

BURKINA FASO

Ministère de l'Éducation nationale, de  
l'Alphabétisation et de la Promotion  
des Langues nationales

**Annales**

**2020**

**T<sup>le</sup> C**

**ANGLAIS**

- ▶ Rappel de cours
- ▶ Épreuves
- ▶ Corrigés

Interdit de vendre

BURKINA FASO

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Unité – Progrès – Justice

MINISTRE DE L'EDUCATION NATIONALE,  
DE L'ALPHABETISATION ET DE LA PROMOTION  
DES LANGUES NATIONALES

**ANNALES**

**ANGLAIS**

**Terminales séries C et D**

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# PREFACE

Dans le contexte de l'Education en Situation d'Urgence engendrée par la crise sécuritaire dans notre pays depuis 2016, le Ministère de l'Education nationale, de l'Alphabétisation et de la Promotion des Langues nationales (MENAPLN) a vu la nécessité de recourir à des alternatives pédagogiques pour assurer la continuité éducative des élèves en rupture de scolarité.

Cet impératif s'est exaspéré en fin de second trimestre de l'année scolaire 2019-2020 par une crise sanitaire due à la pandémie de la COVID-19 qui a entraîné la suspension des activités pédagogiques pendant trois (03) mois. Durant cette période, mon département a produit des ressources pédagogiques numériques qui ont été diffusées par la radio, la télévision et une plateforme WEB éducative au profit des élèves des classes d'examen du primaire, du post-primaire et du secondaire.

Pour ceux d'entre eux qui n'ont pas accès à ces canaux de diffusion et par souci d'équité et d'inclusion, il est apparu nécessaire de produire des résumés suivis d'exercices corrigés pour leur permettre de s'exercer en vue des examens scolaires.

Pour ce faire, les équipes pédagogiques disciplinaires du MENAPLN ont été mises à contribution pour concevoir des supports pédagogiques adaptés aux besoins de maintien et de réussite des apprenants.

Qu'il me plaise de rappeler une fois encore que les supports didactiques ne remplacent pas l'enseignant dont le rôle est essentiel. Ils permettent aux élèves de poursuivre leur apprentissage en dehors de la classe afin de ne pas rompre avec le savoir dans les situations de rupture scolaire.

A tous les acteurs et partenaires qui se sont investis pour produire ces chefs-d'œuvre dans les conditions d'urgence, je leur réitère ma gratitude et mes remerciements et adresse mes vœux de succès aux candidats et aux futurs utilisateurs de ces bréviaires.

**Le Ministre de l'Education nationale, de l'Alphabétisation  
et de la Promotion des Langues nationales**

  
**Pr Stanislas GUARO**  
*Officier de l'Ordre des Palmes Académiques*





# **RAPPEL DE COURS**

# Généralités

Ces annales ont été rédigées par une équipe d'encadreurs pédagogiques d'anglais du Burkina Faso.

- **Objectifs du document**

Ce document vise à :

- ✓ contribuer à assurer la continuité des apprentissages en dehors de la classe ;
- ✓ mettre à la disposition des élèves des sujets de préparation à l'examen du baccalauréat séries C et D ;
- ✓ donner des orientations pour réussir l'épreuve écrite du baccalauréat séries C et D.

- **Structure du document**

Ce document est constitué de deux parties. La première partie comporte onze (11) sujets proposés aux examens du baccalauréat séries C et D des années antérieures et la seconde les propositions de corrigés.

- **Description de l'épreuve d'anglais au baccalauréat séries C et D**

L'épreuve d'anglais au baccalauréat séries C et D dure deux (2) heures. Elle comporte deux parties essentielles :

- ✓ un texte ;
- ✓ un *guided commentary* constitué:
  - d'une série de quatre (4) questions de compréhension du texte et
  - d'une question de rédaction personnelle sur un thème donné ayant un lien avec la thématique développée dans le texte.

Cette partie du document renferme des informations permettant d'orienter le candidat à la pratique de l'épreuve d'anglais. Il contient une liste de thèmes émergents abordés au post primaire et secondaire, un tableau synthétique des temps, l'ordre des mots dans la phrase, l'ordre des adjectifs, une liste de verbes irréguliers, les parties du discours, du vocabulaire usuel, une liste de faux amis, des conseils et des suggestions.

## **Thèmes émergents**

Voici entre autres quelques thèmes abordés en classe.

- Population
- Health and sanitation
- The gender issues
- Environmental issues
- Agriculture
- Science and technology
- Energy

## **Grammaire**

Vous trouverez ici un rappel de notions utiles aux traitements des épreuves écrites d'anglais au baccalauréat séries C et D. Ces notions sont liées aux temps verbaux, aux types et aux formes de phrases, à l'ordre des mots, aux faux amis et à la conjugaison des verbes irréguliers.



