not more than 12 lines)

On the International Women's Day, your school English club asks you to give a presentation on rural women's activities in order to honour them. Write what you are going to say. In your presentation,

- list three (3) activities rural women do;
- give three (3) difficulties they face;
- mention three (3) things that can be done to improve the living conditions of rural women.

BEPC
SESSION 2023
ZONE : I

Coefficient : 1
Durée : 2 h

LANGUE VIVANTE 1 : ANGLAIS

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PART ONE READING COMPREHENSION (8 pts)

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

FASHION

In the past, parents kept their kids away from the world of fashion and made them wear simple clothes so that their entire focus could be on their studies. Today, parents encourage their children to follow the latest fashion to look smart and presentable. They buy new clothes and accessories for their children and ensure they dress up smartly.

5 Everyone wants to look good these days. And it is not a bad thing. However, too much of it can have a negative impact, especially on students. They should be encouraged to study and participate in extra-curricular* activities to explore their interests, but parents are more often concerned about their looks.

10 Our society is becoming a place where everyone wants to show off. People want to show how good they look, how they have all the knowledge about the latest fashion trends. Parents dress their kids in the best of clothes during social gatherings.

At school, everyone wants to look good. They afford the best clothes, footwear, accessories and bags which are latest trend. Girls and boys are seen wearing beautiful fashionable clothes. They are also wearing smart watches and using latest mobile phones.

Adapted from <https://www.indiacelebrating.com/essay/fashion-essay/> (26-02-2019)

* extra-curricular = extra-scolaire

COMPREHENSION CHECK

A-Vocabulary check: The words or expressions in column A are from the text. Match each of them with its synonym or definition in column B. One option in column B is not concerned. Write your answers like in the example.

Example: 1- kids = c. children

COLUMN A	COLUMN B
1- kids (L.1)	a- elegant
2- focus (L.2)	b- tendencies
3- latest (L.3)	c- children
4- smart (L.3)	d- buy
5- however (L.5)	e- shoes, boots, sandals etc...
6- show off (L.9)	f- give
7- trends (L.10)	g- attention
8- afford (L.12)	h- most recent
9- footwear(L.12)	i- but
	j- attract attention

B- Comprehension questions: Read the text again and write short answers to the following questions (2 lines maximum).

- 1- Why did parents keep their kids away from fashion in the past?
- 2- What do parents want for their children today?
- 3- What should students do instead of concentrating on fashion?
- 4- Find in the text two things boys and girls wear today.

PART TWO LANGUAGE IN USE (6 points)

Task 1: The paragraph below is about fashion. Fill in each gap with a word from the box to make it meaningful. One word in the box is not concerned. Write your answers like in the example.

Example: 1- on

in — from — on — at — for

Social media has increased the passion for fashion among the youth. Young people post everything ...1... the social media. They post their pictures wearing clothes ...2... fashion wherever they are. This has become the new trend ...3... young people. Posting pictures and viewing the pictures posted by stars ...4... all over the world is the favourite hobby of the youth today.

Task 2: The paragraph below is about parents' attitude about fashion. Complete it with the correct tense and form of the verbs in brackets to make it meaningful. Write your answers like in the example.

Example: 1-did not care

Things change quite quickly. In the past, parents (1- do not care / did not care / had not cared) very much about children's clothing. This is no more the case nowadays. Parents are the ones who (2- wants / wanted / want) the latest accessories for their children. In these conditions, the future generation (3- will forget / would forget / had forgotten) what is more essential for them. We must all react (4- make / to make / makes) things change positively for the youth.

PART THREE WRITING (6 points)

TOPIC: (Not more than 12 lines)

Young people in your school are more attracted by fashion than by their studies. Write an article for the English Club's magazine to sensitize them. In your article,

- name three (3) things in fashion for the young people in your country;
- give three (3) reasons why young people want to be always in fashion;
- present two (2) dangers of following fashion blindly.

