



PARTIE 5
ANGLAIS

**LANGUE VIVANTE 1 : ANGLAIS**

Sujet 1

*Cette épreuve comporte deux (02) pages numérotées 1/2 et 2/2.***PART ONE: READING (8 points)**

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

A holiday in my village

Today I am going to narrate my amazing experience on how I spent my holiday. My parents and I went to our village. We actually go there after a couple of years. That's why I always become excited. My father spent his whole life in that village. Spending holiday in the village is really fun for me.

- 5 We arrived in the village at noon. My uncles, cousins, and grandparents were ready to welcome us. They were really happy to see us visiting them. My younger sister was really excited to see everyone. When she came here a few years ago she was a kid, she couldn't remember anything and that's why she had to learn everything again. I found all of my cousins and went home with them. They love me a lot, whenever I visit the village, they try to spend all of the time with me. They really care about me.
- 10 The most important reason for visiting the village is my grandparents. I love them so much and I always wanted to spend some time with them. They were really excited to see us. Especially my grandmother who really loves me a lot. She shared lots of stories with us. I still listen to her stories and loved them. It was an amazing experience to spend time in my village. These holidays were the best holidays of my life.

Adapted from: <https://www.paragraphbuzz.com/essay-on-how-i-spent-my-holidays-at-home>**A/ VOCABULARY CHECK (4 points)**

The words in column **A** are from the text. Match them to their synonyms in column **B**. One option in column **B** is not concerned. Write your answers like in the example.

Example: 1- H

Column A	Column B
1- spent(L1)	A- wonderful
2- holiday (L1)	B- very enthusiastic
3- actually (L2)	C- visiting
4- whole (L3)	D- told
5- noon ((L5)	E- infant
6- excited (L6)	F- really
7- kid (L7)	G- vacation
8- shared (L12)	H- passed
9- amazing (L1)	I- entire
	J- midday

B/ COMPREHENSION CHECK (4 points)

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

- 1- Where did the author spend his holiday?
- 2- Who welcomed the author and his parents when they arrived?
- 3- Why was the author's younger sister so excited?
- 4- Did the author spend an interesting holiday? Justify your answer.

PART TWO: LANGUAGE IN USE (6 points)

Task 1: The paragraph below is about Yéo's holidays. Read it and fill in the gaps with the words from the box. Write your answers like in the example. (3 points)

Example: 1- holiday

farm – fishing – holiday – activities

My name is Yéo. I spent my last (1) **holiday** in Houphouetkaha, my village. During my vacation, I did many (2) From Monday to Friday, my brother and I helped my father work on our (3) During the weekend, we went (4) in our village's river. When back home, we played football with our friends. At night, elder people used to tell us interesting stories.

Task 2: The paragraph below is about the favourite activity that Koné and his friends used to do during their holiday and things they wouldn't do. Choose the right option of the words between brackets to complete it. Write your answers like in the example. (3 points)

Example: 1-would

I am Koné, I spent my holiday in Nangassérégué. During my holiday, I **1. (would – used – use)** set traps with my friends to catch animals. Some days, we caught many animals. On those days, we **2. (would – used – use)** to organize a party in the bush and we **3. (would – used – use)** stay there till the evening. When we came back, we were so tired that some of us didn't **4. (would – used – use)** to wash themselves before sleeping.

PART THREE: WRITING (6 points)

You are back from the Christmas holiday; and your English teacher asks you to write a paragraph about it for presentation during the next session. In your paragraph:

- Say where you spent your Christmas holiday.
- List some activities you did during your holiday.
- Say how you felt during this holiday.

Your paragraph should not exceed 12 lines.



COEFFICIENT : 2

DUREE : 2 H

ANGLAIS

sujet 2

PART ONE: READING (8 points)

Read the text below and do all the activities that follow it on your answer sheet.

Why we should support girls' education

It is **sad** that some communities still discriminate against the education of the girl child. "About 57 million children around the world are not going to school. Girls make up 55% of the total and are often the victims of **rape** and other sexual violence that accompanies armed conflicts", UNESCO said. Yet, there are valuable reasons for the girls' schooling. An African
5 proverb says: "if we educate a boy, we educate one person. But if we educate a girl, we educate a family and a **whole** nation". A girl sent to school is far more likely to ensure that her children also receive an education. Educated women are also aware of the issue related to their health and that of their children. For example, they are less likely to get HIV/AIDS or
10 **pass** it **onto** their children. They now have the **tools** to build **healthy** educated families. Child marriage almost results in the end of girls' schooling. Educated girls typically marry later when they are able to **bear** and care for their children. Most important, educated girls have a greater chance of **escaping** poverty, **raising** the standard of living for their families and their communities.