## Tableau synthétique des temps

Tenses	Use	Forms		
		affirmative Examples	negative Examples	interrogative Examples
Simple Present or Present Simple	something happens repeatedly – how often something happens – one action follows another – things in general – with the following verbs (to love, to hate, to think, etc.) – future meaning: timetables, programmes	I work.	I don't work.	Do I work?
		He works.	He doesn't work.	Does he work?
		I go.	I don't go.	Do I go?
		He goes.	He doesn't go.	Does he go?

		<b>Forms</b>		
<b>Tenses</b>	<b>Use</b>	<b>affirmative Examples</b>	<b>negative Examples</b>	<b>interrogative Examples</b>
Present Progressive or Present Continuous	something is hap- pening at the same time of speaking or around it  future meaning: when you have al- ready decided and arranged to do it (a fixed plan, date)	I'm working.	I'm not working.	Am I working?
		He's working.	He isn't working.	Is he working?
		I'm going.	I'm not going.	Am I going?
		He's going.	He isn't going.	Is he going?

		<b>Forms</b>		
<b>Tenses</b>	<b>Use</b>	<b>affirmative</b>	<b>negative</b>	<b>interrogative</b>
		<b>Examples</b>	<b>Examples</b>	<b>Examples</b>
Simple Past or Past Simple	action finished in the past, mostly connected with an expression of time (no connection to the present)	I worked.	I didn't work.	Did I work?
		He worked.	He didn't work.	Did he work?
		I went.	I didn't go.	Did I go?
		He went.	He didn't go.	Did he go?
Past Progressive or Past Continuous	an action happened in the middle of another action someone was doing sth. at a certain time (in the past) - you do not know whether it was finished or not	I was working.	I wasn't working.	Was I working?
		He was working.	He wasn't working.	Was he working?
		I was going.	I wasn't going.	Was I going?
		He was going.	He wasn't going.	Was he going?

		<b>Forms</b>		
<b>Tenses</b>	<b>Use</b>	<b>affirmative</b>	<b>negative</b>	<b>interrogative</b>
		<b>Examples</b>	<b>Examples</b>	<b>Examples</b>
Simple Present Perfect or Present Perfect	you say that sth. has happened or is finished in the past and it has a connection to the present  action started in the past and continues up to the present	I have worked.	I haven't worked.	Have I worked?
		He has worked.	He hasn't worked.	Has he worked?
		I have gone.	I haven't gone.	Have I gone?
Present Perfect Progressive or Present Perfect Continuous	action began in the past and has just stopped  how long the action has been happening  emphasis: length of time of an action	He has gone.	He hasn't gone.	Has he gone?
		I have been working.	I haven't been working.	Have I been working?
		He has been working.	He hasn't been working.	Has he been working?
		I have been going.	I haven't been going.	Have I been going?
		He has been going.	He hasn't been going.	Has he been going?

Tenses	Use	Forms		
		affirmative	negative	interrogative
		Examples	Examples	Examples
Simple Past Perfect or Past Perfect (Simple)	mostly when two actions in a story are related to each other: the action which had already happened is put into Past Perfect, the other action into Simple Past the past of Present Perfect	I had worked.	I hadn't worked.	Had I worked?
		He had worked.	He hadn't worked.	Had he worked?
Past Perfect Progressive or Past Perfect Continuous	how long something had been happening before something else happened	I had gone.	I hadn't gone.	Had I gone?
		He had gone.	He hadn't gone.	Had he gone?
		I had been working.	I hadn't been working.	Had I been working?
		He had been working.	He hadn't been working.	Had he been working?
		I had been going.	I hadn't been going.	Had I been going?
		He had been going.	He hadn't been going.	Had he been going?

	<b>Use</b>	<b>Forms</b>		
		<b>affirmative</b>	<b>negative</b>	<b>interrogative</b>
<b>Tenses</b>	<b>Use</b>	<b>Examples</b>	<b>Examples</b>	<b>Examples</b>
will - future	<p>predictions about the future (you think that sth. will happen)</p> <p>you decide to do sth. spontaneously at the time of speaking, you haven't made a decision before</p> <p>main clause in type I of the if clauses</p>	I'll work.	I won't work.	Will I work?
		He'll work.	He won't work.	Will he work?
going to - future	<p>when you have already decided to do sth. in the future</p> <p>what you think what will happen</p>	I'll go.	I won't go.	Will I go?
		He'll go.	He won't go.	Will he go?
		I'm going to work.	I'm not going to work.	Am I going to work?
		He's going to work.	He's not going to work.	Is he going to work?
		I'm going to go.	I'm not going to go.	Am I going to go?
		He's going to go.	He's not going to go.	Is he going to go?