BEPC
SESSION 2021
ZONE : II

Coefficient : 1
Durée : 2 h

LANGUE VIVANTE 1 : ANGLAIS

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PART ONE READING COMPREHENSION (8 points)

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

CARS

1 Cars are automobiles that transport people. They are the main means of travelling for hundreds
2 of millions of people all over the world. Cars have changed the way we live probably more than any
3 other invention in history.

4 At first, only a few people had cars but after a while more and more people bought them
5 because they improved their way of life. Farmers with cars were able to bring their products to places
6 that were farther away. The appearance of cities and towns also changed. More and more workers
7 drove to their jobs and people started to move to suburbs outside the town centers.

8 Automobiles give people many jobs. Millions of people around the world work in factories
9 where cars are produced. Millions more work at gas stations, restaurants or motels where travelers stop
10 to take a rest.

11 However, cars also cause problems. Millions of people die in car accidents every year.
12 Automobiles pollute the air that we breathe and parking spaces in cities become scarce because
13 everyone wants to have a car to go to the city center.

14 Adapted from English Online, <https://www.english-online.at/travel/cars/cars-and-how-they-work.htm>

COMPREHENSION CHECK

A-Vocabulary check: The words in column A are from the text. Match each of them with its synonym or definition in column B. One synonym or definition in column B is not concerned. Write your answers like in the example.

Example: 1- c

COLUMN A

- 1- main (L.1)
- 2- while (L.4)
- 3- improved (L.5)
- 4- appearance (L.6)
- 5- suburbs (L.7)
- 6- factories (L.8)
- 7- motels (L.9)
- 8- breathe (L.12)
- 9- scarce (L.12)

COLUMN B

- a- living places around the city 5
- b- rare
- c- principal 1
- d- moment 2
- e- motorbikes
- f- buildings where products are made
- g- the way things look 4
- h- hotels for travelers by the road side
- i- move the air in and out of your lungs
- j- ameliorated 3

B-Comprehension questions: Read the text again and give short answers to the following questions (2 lines maximum).

- 1- What is a car used for?
- 2- What did cars ameliorate? Give one example.
- 3- Where are cars produced?
- 4- List two damages cars can cause to people?

PART TWO LANGUAGE IN USE (6 points)

Task 1: Read the text below and fill in the blanks with the most appropriate word from the box to make it meaningful. One word in the box is not concerned. Write your answers like in the example.

Example: 1. Since

since--for—ago—never--before

Cars have been used in Abidjan 1..... the beginning of colonisation. Today, there are many types of cars we did not have 2..... A few years 3.....the third bridge was built across the Ebrié Lagoon to facilitate the traffic in the town. With the other means of transport such as buses, coaches, lorries, boats, canoes, etc, the population in Abidjan will probably have no transport problems 4.....a number of years.

Task 2: Read the text below and put the verbs between brackets in the correct tense or form. Write your answers like in the example.

Example: 1- are

In Côte d'Ivoire, there 1. (to be) different means of transport. In the past, only a few people 2. (to possess) cars. But nowadays, workers 3. (to go) to work by car, bus, ferry boat, motorbike, etc.. Some other people have their own cars, so they prefer 4. (to drive) to work.

PART THREE WRITING (6 points)

TOPIC: During your stay in Ghana, Opong, your Ghanaian friend, took you around Accra. Here is the conversation you had while you were visiting the city. Complete your part.

Opong: My friend, as you can see, there are many cars in Accra. Are there many cars in Abidjan too?

You: Yes, there are.

Opong: Are cars the only means of transport in your country?

You: (1).....

Opong: What are the other means of transport?

You: (2).....

Opong: What are the two main means of transport in your country?

You: (3).....

Opong: Which of the two means of transport do people use most?

You: (4).....

Opong: Why?

You: (5).....

Opong: Which one do you prefer?

You: (6)... ..

Opong: Ok. Now, let's go to the National Museum.

BEPC
SESSION 2021
ZONE : I

Coefficient : 1
Durée : 2 H

LANGUE VIVANTE 1 : ANGLAIS

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PART ONE: READING FOR COMPREHENSION (8 points)

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

THE NEW PANDEMIC

My name is Judith. I live in Busia District, Eastern Uganda with my three brothers. When we started hearing about the COVID-19 pandemic, I was scared because of the people who were suffering and dying from it in Kenya. But soon, the disease reached our country.