Adapted from [www.https://ikunda.org/en/why-we-should](https://ikunda.org/en/why-we-should)

COMPREHENSION CHECK

A. Choose the best options and write it on your answer sheet like in the example.

Example: 1- a

1. sad (line 1) means:
a-unhappy b-glad c- mad d- unable
2. rape (line 3) means:
a- tape b- ruse c- lake d- abuse
3. whole (line 6) means:
a-all b- small c- tall d- ball
4. pass onto (line 9) means:
a-investigate b-contaminate c-mass d- glass
5. tools (line 9) means:
a-instruments b-stools c- promotions d- troubles
6. healthy (line 9) means:
a-tall b-skinny c- fine d- naughty
7. bear (line 11) means:
a-support b- transport c- wear d- swear
8. escaping(line12)means:
a-hoping b-joking c- avoiding d- jumping

9. raising (line 12) means:

- a-ameliorating b-diminishing c-neglecting d- aggravating

B. Read the text again and give short answers to the following questions.

1. What's the text about?
2. Why must girls be educated?
3. What are girls victims of?
4. At which moment do educated girls generally get married?

PART TWO : LANGUAGE IN USE (6 points)

TASK 1: In the following paragraph, a young female student is giving her opinion about girls' abilities. Choose the correct options in brackets to make the text meaningful. Write your answers like in the example. **Example: 1. smarter**

"I think girls and boys have the same abilities. A boy is not **1.(smart/smarter/more smart)** than a girl. Some people believe that boys are **2.(intelligent/intelligenter/more intelligent)** than girls. No, they are totally wrong! I'm the top of my class and I'm the **3.(good/best/better)** student at Maths. As you can see, we are as hardworking **4.(as/than/to)** boys."

TASK 2: This is a conversation between an old man and his granddaughter about how they used to get married in the past. Complete it with **used to** or **use to** in order to make it meaningful. Write your answers like in the example. **Example: 1- use to**

Granddaughter: Tell me grandpa, how did people get married in the past?

Grandpa: Well, first, we **(1)**.....get married very young, not like today, and marriage was so serious that when we were interested in a girl, we didn't **(2)**..... talk to the girl herself, we **(3)**..... talk to our parents who would go and discuss with the girl's parents.

Granddaughter: So you mean it was a matter between parents?

Grandpa: Exactly!

Granddaughter: Now, when everything was okay, how did you **(4)**.....celebrate the wedding?

Grandpa: We would invite all our relatives and friends and then we would eat, drink and dance.

PART THREE: WRITING (6 points)

TOPIC: For the next celebration of Mothers' Day, the English Club of your school asks you to write a speech about women's sufferings and their rights. In your speech, you can mention the:

- courage and hard works of women
- physical violences some are victims of;
- sexual abuses;
- discrimination;
- women's rights;
- measures to protect them.

**LAN GUE VIVANTE 1 : ANGLAIS**

Sujet 3

*Cette épreuve comporte deux (02) pages numérotées 1/ 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 points)**

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

WOMEN'S RIGHTS

Women won their present status through fight and sacrifices rather than through men's kindness. Women and their supporters have fought and in some places continue to fight for the same rights as men. Laws were made to replace local customs which denigrated and suppressed women's rights. Women have gained higher positions in the world at all levels: political, economical and social.

- 5 Before the 18th century women were enslaved and were denied all rights in Europe. In the late 18th century, however, women's status became a subject of political debate. In the 19th century women started their fight for equal rights. At the beginning of the 20th century women won several victories in various countries in the world. More gigantic steps were taken during the following years. Women gained more economic, social and political status in various degrees and different countries.
- 10 Even if women have won success, they still suffer from discrimination at various levels. For example women work more and earn less than men. In addition to that, the majority of the world's poor and illiterate persons are women. The road to equality is still long for them.

