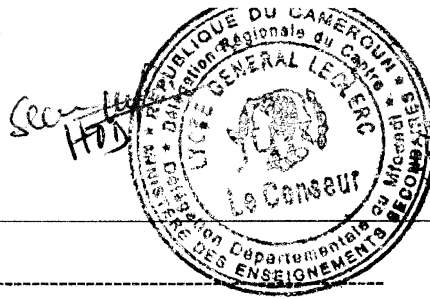


Aene  
A-C-D



Ministry Of Secondary Education

LYCEE GENERAL LECLERC

|  |  |                 |                      |
|--|--|-----------------|----------------------|
| Student's name:-----<br><br>-----  |  | Vice principals |                      |
| Class: 1ère<br>Date: -----   |  |                 |                      |
| Evaluation N°-----Subject: English<br><br>Competence Assessed: Language used in science and technology |  |                 |                      |
| Appreciation of the acquisition of the competence:   |  |                 |                      |
| Not acquired (NA)  | Acquisition in process (AP)  | Acquire (A)     | Expert/Excellent (E) |
| Score<br><br><br>/20   | Parent's name:-----<br>-----<br>Contact:-----<br>Observation, signature and date:-----<br>-----<br>----- |                 |                      |

Section A: Grammar (10 marks)

- I- Put the adjectives in the brackets in the comparative or superlative degree. (3mks)**
- a) The (high)..... you go, the (cold)..... it becomes.
  - b) Life is getting ..... and ..... (expensive) nowadays.
  - c) Brenda is ..... (intelligent) than Paul!
- II- Choose the correct adverb that best complete the space below. (2mks)**
- a) He ..... plays football when it rains (very, hardly, swiftly).
  - b) I'm not free on Friday. I ..... go to the cinema on Friday evening (once, very, always).
- III- Link the following sentences with the conjunctions in bracket (although, and, because, but, even though) use a conjunction only ONCE. (5mks)**
- a) Rose was hungry. She had no food in the house.  
.....  
.....
  - b) The students study English and French. They are not bilingual Cameroonians.  
.....  
.....
  - c) Bryant's helicopter was lifted up. It exploded soon after.  
.....  
.....

d) People don't wear shoes inside the house. They leave them outside.

.....  
.....

e) Drug consumption is bad. Students still consume drugs.

.....  
.....

**Section B: Vocabulary (10 Marks)**

**I- Choose the word nearest in meaning to the underlined words from the bracket. (5mks)**

a) Do not look down on your teachers. They are indispensable in your lives .....  
(look at, look up, despise).

b) The young man took over his father's company..... (look away, seized, inherited).

c) The soldiers were praised for their victory..... (reprimanded, honored, greeted).

d) The thunder storm completely destroyed the harvest causing widespread famine .....  
(starvation, hungry, anger).

e) The manager has not paid his workers for ten months ..... (employers, employees, employed).

**II- Read the passage below and fill the blanks with an appropriate word from the box (job, society, children, pass, read, correct, subjects, their exam, become, education) 5mks**

Why do you think children go to school? Many people would say ..... go to school just to ..... examinations, get a good ..... when they finish. Others would say that it is to learn to ..... and write, and find out more about the ..... in which they live. Neither of these answers is fully ..... In a good school, children study ..... which help them to pass ..... and of course this includes reading and writing and many other subjects. But they also learn how to grow as good men, and ..... good citizens and workers. .... trains not only the mind, but also the body.

**Section C: Reading Comprehension (10mks)**

**Read the following passage and answer the questions which follow**

Science and technology have profoundly influenced the course of human civilization. The scientific revolutions of the 20<sup>th</sup> century have led to many technologies, which promise to herald wholly new eras in many fields. We have to ensure fullest use to these developments for the well-being of our people. Nations recognise the role of science in raising the quality of life of the people of the world, particularly of the disadvantaged sections of society, in creating wealth for all, in making countries globally competitive, in utilizing natural resources in a sustainable manner, in protecting the environment and ensuring national security.

Science is part of almost every aspect of our lives as it makes extraordinary things possible. At the flick of a switch, we have light and electricity. When we are ill, science help us get better. It tells us about the past, helps us with the present, and create ways to improve our future. The place of science in the society is therefore fundamental. Now more than ever, science must engage with us, and we must engage with science.

There are times when science can seem to lost its connection to society and its needs, and sometimes its objectives are not fully understood, even if they are well intended. The lack of a common language and rapid progress in many areas of research has increase the public's concern or contributed to ambivalence about the role that science and technology play in

everyday life. The menacing spectre of a warming climate, the creation of weapons of mass destruction and the lack of timely solutions to illnesses plaguing humanity constitute the ambivalence. But science cannot work in isolation, and advances in science and technology are not an objective in their own right. Of course, while new developments can improve our quality of life and understanding of the world, scientists and policymakers may not always properly assess the potential risk or take full account of the public's concerns.

With the pace that the world keeps and the speed with which technology advances, an understanding of science is a crucial part of a rounded education. Moreover, the world needs more scientists and more people skilled in science and technology in order to compete in a global arena. It is, however, becoming increasingly difficult to attract young people to science careers due to the difficulties inherent in the career and the huge finances it entails. There is also a clear gender imbalance in science, engineering and technology: while 59% of graduates in EU universities are females, only 18% of professors are women.

The Science in Society (SIS) Programme addresses social engagement from many perspectives, such as encouraging dialogue between scientists and other members of the public, by promoting an adherence to ethical standards, and by developing better ways for the results of research to be accessed by all. The SIS Programme has also been charged with the responsibility of supporting the following research activities: the connection between science, democracy and law; ethics in science and technology; the reciprocal influence of science and culture; the role and image of scientist; and for gender imbalance, encourage governments to grant aids to sustain more females pursuing further studies in science and technology.

**Questions**

1. Give two things, beneficial to humanity, which science have created  
.....  
.....
2. How are science and technology of assistance to minority groups in the world?  
.....  
.....
3. Why is it difficult to get more scientists today?  
.....  
.....
4. What are two roles of SIS as seen in the text?  
.....  
.....
5. In which two ways are science and technology a curse to humanity?  
.....  
.....

**Section D: Essay (10mks)**

**Write an essay on any of the following topics**

- 1- On the occasion of the bilingualism day, you are asked to talk about bilingualism. Write a speech in your capacity as the president of the bilingualism club in your school, stating the importance of bilingualism in enhancing national unity and co-existence.
- 2- Science and technology through the mobile phone has greatly influenced the lives of people nowadays. Do you agree?
- 3- The consumption of drugs in schools. Use these tips
  - Define drugs
  - Give the causes and consequences of drugs
  - Bring out some solutions