The President immediately announced the country lockdown in the media to control the spread of the coronavirus. Everybody was asked to stay at home except essential health workers. Days, weeks and months passed and there was no change. The number of people dying from this new virus continued to grow by each hour. Public places like schools, churches and other places of worship, markets, working places were closed too in order to avoid the situation in Kenya. They are still closed even today. This is because many people usually attend them. Keeping these places open could make the contamination progress rapidly.

The COVID-19 pandemic engendered many consequences in my village. Because schools were closed, young girls of my age were getting pregnant and others were married by force by their parents because of poverty. Presently, many parents are not working. Some lost their jobs and for others their businesses collapsed. As a result, many parents can't take care of their families. Everyday I pray that one day the situation will become normal.

Adapted from <https://www.wvi.org/stories/uganda/my-covid-19-experience-judiths-story> 20 April, 2021

COMPREHENSION CHECK

A Vocabulary check

Match the words in Column A with their synonyms or definitions in Column B according to the text. One option in Column B is not concerned. Write your answers like in the example.

Example: 1. scared = i. terrified

<u>COLUMN A</u>	<u>COLUMN B</u>
1- scared (L2)	a- go to
2- reached (L3)	b- abandoned
3- lockdown (L4)	c- augment
4- spread (L5)	d- provoked
5- grow (L7)	e- fell down
6- worship (L8)	f- came to
7- attend (L9)	g- adoration
8- engendered (L11)	h- confinement
9- collapsed (L14)	i- terrified
	j- propagation

B Comprehension questions

Give short answers to the following questions on the text. (2 lines maximum).

- 1- Why was Judith scared?
- 2- What did the President do to control the spread of the coronavirus in Uganda?
- 3- Why are public places still closed in Uganda?
- 4- Give two consequences of the COVID-19 pandemic on school girls in Judith's village.

PART TWO: LANGUAGE IN USE (6 points)

Task 1: The paragraph below is about how the coronavirus progresses and contaminates people. Choose the best options in brackets to make it meaningful. Write your answers like in the example.

Example: 1= in

Scientists don't know exactly how the coronavirus progresses (**1-on/to/in**) the world. They know that droplets from one person (**2-with/for/to**) another can make it progress. The coronavirus is more dangerous for people suffering (**3-from/to/of**) another disease already. So, it is important to stop its progression. If there is someone in your school that gets the virus, you may be asked to stay for a while (**4-at/to/in**) home.

Task 2: The sentences below are about COVID-19. Rewrite each of them starting by the underlined words or phrases. Write your answers like in the example.

Example: 1- The new coronavirus infects many people in the world.

- 1- Many people are infected by the new coronavirus in the world.
- 2- Public places were closed by the authorities to control the spread of the virus.
- 3- To avoid COVID-19, social distancing must be respected by the citizens.
- 4- Hand washing is recommended by doctors to avoid the coronavirus.

PART THREE: WRITING (6 points)

Topic (Not more than 12 lines)

After a meeting of your English club about pandemics, the chairman asked you to write about COVID-19 for the club magazine. In your article,

- say why COVID-19 is a pandemic;**
- explain how people get contaminated by it;**
- give some ideas to protect yourself from this disease.**

BEPC
SESSION 2020
ZONE : III

Coefficient : 1
Durée : 2 h

LANGUE VIVANTE 1 : ANGLAIS

*Cette épreuve comporte deux (02) pages numérotées 1/2 et 2/2.
 Le candidat est libre de commencer par la composante de son choix.
 Cependant il devra numéroté ses réponses conformément à la numérotation du sujet.*

PART ONE READING COMPREHENSION (8 pts)

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

HYGIENE AND HEALTH

Good personal hygiene is essential for good health. Personal hygiene habits will help you keep bacteria, viruses and illnesses away. There are mental as well as physical benefits. "Practising good body hygiene helps you feel good about yourself, which is important for your mental health", a doctor said. People with dirty hair and clothes, body odor, bad breath and missing teeth are often seen as having poor hygiene.