		<b>Forms</b>		
<b>Tenses</b>	<b>Use</b>	<b>affirmative</b>	<b>negative</b>	<b>interrogative</b>
		<b>Examples</b>	<b>Examples</b>	<b>Examples</b>
Future Progressive or Future Continuous	An action will be in progress at a certain time in the future. This action has begun before the certain time. Something happens because it normally happens.	I'll be working.	I won't be working.	Will I be working?
		He'll be working.	He won't be working.	Will he be working?
		I'll be going.	I won't be going.	Will I be going?
		He'll be going.	He won't be going.	Will he be going?
Simple Future Perfect or Future Perfect Simple	sth. will already have happened before a certain time in the future	I'll have worked.	I won't have worked.	Will I have worked?
		He'll have worked.	He won't have worked.	Will he have worked?
		I'll have gone.	I won't have gone.	Will I have gone?
		He'll have gone.	He won't have gone.	Will he have gone?

Tenses	Use	Forms			
		affirmative Examples	negative Examples	interrogative Examples	
Future Perfect Progressive or Future Perfect Continuous	sth. will already have happened before a certain time in the future emphasis: length of time of an action	I'll have been working.	I won't have been working.	Will I have been working?	
		He'll have been working.	He won't have been working.	Will he have been working?	
		I'll have been going.	I won't have been going.	Will I have been working?	
		He'll have been going.	He won't have been going.	Will he have been working?	
Conditional Simple	sth. that might happen main clause in type II of the Conditional sentences	I would work.	I wouldn't work.	Would I work?	
		He would work.	He wouldn't work.	Would he work?	
		I would go.	I wouldn't go.	Would I go?	
		He would go.	He wouldn't go.	Would he go?	



		Forms		
Tenses	Use	affirmative Examples	negative Examples	interrogative Examples
Conditional Progressive or Conditional Continuous	sth. that might happen  emphasis: length of time of an action	I would be working.	I wouldn't be working.	Would I be working?
		He would be working.	He wouldn't be working.	Would he be working?
Conditional Perfect	sth. that might have happened in the past (It's too late now.)  main clause in type III of the if clauses	I would be going.	I wouldn't be going.	Would I be going?
		He would be going.	He wouldn't be going.	Would he be going?
		I would have worked.	I wouldn't have worked.	Would I have worked?
		He would have worked.	He wouldn't have worked.	Would he have worked?
		I would have gone.	I wouldn't have gone.	Would I have gone?
		He would have gone.	He wouldn't have gone.	Would I have gone?

		<b>Forms</b>		
<b>Tenses</b>	<b>Use</b>	<b>affirmative</b>	<b>negative</b>	<b>interrogative</b>
		<b>Examples</b>	<b>Examples</b>	<b>Examples</b>
Conditional Perfect Progressive or Conditional Perfect Continuous	sth. that might have happened in the past (It's too late now.)  emphasis: length of time of an action	I would have been working.	I wouldn't have been working.	Would I have been working?
		He would have been going.	He wouldn't have been going.	Would he have been working?
		I would have been going.	I wouldn't have been going.	Would I have been going?
		He would have been going.	He wouldn't have been going.	Would he have been going?

[https://www.englisch-hilfen.de/en/grammar/english\\_tenses.htm](https://www.englisch-hilfen.de/en/grammar/english_tenses.htm)

## Ordre des mots dans la phrase affirmative

- La structure de base de la phrase

subject	verb(s)	object
I	speak	English
I	can speak	English

- La structure de la phrase élaborée

subject	verb(s)	indirect object	direct object	place	time
I	will tell	you	the story	at school	tomorrow.

## Ordre des mots dans la phrase négative

On utilise un **auxiliaire** suivi de NOT pour construire une phrase négative.

subject	verbs	indirect object	direct object	place	time
I	<b>will <u>not</u></b> tell	you	the story	at school	tomorrow.

## Ordre des mots dans la phrase interrogative

Pour poser une question, on utilise un **auxiliaire** (ou “be”) avant le sujet. Un mot interrogatif peut être placé au début de la phrase interrogative.

<b>inter-rogative</b>	<b>auxiliary verb</b>	<b>subject</b>	<b>other verb(s)</b>	<b>indirect object</b>	<b>direct object</b>	<b>place</b>	<b>time</b>
What	would	you	like to tell	me			
	Did	you	have		a party	in your flat	yes-ter-day?
When	were	you				here?	

On n'utilise pas d'auxiliaire lorsque que la question porte sur le sujet ; dans ce cas le mot interrogatif prend la place du sujet.

<b>interrogative</b>	<b>verb(s)</b>	<b>object</b>
Who	asked	you?

Examples :

Do you speak German?

May I submit my written paper next week?

## Ordre des adjectifs dans la phrase

L'ordre des adjectifs va de l'abstrait au concret.

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
To express :	opinion	size	physical quality	shape	age	colour	origin	material	type	purpose
Exemples	unusual, lovely, beautiful	big, small, tall	thin, rough, untidy	round, square, rectangular	young, old, youthful	blue, red, pink	Dutch, Japanese, Turkish	metal, wood, plastic	general- purpose, four- sided, U-shaped	cleaning, hammering, cooking

Examples :

*It's a (2) long, (4) narrow, (8) plastic bag.*

*Miss Burkina was a (1) beautiful, (2) tall, (3) thin, (5) young, (6) black-haired girl.*

**My uncle has bought a (1) nice, (5) new, (6) black, (7) Japanese car.**

## Verbes irréguliers

Verb (infinitive)	Past simple form	Past participle
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
get	got	got (BrE) / gotten (AmE)
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
know	knew	known

learn	learned	learnt/learned
leave	left	left
lend	lent	lent
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
show	showed	shown
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wear	wore	worn
win	won	won
write	wrote	written

# Les parties du discours

## Noun

A noun is the name of a person, animal, place, thing, idea, living creature, quality, or action.

