

Prénoms :

Classe : TLE CDTI/SES N°

MINI SESSION N°3 : ANGLAIS

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INTITULÉ DE LA COMPÉTENCE VISÉE

Ne rien écrire ici

APPRECIATION AU NIVEAU DE LA COMPÉTENCE (à cocher absolument)

Non acquis	En cours d'acquisition	Acquis

NOTE DE L'ÉVALUATION

NOTE TOTALE

PARTIE 1 :

PARTIE 3 :

PARTIE 2 :

PARTIE 4 :

VISA DU PARENT OU DU TUTEUR :

NOMS & PRÉNOMS :

DATE : Tél :

OBSERVATIONS DU PARENT :

Signature

ENGLISH LANGUAGE

(10 Marks)

SECTION A: GRAMMAREXERCISE 1: Choose the suitable item from the brackets to fill in the blank spaces. (5marks)

- You need to leave the house early _____ we can take the first bus. (*because, in order to, sothat, otherwise*)
- We really look forward to _____ good results at this exam. (*make, made, making, makes*)
- The fact that you keep running people _____ spoils their reputation. You should stop it. (*over, down, on, into*)
- I have been to Paris though I can't really tell you _____ about the town because I was always indoors. (*anything, something, nothing, a thing*)
- Youths have to be _____ about the consequences of drugs. (*sensibilised, sensibilisate, sensitise, sensitised*)

EXERCISE 12: Follow the instruction in brackets for each sentence.

5 marks

- I gave you a letter. Your brother wrote the letter. (Join with *the passive voice structure*)

- Plants are used for decoration. They also help in our breathing process. (Join with *besides*)

- You can pray for long hours. If you don't study, you won't pass. (Join with *no matter*)

- Elisa was in a poor health condition. She still managed to complete her work. (Join with *in spite of*)

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5. I have seen the mother. Her daughter won the beauty contest. (Join with *a relative pronoun*)

SECTION B: VOCABULARY

(10 Marks)

- I. Form nouns with the suitable words in the box and then use them to complete the sentences. (5marks)

true, accuse, see, receive, admire

1. My parents are organising a big _____ for their wedding anniversary.
2. Don't listen to him. He is not telling the _____. He is lying.
3. The dishonest man was finally caught because all the _____ on him were true.
4. Our Principal has a lot of _____ for students who pass.
5. If you have headache and find it difficult to see, you must consult an ophthalmologist or you could lose your _____.

- II. Write the opposites of the underlined words in the sentences below. (2.5marks)

1. We all forgot that today is our father's birthday. _____
2. Lazy people hardly achieve greatness in their life. _____
3. Many youngsters like to become professionals nowadays. _____
4. It is very selfish to think just about yourself and not the others. _____
5. The day I got my employment was the best day of my life. _____

SECTION C: READING COMPREHENSION

(10 Marks)

Read the passage below carefully and answer the questions that follow it.

By most accounts, deforestation in tropical rainforests adds more carbon dioxide to the atmosphere than the sum total of cars and trucks on the world's roads. According to the World Carfree Network (WCN), cars and trucks account for about 14 percent of global carbon emissions, while most analysts attribute upwards of 10 percent to deforestation.

The reason that logging is so bad for the climate is that when trees are felled they release the carbon they are storing into the atmosphere, where it mingles with greenhouse gases from other sources and contributes

global warming accordingly. The upshot is that we should be doing as much to prevent deforestation as we are to reduce mobile phone usage.

According to the Environmental Defense Fund (EDF), a leading green group, 32 million acres of tropical rainforest were cut down each year between 2000 and 2009—and the pace of deforestation is only increasing. “Unless we change the present system that rewards forest destruction, forest clearing will put another 200 billion tons of carbon into the atmosphere in coming decades...,” says EDF.

“Any realistic plan to reduce global warming pollution sufficiently—and in time—to avoid dangerous consequences must rely in part on preserving tropical forests,” reports EDF. But it’s hard to convince the poor residents of the Amazon basin and other tropical regions of the world to stop cutting down trees when the forests are still worth more dead than alive. “Conservation costs money, while profits from timber, charcoal, pasture and cropland drive people to cut down forests,” adds EDF. Exacerbating global warming isn’t the only negative impact of tropical deforestation. It also wipes out biodiversity: More than half of the world’s plant and animal species live in tropical rainforests.

One way some tropical countries are reducing deforestation is through participation in the United Nations’ Reducing Emissions from Deforestation and Forest Degradation (REDD) program. REDD essentially works to establish incentives for the people who care for the forest to manage it sustainably while still being able to benefit economically. Examples include using less land (and therefore cutting fewer trees) for activities such as coffee growing and meat and milk production. Participating nations can then accrue and sell carbon pollution credits when they can prove they have lowered deforestation below a baseline. The REDD program has channeled over \$117 million in direct financial aid and educational support into national deforestation reduction efforts in 44 developing countries across Africa, Asia and Latin America since its 2008 inception.

Brazil is among the countries embracing REDD among other efforts to reduce carbon emissions. Thanks to the program, Brazil has slowed deforestation within its borders by 40 percent since 2008 and is on track to achieve an 80 percent reduction by 2020. Environmentalists are optimistic that the initial success of REDD in Brazil bodes well for reducing deforestation in other parts of the tropics as well.

Questions

1. Suggest a suitable title to this passage. (1mark)

2. Give two harmful effects of tropical deforestation. (2marks)

3. Tropical forest preservation is a solution to reduce deforestation. What difficulties are there in the application of this solution? (2marks)

4. Say when the REDD programme began its activities and what its objectives are. (2marks)

SECTION D : GUIDED WRITING (10 Marks)

Write an essay of between 250 and 300 words on any one of the following topics. Remember that no part of the comprehension passage above should be found in your essay.

1. Imagine that you are the president of the environment club of your school. You have learnt many things about the importance of forests and the dangers of deforestation, and you want to share them with your village community during a gathering. Write your speech. Your village is Abong-Mbang.
2. Write an essay on the topic: "Unemployment in Cameroon".
3. Recent developments in digital technology have brought about a revolution in almost all fields of life, business being an outstanding one. What, according to you, are the positive and negative sides of on-line business? What are some of the solutions to make this sector safer?

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