Adapted from: [http:// wwwmyenglishpages.com/ site_php_files/reading_women.php](http://www.myenglishpages.com/site_php_files/reading_women.php)

COMPREHENSION CHECK**A- Vocabulary check**

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

Example: 1- status

- 1- position (L. 1)
- 2- generosity (L.1)
- 3- said bad things about (L. 3.)
- 4- obtained (L. 4)
- 5- treated as slaves (L. 5)
- 6- refuses (L.5)
- 7- very big (L.8)
- 8- make money (L. 11)
- 9- who cannot read and write (L. 12)

B- True / False statements

Say whether these 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- Women won their present status without fighting.
- 2- Women and supporters in some places stop to fight for their rights.
- 3- Women have obtained higher positions in the world.
- 4- Women have obtained a lot of victories in their fight for equality with men.
- 5- Women suffer from poverty less than men do.

PART TWO:	LANGUAGE IN USE (06 points)
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TASK 1

The sentences below are about women's rights. Read them and put the words between brackets in the right forms to make them meaningful. Write your answers like in the example.

Example: 1. cleverer

1. Some people think men are (clever) than women.
2. Women are (good) at driving than men.
3. African women are (numerous) than men in agriculture.
4. Girls and women are (vulnerable) than boys and men.

TASK 2

In the following passage, a girl is talking about her experience of sexual abuse. Read it and put the verbs in brackets in the correct tense. Write your answers like in the example.

Example: 1. was

I still suffer from the consequences of sexual abuse. When I 1. (*be*) a child a man 2. (*force*) me to have sex with him. He 3. (*menace*) me with a knife. He 4. (*tear*) my clothes and raped me

PART THREE:	WRITING (06 points)
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Your Liberian friend has written you a letter in which he would like you to tell him about the conditions on women in your country.

In your letter,

- talk about girls' rights to education,
- mention some measures to protect school girls,
- give some examples of educated women in your country.

Write your letter in 10 to 12 lines.



PREPA BEPC 2024

Coefficient : 1
Durée : 2 h

LANGUE VIVANTE 1 : ANGLAIS

sujet 4

*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 (8 points)

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

OBI'S MONEY TROUBLES

The day Mr Green sold his car to Obi, he spoke to him in a friendly way.

“Remember”, Mr Green said, “you will have to pay the insurance every year. A day will come when you have to find the money to pay the insurance”.

5 But Obi had forgotten about the insurance until the day came one year later. He had to pay 125,000 F CFA but he had only 45,000 F CFA in the bank. He would have to go to the bank manager and ask for a loan.

“No one can say that I have spent my money badly”, Obi said to himself. “My mother was very ill. She had to go to hospital. I had to send 90,000 F CFA home last month. If I had not sent that money home, I could have paid the insurance”.

10 The members of UPU ⁽¹⁾ had helped Obi to become a senior civil servant. He now had a high salary and he was given some money to buy a car but he was not given money to pay for the insurance. A senior civil servant cannot live like a poor villager in Umuofia.

15 Obi got a loan from the bank. He could pay for the insurance but he did not because there were other things to pay for. He would have to replace the broken windscreen of his car. Then, he would have to pay his electricity and water bills.

Adapted from No Longer at Ease,
Chinua ACHEBE, Heinemann, 1981

(1)UPU: Umuofia Progressive Union

COMPREHENSION CHECK

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

Example: 1 – d

COLUMN A

- 1- friendly (L.1)
- 2- insurance (L.2)
- 3- manager (L.6)
- 4- loan (L.6)
- 5- badly (L.7)
- 6- civil servant (L.10)
- 7- high (L.11)
- 8- windscreen (L.14)
- 9- bills (L.15)

COLUMN B

- a- money paid to protect cars, houses
- b- money paid for electricity, water, etc...
- c- big
- d- nice
- e- in a wrong manner
- f- money you ask from the bank to pay back
- g- somebody who works in the administration
- h- director
- i- large piece of glass in front of a car
- j- friendship

B-Comprehension questions: Read the text again and answer each of the following questions in 2 lines maximum.

- 1- What did Mr Green tell Obi when Obi bought his car?
- 2- Why did Obi send money home last month?
- 3- How did Obi become a senior civil servant?
- 4- Why couldn't Obi pay for his insurance?

PART TWO LANGUAGE IN USE (6 points)

Task1: The text below is about Obi's money problems. Complete it with the appropriate words 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

to – at – for – on – from

Obi has some problems. Last month, he spent his salary ...1... many things. First, he paid ...2... the petrol bill of his car. Then, he sent money ...3...his parents in the village. He also helped his girl friend Clara to pay for her school fees. And now, he has no money left. He does not want people to laugh ...4...him; so he has reduced his expenses.