Examples: *cowboy, dog, theatre, box, thought, tree, kindness, arrival*

✓ *The young **girl** brought me a very long **letter** from the **teacher**.*

## Verb

A verb describes an action (doing something) or a state (being something).

Examples: *walk, talk, think, believe, live, like, want*

✓ *My mother **works** at the hospital.*

## Adjective

An adjective describes a noun or pronoun. It tells you something about the noun.

Examples: *big, yellow, thin, amazing, beautiful, quick, important*

✓ *There is a **beautiful** car near the building.*

## Adverb

An adverb modifies a verb, an adjective, or another adverb, but never a noun.

Examples: *slowly, intelligently, well, yesterday, tomorrow, here, everywhere*

✓ *The tortoise moves **slowly**.*

## Pronoun

A pronoun is a word that is used to replace a noun to avoid its repetition.

Examples: *I, you, he, she, it, we, they.*

✓ *Mr. Sam teaches philosophy. **He** teaches philosophy.*

## Conjunction

A conjunction joins words, phrases, or clauses in a sentence.

Examples:

➤ **coordinating** conjunction (*for, and, nor, but, or, yet, so*).

✓ *The teacher is speaking **and** the students are taking notes.*

➤ **subordinating** conjunction (*after, as, although, because, before, even though, if, once, rather than, since, that, though, unless, until, when,*



whenever, whereas, while.)

✓ **When** the bell rang, the teacher left the classroom.

➤ **conjunctive adverbs** (additionally, in addition, moreover, also, consequently, furthermore, otherwise, instead, for instance, for example, however, on the other hand, conversely, nevertheless, accordingly, therefore, generally, in fact, in other words, in conclusion, finally.)

✓ He has read some of Achebe books, **for instance** *Things Fall Apart*, *Arrow of God*, ....

✓ Last week, I was sick; **therefore**, I was not able to do my exercises.

➤ **correlative conjunctions** (example: *both...and*, *either ... or*, *neither ... nor*, *not ...but*, *not only ... but also*, *whether ...or...*)

✓ He is **both** intelligent **and** hardworking.

✓ I don't know **whether** I will take an English course **or** a German course.

## Preposition

A preposition is a word placed before a noun, pronoun or noun phrase. It joins the noun to other words in a sentence.

Examples: *on*, *in*, *by*, *with*, *under*, *through*, *at*

✓ My father is working **on** his farm.

## Interjection

An interjection is a word used to express emotion. It is often followed by an exclamation mark.

Examples: *Ouch!*, *Hello!*, *Hurray!*, *Oh no!*, *Ha!* *Oh!...* *Wow!...* *Oops!* *Whoops!*

✓ **Wow!** What a wonderful city!

## Article

An article is a word used to introduce a noun, which is a person, a noun, a place, object or idea.

Examples: *the*, *a*, *an*

✓ A hungry man is **an** angry man.

✓ **The** President of Burkina Faso has delivered a speech on COVID-19.

## Mots usuels (USEFUL WORDS)

<p><b>account for:</b> justifier, expliquer</p> <p><b>appropriate:</b> approprié</p> <p><b>build up:</b> construire</p> <p><b>character:</b> personnage</p> <p><b>chart:</b> tableau</p> <p><b>check:</b> vérifier</p> <p><b>clue:</b> indice</p> <p><b>deal with:</b> traiter de</p> <p><b>figures:</b> chiffres</p> <p><b>find out :</b> trouver, découvrir</p> <p><b>focus (on) :</b> se concentrer sur</p> <p><b>infer:</b> déduire</p> <p><b>issue:</b> question, point, sujet</p> <p><b>item:</b> élément</p> <p><b>main:</b> principal</p> <p><b>means:</b> moyen(s)</p>	<p><b>mistake:</b> erreur</p> <p><b>pattern :</b> schéma, modèle</p> <p><b>point out :</b> faire remarquer</p> <p><b>purpose :</b> but, objectif</p> <p><b>quotation :</b> citation</p> <p><b>refer(to) :</b> faire référence à</p> <p><b>rephrase :</b> reformuler</p> <p><b>relevant :</b> pertinent, approprié</p> <p><b>state :</b> déclarer, affirmer, faire connaître , indiquer</p> <p><b>suitable :</b> approprié</p> <p><b>sum up :</b> résumer</p> <p><b>summary :</b> résumé</p> <p><b>take place :</b> avoir lieu</p> <p><b>topic :</b> sujet ,thème</p> <p><b>facts and figures :</b> faits et chiffres, données chiffres</p>
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## Faux amis