5 Here are some basic personal habits to follow: wash your body and your hair often, and take care of your nails too by trimming them regularly, keeping your finger and toe nails trimmed and in good shape will prevent problems such as infected nail beds. Feet that are clean and dry are less likely to contract athlete's foot¹.

10 Ideally, you should clean your teeth after every meal. At the very least, brush your teeth twice a day. Washing your hands before preparing or eating food, after going to the bathroom, after coughing or sneezing, and after touching garbage, will help you prevent the spread of bacteria and viruses.

Finally, resting 8 to 10 hours a day will help you have a good immune system.

Adapted from <https://www.everydayhealth.com/healthy-living/guide-to-good-hygiene.aspx> by Beth W.Orenstein (21-02-2019)

Athlete's foot¹: pied d'athlète

COMPREHENSION CHECK

A-Vocabulary check: The words in column A are from the text. Match each of them with its synonym or definition in column B. One synonym or definition in column B is not concerned. Write your answers like in the example.

Example: 1-e

COLUMN A	COLUMN B
1- illnesses (L.2)	a- essential
2- benefits (L.2)	b- avoid
3- poor (L.5)	c- advantages
4- basic(L.6)	d- catch
5- trimming (L.7)	e- diseases
6- prevent (L.8)	f- brush
7- contract (L.9)	g- bad
8- clean (L.10)	h- propagation
9- spread (L.12)	i- in disorder
	j- cutting

B-Comprehension questions: Read the text again and give short answers to the following questions (2 lines maximum).

- 1- What must you do to be in good health?
- 2- Is hygiene only good for your body? Justify your answer;
- 3- Give two details that can show someone has poor hygiene;
- 4- Give two essential habits we must have to be in good health.

PART TWO **LANGUAGE IN USE (6 points)**

Task 1: The passage below is about sanitation and hygiene. Complete it with the correct tense of each verb in brackets to make it meaningful. Write your answers like in the example.

Example: 1- is

There is a difference between sanitation and hygiene. Sanitation **1-(to be)** the effective use of tools and actions that keep our environment healthy. For example, these tools **2-(to include)** latrines or toilets to manage waste, food preparation, washing stations.

Hygiene **is** a set of personal actions that contribute to good health. It **3-(to consist)** of actions like hand-washing, bathing and cutting hair and nails. Hand-washing is the most important thing we can all do **4-(to prevent)** diseases.

Task 2: The following passage is about hygiene and health. Complete it with the best option in brackets to make it meaningful. Write your Answers like in the example.

Example: 1. your

Daily practices can help us keep in good health. Washing **1-(your-you-yours)** hands and body is the most effective way to prevent diseases. **2-(Our-We-Ours)** hands are in constant contact with the environment and **3-(they-their-them)** can easily transport bacteria from an infected object or person to other people. If your friend washes **4-(him-his-he)** hands and body regularly with clean water, this will reduce the amount of bacteria on him.

PART THREE : **WRITING (6 points)**

TOPIC: On the occasion of the World Health Day, your school English Club asks you to write an article about hygiene to help your school friends to be in good health. In your article of 10 to 12 lines,

- describe somebody who is clean;
- mention some diseases you can have if you do not respect hygiene rules;
- Suggest some actions students can take to make their school environment clean.

BEPC
SESSION 2020
ZONE : II

Coefficient : 1
Durée : 2 h

LANGUE VIVANTE 1 : ANGLAIS

*Cette épreuve comporte deux (02) pages numérotées 1/2 et 2/2.
 Le candidat est libre de commencer par la composante de son choix.
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PART ONE

READING COMPREHENSION (8points)

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

TEENAGERS AND FASHION

5 Fashion is a popular way of behaving which includes a particular style of clothes, hair, etc., at a particular period of time. Fashion began from the early Stone Age* and lots of changes have occurred till now. In the early age, people used to be half naked and to wear clothes made from animal skins, leaves, etc. They used to carry different weapons like bows, arrows, spearheads which suggested that they were following the fashionable trends at that time.