Task2: In the paragraph below, Obi's uncle Okocha is giving him some advice about his money problems. Choose the appropriate verb tense or form between brackets to complete the paragraph to make it meaningful. Write your answers like in the example.

Example: 1 – had followed

Uncle Okocha said to Obi: "You must listen to people when they talk to you. If you 1 (followed - had followed - had been following) Mr Green's advice, you wouldn't have been in this situation. You should learn how 2 (saved - to save - have saved) money. You don't have any child now. But in a few years, I am sure you 3 (have – had - will have) a family. You 4 (were obliged - will be obliged - would be obliged) to feed them. I advise you to plan your expenses very carefully to avoid such a situation next time".

PART THREE : WRITING (6 points)

TOPIC

Johnson's wife was sick. He went to see his friend Peter to ask for help.

Fill in Johnson's parts to complete their dialogue. It will be published in your English Club Magazine.

Johnson: Good morning, Peter!

Peter: Good morning, Johnson. How are you?

Johnson: I'm not well today.

Peter: What's the matter?

Johnson:(1).....

Peter: What's the problem with your wife?

Johnson:(2).....

Peter: Sick! Where's she now?

Johnson:(3).....

Peter: When did you take her to hospital?

Johnson:(4).....

Peter: So, what can I do to help you?

Johnson:(5).....

Peter: I can't have 25,000 FCFA now, but I can lend you 15,000 FCFA

Johnson:(6).....

Peter: You're welcome. Good luck!



PREPA BEPC 2024

LANGUE VIVANTE 1: ANGLAIS

Coefficient : 1

Durée : 2 h

Cette épreuve comporte (2) pages numérotées 1,2

sujet 5

PART ONE: Reading for comprehension (8pts)

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

Why healthcare experts are so worried ?

While the virus has spread so slowly in Africa than other parts in the world, the spread to rural area is concerning. There are two reasons why health policy experts are worried about the spread of COVID -19 in rural and informal settlements.

5 Healthcare systems in most parts of the continent are concentrated in urban centers, while the testing capacity in many countries is still low. The initial steps that the continent took in testing at points of entry and tracing continue to work in its favour. Coupled with its youthful population, the continent has so far managed to avoid the fast spread witnessed in the US and some European countries.

10 But the pandemic is now spreading quickly in Africa. It took 98 days to reach the 300000 cases. By the contrast, it has taken just less than 3 weeks to double from 300000 to 600000. There are a couple of ways to explain this. First, some countries have ceased lockdowns. Returning to business as usual without proper mechanisms in place to control the spread of the disease could hamper the progress made so far.

15 Another factor is that some countries have increased their testing capacity and are reporting more confirmed cases. The caveat governments need to increase their testing capacity so that there is a clearer picture of just how many people have contracted the virus.

Source : *By Anne Mawathe BBC, Africa Health editor.*

COMPREHENSION CHECK

A- Vocabulary check :

Find in the text words corresponding to the following meanings or synonyms. The indicated lines may help you. Write your answers like in the example. 1- healthcare

- 1- medical program (title)
- 2- proliferation (L2)
- 3- plan, strategy (L2)
- 4- living places , habitations (L3)
- 5- associated (L7)
- 6- observed (L8)
- 7- quarantines (L12)
- 8- obstruct (L13)
- 9- alert, warning (L15)

B- Comprehension questions

Read the text again and provide short answers to the following questions in not more than 2 lines.

- 1- The text is about
 - a- The cause of COVID-19
 - b- The spread of COVID - 19 in rural areas
 - c- The consequences of COVID -19
- 2- Which part of the continent benefit the most from the healthcare systems?
- 3- Why has the number of cases doubled in Africa?
- 4- What should the authorities do to stop this faster spread of the disease?

PART TWO : LANGUAGE IN USE (6 PTS)

Task 1 : *The paragraph below is about COVID -19 As you read choose the words in the list below to complete the sentences. One option is not concerned . Number 1 is an example 1-pandemic*

quarantine - blood test - pandemic - loss appetite - outbreak

Covid-19 has spread all around the world killing many people. Though it has spread Worldwide, this (1)..... affects more European than African countries. When you are infected you don't think of rating you have a serious (2)..... .That is why most infectious diseases need a (3).....to confirm what a patient is really suffering from. If the person is contaminated therefore declared positive then he or she is isolated or put in (4)..... to stop the spread through him.