<b>Mot anglais</b>	<b>Traduction Française</b>	<b>Mot qui ressemble en Français</b>	<b>Traduction Anglaise</b>
ability	aptitude	habileté	skill
actually	en fait	actuellement	currently
character	personnage	caractère	nature
crane	grue	crâne	skull
eventually	finalement	éventuellement	possibly
habit	habitude	habit	clothes
hazard	danger/risque	hasard	chance/luck
issue	problème	issue	exit
petrol	essence	pétrole	oil
queue	file d'attente	queue	tail
sensible	raisonnable	sensible	sensitive
to achieve	réaliser	achever	to complete
to expose	démasquer/dévoiler	exposer	to display/to exhibit
to fix	réparer	fixer	to stare at
to injure	blesser	injurier	to insult
to prevent	empêcher	prévenir	to warn
to realise	prendre conscience de	réaliser	to perform/to achieve
to recover	se rétablir	recouvrir	to cover
to rest	se reposer	rester	to stay
to resume	reprendre	résumer	to sum up
to supply	approvisionner	supplier	to beg
to train	entraîner	train	train
to use	utiliser	user	to wear out

# Paragraph writing

## A. What is a paragraph?

A paragraph is a group of sentences that are organized and coherent, and are all related to one idea. A paragraph may have a concluding sentence.

## B. What are the different parts of a paragraph?

A paragraph has two main parts: a topic sentence and supporting ideas.

The topic sentence

The topic sentence presents the main idea that a paragraph will develop. It is usually the first sentence in the paragraph.

**Example: Trees play a very important role in the protection of the environment.**

The supporting ideas

Supporting ideas are details, reasons, explanations, examples, facts, statistics, and quotations given to support the main idea presented in the topic sentence.

Example 1: As a matter of fact, the roots of trees keep soil from being washed away after a rain.

Example 2: They also absorb and save the rainwater under the ground.

Example 3: In addition to that, trees absorb carbon dioxide and release oxygen.

Example 4: Therefore, having a large number of trees helps reduce the concentration of CO<sub>2</sub> in the atmosphere.

A sentence structure looks like this.

<b>Topic sentence</b>
Supporting idea 1 Supporting idea 2 Supporting idea 3 Supporting idea n
Concluding sentence (optional)

## Here are two examples of a paragraph.

### 1. How important are trees?

**Trees play a very important role in the protection of the environment.** As a matter of fact, the roots of trees keep soil from being washed away after a rain. They also absorb and save the rainwater under the ground. In addition to that, trees absorb carbon dioxide and release oxygen. Therefore, having a large number of trees helps reduce the concentration of CO<sub>2</sub> in the atmosphere. (67 mots)

### 2. Is it possible for developing countries to free themselves from the tyranny of drug companies? Why or why not?

**I think it is possible for developing countries to free themselves from the tyranny of drug companies.** First, this can be achieved because most people in developing countries - like Burkina Faso - still use traditional medicine. For certain diseases, such as malaria, sinusitis some people prefer to take local medicinal products. Second, traditional medicine is affordable compared to pharmaceutical products. For example, the prices of local medicinal products are accessible to most of the population. Last, only investing in and promoting local medicine - whether it's traditional or modern – will significantly reduce developing countries' dependence on pharmaceutical industries. (99 mots)

## Conseils/suggestions

Pour les questions de compréhension, il est attendu du candidat qu'il soit capable de :

- ✓ lire attentivement le texte ;
- ✓ bien lire la question avant d'y répondre ;
- ✓ répondre aux questions en utilisant ses propres termes (éviter de recopier des passages du texte).

Pour ce qui est de la rédaction, le candidat doit veiller à :

- ✓ la pertinence du contenu,
- ✓ la bonne organisation du texte,
- ✓ la qualité de la langue (grammaire, vocabulaire, ponctuation).

Enfin, relire et corriger d'éventuelles erreurs avant de remettre sa copie.

NB :

Pour une bonne exploitation de ce document, le candidat doit :

- ✓ recourir à ses cours ou à des ouvrages pour résoudre les difficultés rencontrées (notion grammaticale ou de vocabulaire),
- ✓ faire l'effort de traiter le sujet en intégralité avant de consulter le corrigé.



# EPREUVES



## Session normale 2019 (1er tour)

### A DROUGHT FIGHTING TECHNIQUE

Yacouba Sawadogo is known as “the man who stopped the desert”. Starting around 1980 during a phase of severe drought, he has successfully created an almost 40-hectare forest on formerly barren and abandoned land. Today, it has more than 60 species of trees and bushes and is arguably one of the most diverse forests planted and managed by a farmer in the Sahel.