French designer Coco Chanel once said: "Fashion does not exist in clothing only. Fashion is in the sky, in the street; fashion has to do with ideas, the way we live, what is happening. This means that fashion and our lives are interlaced with one another and it is reflected by our contemporary life activities."

10 Teenagers are mostly attracted by the western fashion culture. Teenage students, for example, want to create the unique image and for them, fashion is like a way to express themselves. And by having the latest clothing, they want to look special. Many think that fashion helps them highlight their presence everywhere they are. Teens are mostly inspired by celebrities. They are also influenced by fashion media which informs them about the latest
 15 brands.

Adapted from *Fashion and Teenagers*, an article by Ritesh ROKAHA, 19th December, 2014.

*Note: Stone Age: l'âge de la pierre taillée.

COMPREHENSION CHECK

A Vocabulary check

Match the words from Column A with their synonyms or meanings in Column B. There are more options in Column B than in Column A. Write your answers like in the example.

Example: 1. *behaving* = i. acting

COLUMN A

- 1- teenagers (Title)
- 2- behaving (L.1)
- 3- occurred (L.3)
- 4- trends(L.5)
- 5- interlaced (L.8)
- 6- contemporary (L.9)
- 7- western (L.10)
- 8- highlight (L.13)
- 9- brands(L.15)

COLUMN B

- a- emblems, trademarks, makes
- b- styles, tendencies
- c- modern
- d- happened, taken place
- e- call attention to
- f- adolescents
- g- developed countries
- h- connected
- i- acting
- j- outdated

B Comprehension questions

Give short answers to the following questions on the text. (2 lines maximum)

1. When did fashion begin according to the author?
2. What clothes did people wear in the old days?
3. Does fashion exist in clothing only? Justify your answer from the text.
4. Why do teenagers like to follow fashion?

PART TWO

LANGUAGE IN USE (6 points)

Task 1

The sentences below are about fashion. Rewrite them starting with the underlined phrases without changing their meanings. Write your answers like in the example.

Example: *Celebrities inspire teenagers' dress codes.*

1. Teenagers' dress codes are inspired by celebrities.
2. In the 60s, young people were fascinated by the Beatles, the famous British pop singers.
3. Teenagers are usually influenced by fashion from western countries.
4. Teenagers will always be attracted by the western fashion.

Task 2

Complete this dialogue between a grandfather and his grandson about fashion. Make it meaningful with the appropriate words or expressions from the box. Write your answers like in the example.

Example: 1. = look faded

panties showing.	look faded.	new style.	had to wear
were not allowed	used to	fashionable.	

Grandson: Hi, Grandpa. Look at my new of jeans. They're nice, aren't they?

Grandpa: Well, to me they 1. (...). And they've got holes at the knees! Are they new?

Grandson: Yes, Grandpa! They cost 25,000 F. They're 2. (...).

Grandpa: Are you sure? I don't believe it.

Grandson: Why, Grandpa? Didn't you follow fashion in your times?

Grandpa: Of course, we did. We 3. (...) wear white trousers, white socks and a white cap.

Grandson : Did women wear white pants too?

Grandpa: No. Women and girls 4. (...) to wear trousers. They 5. (...) long dresses and headscarves... And we did not wear torn clothes to go out.

Grandson: But, Grandpa, it's a 6. (...). It's called "Bad boy".

Grandpa: It's so true. Nowadays, all of you behave like bad boys and bad girls.

You go out of you parents' homes with your 7. (...). And you call that being fashionable!