Task 2: *The sentences below are about the prevention of Covid-19. Choose the best option to fill in the gaps. Number 1 is an example 1- is expected.*

- 1- A vaccine for COVID -19 (*expected / is expected / was expected*) very soon.
- 2- In the past two years people thought traditional medicine (*Can / could / could have*) cure COVID-19
- 3- In the coming days, we are sure that a new remedy (*will be / would be / Can be*) found by doctor.
- 4- Two years ago the governments declared that the numbers of contaminated people (*was / were / been*) on the rise.

PART THREE: WRITING (6PTS)

Topic: *(not more than 12 lines)*

After a campaign of sensitization organized by the minister of health and public hygiene at school, You are invited to deliver a speech to instruct your English club members about the pandemic disease COVID -19. In your speech,

- define COVID -19 ;
- give two main reasons that caused its fast spread in your country;
- propose three barriers measures to stop it.



PREPA BEPC 2024

Coefficient : 1
Durée : 2 h

sujet 6

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.

COLONIAL EDUCATION IN NIGERIA

I had two choices for secondary school: the very popular Dennis Memorial Grammar School or Government College, Umuahia, much farther away and much less known to me. My elder brother John decided I should go to Umuahia. It was not my choice but John was right as usual. Our principal, William Simpson, a man from Cambridge University in the colonial education service, started rebuilding the school. And what a job he did! His experience of colonial education made him realise that too much book work is a real danger and that the painful work imposed in education in colonies was in fact education's greatest enemy.

Simpson was a mathematics teacher but he made a rule that encouraged the reading of novels and prohibited the reading of any textbook after classes on three days of the week. He called it the Textbook Act. Under this law, we could read fiction or biographies or magazines like *Illustrated London News* or write letters. We could also play ping-pong or just sit about but not open a textbook, under the menace of detention. And we had a wonderful library from Robert Fisher's days to support Mr. Simpson's Textbook Act.

Perhaps it was a mere coincidence, but at Government College, Umuahia, students played a remarkable role in the development of modern African literature.

Adapted from The Education of British-Protected Child (2009), by Chinua ACHEBE.

COMPREHENSION CHECK

A Vocabulary check

Match each word from Column A with its synonym or definition in Column B according to the text. There are more options in Column B. Write your answers like in the example.

Example: 9. mere = e. simple

COLUMN A

1. choices (L. 1)
2. elder (L. 3)
3. realise (L. 6)
4. painful (L. 7)
5. rule (L. 8)
6. prohibited (L. 9)
7. detention (L. 12)
8. library (L. 12)
9. mere (L. 14)

COLUMN B

- a- regulation
- b- very hard
- c- a room for reading or borrowing books
- d- punishment
- e- simple
- f- options
- g- a shop where we buy books
- h- understand
- i- senior
- j- interdicted, forbade

B Comprehension questions

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

1. Which schools did the author have to choose from?
2. What gave Government College, Umuahia, its colonial character?
3. What did the *Textbook Act* prescribe to the students?
4. Why did students from Government College, play a big role in modern literature in Africa?

PART TWO LANGUAGE IN USE (6 points)

Task 1

The sentences below are about colonial education in Nigeria. Complete them with the appropriate form of the words between brackets. Write your answers like in the example.

Example: . 2. = stricter

1. For the author, Government College in Umuahia was 1. (*far*) from home than Dennis Memorial Grammar School.
2. In fact, Dennis Memorial Grammar School seemed 2. (*good*) than Government College, Umuahia because it was very popular.
3. When William Simpson became the Principal of Government College, the school rules became 3. (*strict*) than before.
4. Dennis Memorial Grammar School was 4. (*well-known*) than Government College principal.

Task 2: This is a summary of the text you have just read. To make it meaningful, put the verbs brackets into the correct tenses and forms. Write your answers like in the example:

Example: 1. = *had*

The author is talking about his secondary school memories in Umuahia. At the beginning, he 1. (*to have*) to choose between two schools. His elder brother John, who 2. (*to know*) more about schools, 3. (*to choose*) Government College for him. In the end, the author thinks that he he 4. (*to become*) a writer because of the school programme designed by Mr William Simpson, the school Principal.

PART THREE : WRITING (6 points)

TOPIC (Not more than 12 lines)

Your Ghanaian friend Sam wrote you a letter in which he describes the rules in his school. He wants you to tell him about your school rules.

In your reply,

- mention two rules you like in your school;
- list two rules you don't like at all;
- describe how the principal makes you follow the rules.