Sawadogo’s remarkable success builds on experimenting with traditional planting pits for soil, water and biomass retention (“zai” in local language). He has continued innovating the technique over the years, increasing crop yields and successfully planting trees. Sawadogo has always been eager to share his knowledge, and has received thousands of visitors from the region and beyond. By organising trainings, he has empowered farmers to regenerate their land. As a result, tens of thousands of hectares of severely degraded land have been restored to productivity in Burkina Faso and Niger.

Those who adopt Sawadogo’s techniques often become food secure, as ‘zai’ helps to conserve rainwater and improve soil fertility. This allows farmers to produce crops even in years of drought. Trees planted together with the crops serve to enrich the soil, produce fodder for livestock and create business opportunities like bee keeping. This helps farmers adapt to climate change, reduce rural poverty and prevent local resource and water related conflicts. Together with other farmer-managed natural regeneration techniques, ‘zai’ could become an important tool to counter forced migration and build peace.

By Africa-OnTheRise - Sep 27, 2018

#### **Vocabulary:**

to be eager to : to be enthusiastic about

#### **Guided commentary**

1) What method does Yacouba Sawadogo use to turn the desert into forest,

according to the text? (2 points)

- 2) What does Sawadogo's method consist in, referring to the text? (3 points)
- 3) Find in the text at least two ways through which Yacouba Sawadogo promotes his method. (4 points)
- 4) Basing on the text, give five benefits of Sawadogo's system. (5 points)

**Short essay (6 points)**

In your opinion, how can "zaï" help reduce migration? (about 80 words)

## Session replacement 2018 (1er tour)

### OUR BODIES, OUR FEARS

The feelings inspired by vague threats are of course different from the ones you would experience in a burning building or a hijacked airplane. But they are not entirely separate. Fear and anxiety exist on a continuum. They are rooted in the same physiology and can have similar consequences. To get at the essence of anxiety, you have to start with the anatomy of fear. The brain is not just a thinking machine. It is a biological adaptation, designed to promote survival in the environments where it evolved. The brain structures that handle that job evolved long before the neocortex (the seat of conscious awareness), and they easily override it. The “emotional brain”, as LeDoux calls this web of ancient circuitry, is highly attuned to signs of potential danger.

When fear grips the body, it sets in motion a sequence of wants that, repeated often enough over the long term, can have grave consequences for health. It starts when the amygdala, an almond shaped structure near the brain’s center, jolts the nearby hypothalamus into producing a hormone called corticotropin releasing factor, or CRF. This in turn signals the pituitary and adrenal glands to flood the bloodstream with epinephrine (adrenaline), norepinephrine and cortisol. Those stress hormones shut down non-emergency services such as digestion and immunity, and direct the body’s resources to fighting or fleeing. The heart pounds, the lungs pump and the muscles get an energizing blast of glucose.

As researchers learn more about the fear response, they are also learning more about the huge costs it imposes. “Norepinephrine is toxic to tissues – probably all tissues but in particular the heart,” says Harvard neurologist Martin Samuels. Israel recorded nearly 100 deaths during Saddam’s 1991 Scud-missile attack caused not by bomb injuries but heart attacks presumably triggered by fear and stress. A recent study suggests that heart patients around New York City suffered life threatening heart arrhythmias at more than twice the usual rate in the month following the World Trade Center attack. “Prolonged stress has physiological consequences,” says Dr. Jonathan Steinberg, chief of cardiology at New

York's St. Luke's Roosevelt Hospital Center and the leader of the study. "These patients experienced potentially fatal events, even though many of them had trouble identifying themselves as unduly fearful."

G. Cowley & Kalb, *Newsweek*, March 2, 2003, pp. 43-44.

### **Guided commentary**

- 1) According to the text, what do fear and anxiety have in common? (2 points)
- 2) Referring to the text, give the different functions of the brain. (4 points)
- 3) Basing on the text, explain how the human organism reacts to fear. (3 points)
- 4) Basing on the text, describe two health problems associated with fear and stress. (5 points)
- 5) You have already been frightened by something, say what happened and how you reacted. (6 points)

## Session normale 2017 (2<sup>nd</sup> tour)

### THE MIRACLE ALGAE

As a result of the successive droughts and civil wars in Chad, the most pressing problem facing women is simply that of survival. As the primary victims of the upheavals in the country, women must try to survive in this devastated wasteland and provide food for their family.

For the women who live in the Kanem-Lac region in Northern Chad, and especially for those in the Nokou area, a blue-green algae – known as “dihe” – has been manna from heaven.

“Dihe”, also known as spirulina, has become the only resource for Nokou women. An ancient microalgae two-to-three billion years old, spirulina has the highest protein content of all plant products. Even in comparison to meat, it is a protein-rich food and 15 grams of spirulina contain as much protein as 100 grams of beef. In these times of crises, “dihe” is truly a miracle food.

The health benefits of spirulina have been widely known outside of Africa. For a number of years, spirulina has been a valued food supplement in Western countries where all good pharmacies sell a variety of spirulina-based products.