PART THREE

WRITING (6 points)

TOPIC (Not more tha 12 lines)

Your English club is organizing a debate on fashion next Saturday afternoon. Write down in an article, what you are going to say during that debate. Here are some ideas to help you:

- *Why do young people like to follow fashion?*
- *Mention some effects of fashion on young people;*
- *In your opinion, is it a good thing to follow fashion?*

BEPC
SESSION 2020
ZONE : I

Coefficient : 1
Durée : 2 h

LANGUE VIVANTE 1 : ANGLAIS

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PART ONE **READING COMPREHENSION (8 pts)**

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

SMOKING IS A SERIOUS ISSUE

Many smokers ignore the warning about the dangers of smoking, although there is a national campaign against the habit. The United Nations has set aside a day to be observed against the killer habit. The story is told of a young man who became addicted to smoking. In no time, he developed smoke-related diseases and died miserably, leaving behind his wife and children in poverty. Research shows that the smoker is far more likely to suffer if he does not die of diseases like lung cancer and heart failure, than a non-smoker.

It is generally known that smoking during pregnancy is undesirable, isn't it? Women who smoke produce underweight babies. They also have stillborn babies or lose them after birth.

What is more annoying about smoking is the risk to passive smokers. Non-smokers breathing in smoke from other people's cigarettes, pipes and cigars stand the risk of contracting the diseases that harm the smokers.

If smokers knew how non-smokers felt about them, they would give up smoking. The smoker is regarded by many as someone who does not consider the welfare of others but their own interest in smoking, no matter where they are.

Adapted from Golden English, by OKYERE B. Alexander p.411.

Note: *stillborn: mort-né*

COMPREHENSION CHECK

A Vocabulary check

Find in the text the words or expressions whose synonyms or meanings are in the list below. Write your answers like in the example.

Example: 1 – smokers

- 1- problem (title)
- 2- notice, alert (L. 1)
- 3- reserved, chosen (L. 2)
- 4- dependent on (L. 3)
- 5- poor conditions (L. 5)
- 6- the condition of a woman waiting for a baby (L. 7)
- 7- give birth to (L. 8)
- 8- stop (L. 12)
- 9- well-being (L. 13)

B True/False statements

Decide whether the following statements are true or false according to the text. Write (T) for true and (F) for false. Then, indicate the lines of the text to justify your answers. Write your answers like in the example

Example: 1. = F (L. 1)

- 1- Lots of smokers read the warning about smoking very carefully.
- 2- The United Nations has reserved a day against smoking.
- 3- The young man could not stop smoking.
- 4- The cause of the young man's death was unknown
- 5- The young man left his wife and children a fortune.
- 6- Non-smokers living with smokers contract the same diseases.
- 7- Smoking is dangerous for pregnant women and their babies.
- 8- Smokers keep smoking because they don't care about what people think of them.
- 9- A lot of people think that smokers don't consider the well-being of others.

PART TWO

LANGUAGE IN USE (6 points)

Task 1

The statements in Column A are from a dialogue between a doctor and a young smoker. Match them with their appropriate endings in Column B. One option in Column B is not concerned. Write your answers like in the example.

Example: 1. You know smoking is bad for health, c. don't you?

COLUMN A	COLUMN B
1. You know smoking is badfor health,	a. don't they?
2. You have a very bad cough,	b. will you?
3. Your parents don't know you smoke,	c. don't you?
4. Dr, you won't tell my parents,	d. haven't you?/don't you?
	e. do they?

Task 2

In the following dialogue, Dr Mensah is talking with a patient smoker. Choose the correct verb forms in brackets so that make the dialogue meaningful. Write your answers like in the example.

Example: 4. = you do.

Dr: If you follow my advice, I'm sure you 1. (*would/will/would've*) you'll stop smoking.

Smoker: OK, Doctor. But if you 2. (*wrote/had written/write*) it down, I won't forget it.

Dr. Sure, I'll do that. But tell mr, if I 3. (*give you/gave you/had given you*)/ this new packet of cigarettes, would you keep it for me till we meet next week?

Smoker. I'll try if 4. (*you did/you do/you'll do.*)

PART THREE

WRITING (6 points)

TOPIC: (Not more than 12 lines)

For the National Non-smoking Day, your English teacher asked you to prepare a dialogue to be be role-played by the English club in the City Hall. Begin your dialogue like this:

A: *Brother, you know smoking is very bad for you health, don't you?*

B: *I know, but I've been smoking for five years and it isn't easy to stop.*

A: *I think you should ... ,*