Most water bodies in the Kanem-Lac region produced “dihe”. Women sold the dried algae in the market in Mao, the regional capital, 70 km away. With the money, they would buy tea, sugar, soap and clothes. Today, resellers go directly to the oases where the women dry the “dihe”.

When it is being harvested, all the families in Nokou eat “dihe” several times a day. It is used to prepare sauces, purees and sometimes it is even eaten as a snack. People in the region are fond of saying: “Nobody gets tired of eating “dihe” but people get tired of meat or fish.”

Given the situation in Chad, food self-sufficiency seems like a dream. But we are convinced that implementing a large-scale blue-green algae development project would result in greater food security throughout the entire Kanem-Lac region. It could also do the same in other regions in

the world where famine is endemic.

Adapted from **Tassoum L. Doual** in *Women Build Africa*, 1993, pp. 40-50.

### **Guided commentary**

1. Relying on the text, identify at least three causes leading to women's fight for survival. (3 points)
2. Referring to the text, how is spirulina consumed in families? (3 points)
3. Name some of the positive effect of spirulina consumption. (4 points)
4. Show how spirulina trade can economically impact women's lives. (4 points)
5. In your opinion, how can food self-sufficiency be achieved in your country? (6 points)

## Session normale 2016 (2<sup>nd</sup> tour)

### LIVING LONGER

Scientists know that there are two basic approaches to prolonging life. One approach is the elimination of the diseases that generally affect older people - diseases such as cancer, heart attacks, and strokes. The other is the delay of the process of growing old - the deterioration of the body.

In recent years, scientific researchers have spent much time in the study of the process of aging. They believe that, within a few years, they will develop the knowledge and the ability to delay the aging process for 10 to 15 years. The result will be that more people will live longer, more healthful lives. At present, scientists believe that with the right diet, exercise, medical advice, and mental attitude, many people can live to be 100 years old.

Gerontologists, people who specialize in studies of problems of growing old, are investigating why body cells slow down and eventually die. They feel that delaying this slowing down process would help postpone death. In a number of American universities, scientists are studying the activity of cells, the immunities of cells, and the effects of diet and internal body temperature on aging. If their studies are successful, the results should help to improve the quality of life for older people in the next few years, as well as increase the life span of the next generation.

What will some of the effects of longer life be? For one thing, by adding extra, more healthful years to a person's life, youth and middle age will be prolonged. A person's productivity and efficiency will be increased. In addition, it is possible that such persons will contribute to the benefit of society and will, in turn, enjoy more of the benefits society has to offer.

Longer lives for more people would affect life styles of a society. Persons who retire in middle age might want education and training, to begin new careers; thus colleges and universities would have to offer classes designed to help such people. Communities especially planned and built for older persons would greatly increase in number and might even serve as "second-career" communities in which older persons could work in their second third career after retirement.

From *On Target* by **Dean Curry**.

## **Guided commentary**

1. Basing on the text, what are the ways of prolonging life? (2 points)
2. According to the text, what will the delay of aging process induce? (3 points)
3. Referring to the text, tell the possible effects of living longer on an individual. (4 points)
4. Relying on the text, what must be done to help people live longer? (5 points)
5. Do you share the idea of making people live longer? Justify your answer. (6 points)



## Session normale 2016 (1<sup>er</sup> tour)

### BIOFORTIFICATION: HOPE FOR AFRICA'S MALNOURISHED

Many people who live in Lira district in northern Uganda consider Perpetua Okao a farmer and a life saver and it is easy to know why. Her neighbour's son was malnourished and often sickly. But after feeding him a diet of vitamin A-rich orange fleshed sweet potato, a new variety of potatoes enriched with vitamin A through biofortification.

Biofortification is a process by which crops are bred in a way that increases their nutritional value. The idea behind biofortification is to breed nutritious plants, a process which experts consider much cheaper than adding micronutrients to already processed foods. It is a smart method to fight malnutrition, say agriculturists and nutritionists. The Food and Agriculture Organization (FAO), a UN food agency, considers malnutrition-caused a lack of essential micronutrients such as iodine, iron, zinc and vitamin A in diets - a threat to millions of African lives.

Biofortification can mitigate the effects of vitamin A deficiency (VAD) in people, reports Harvest Plus, a research centre committed to fighting global hunger. Microsoft cofounder and philanthropist Bill Gates provides financial support to Harvest Plus. The Organization further notes that VAD is a serious health problem in more than 90 countries but more acutely in Africa and Asia. The deficiency causes preventable blindness in children and increases the risk of disease and death from severe infections. It also causes night blindness in women and increases the risk of maternal mortality.

In Africa, Harvest Plus estimates that 42% of children under the age of five and women between 15 and 49 years of age suffer from VAD. Uganda, which is severely affected, is now extensively producing the orange-fleshed sweet potato variety rich in beta carotene, an organic compound that converts to vitamin A in the human body.

*Africa Renewal*: August 2014.

## **Guided commentary**

1. In your own words, define biofortification. (3 points)
2. Why is Perpetua Okao considered as a life saver in the text? (3 points)
3. Basing on the text, state the advantages and drawbacks of biofortification. (4 points)
4. Referring to the text, what are the consequences of vitamin A deficiency? (4 points)
5. Do you think that biofortification can be a sustainable solution to malnutrition in your country? (6 points)

## Session normale 2015 (1<sup>er</sup> tour)

### RENAL DIALYSIS

Properly functioning kidney tissue is necessary for life. Inadequate function results in the accumulation of waste products in blood stream, and alteration of the body's chemical balance. This results in a condition called uremia. When uremia is severe and life-threatening, dialysis is generally instituted. Dialysis involves pumping the patient's arterial blood through a coiled tube of thin cellophane-like material. This coiled tube is immersed in a bath of fluid which closely resembles normal blood plasma. Excess waste products that have accumulated in the patient's blood are washed out through the coil membrane into the surrounding bath, resulting in more normal blood plasma. The dialyzed or washed blood flows from the coil into tubing that leads back to the patient's venous circulation. Some patients are dialyzed on a short-term basis for acute kidney failure such as it may occur in poisonings, shock, burns, severe acute nephritis, or severe injuries.

Other patients require long-term dialysis for chronic renal failure. A patient on chronic renal dialysis usually has a permanent arteriovenous shunt implanted in an arm or a leg to provide ready access to an artery and a vein, both of which are used in the dialyzing procedure. Since the shunts are often external, they may become uncoupled, accidentally or willfully. The patient will then bleed profusely, and may die if the tube is not damped in time.

Adapted from **Effective Approaches to Patients' Behavior**.  
By **Gladys B. Lipkin and Roberta G. Cohen, 1973, P. 154**

#### Vocabulary:

**coiled tube** = tube enroulé,

**to clamp** = to remove,

**a shunt** = un conduit, un implant

#### Guided commentary

1. Based on the text, what is "uremia"? (2 points)
2. According to the text, apart from uremia, what are the other cases that

may require dialysis? (3 points)

3. Referring to the text, when does a person undergo a long-term or short-term dialysis? (4 points)
4. Relying on the text, are there any risks for a long-term dialysis? Why or why not? (5 points)
5. Are you for or against the use of technological advancements in medicine? Justify your answer. (6 points)

# Session replacement 2014 (1<sup>er</sup> tour)

## Battle for a Vaccine

Each year 1.4 million children under the age of 5, almost from the developing world, die from diseases that could be prevented with a vaccine. For most of us, those needless deaths prick our consciences and motivate us to open our wallets, but they don't threaten our own wealth. Avian influenza in Indonesia, Vietnam and Thailand, the possibility that the bird flu could mutate and become a pandemic is a serious threat to us all. That's why Jakarta's fight with the World Health Organization (WHO) over how an avian flu vaccine should be developed and distributed is so important.

For 50 years, countries around the world have shared new flu strains with the WHO to help scientists track genetic changes in the fast-mutating virus. The WHO uses that information to create a seed strain to drug companies at no cost, which then manufacture and sell commercial flu vaccines. That process continued with avian flu until late last year, when Indonesia – the country that has suffered the most bird-flu deaths – suddenly stopped sharing virus samples and instead signed an agreement with the US drug company Baxter to provide virus strains in exchange for help in eventually producing its own vaccine. Jakarta health officials argued that it was unfair for them to give away viruses that might be used to make a pandemic vaccine Indonesia – and other developing countries would never have enough money to buy. With global flu-vaccine production capacity reaching 500 million doses a year and everyone in the world clamouring for a shot should a pandemic occur, a vaccine would almost certainly be priced out of their reach!

By the serious logic of virology, Indonesia's decision was unreasonable and self-defeating. We need surveillance in every nation to track bird flu as it changes. But Jakarta got the attention of WHO officials, who came to the Indonesian capital earlier this week for an emergency meeting at which Health Minister Siti Fadila Supari called the current distribution system “more dangerous than the threat of an H5N1 pandemic itself”.

On March 27 the two sides reached a temporary compromise:

Indonesia would resume sharing virus samples with the WHO, but for now that access wouldn't be extended to the drug industry. That means that scientists can once again track the virus as it mutates, but companies can't use it to make a vaccine without Indonesia's permission. Further negotiations will be needed, but for now, Indonesia's intransigence has made the rest of us take notice of essential global health inequalities.

By Bryan Walsh, *Time*, April 9, 2007 p. 95.

## **Vocabulary**

avian influenza: a bird flu

a strain: a distinct variety of a virus

a sample: a specimen taken for scientific testing

a drug company: a company which manufactures medicines.

## **Guided commentary**

1. What is "needless death", according to the text? (3 points)
2. Referring to the text, say why the avian influenza represents a threat to people's health. (3 points)
3. In the light of the text, state the reason why Indonesia refused to share virus samples with the World Health Organization. (4 points)
4. According to the text, to what extent has Indonesia's refusal been effective? (4 points)
5. Is it possible for developing countries to free themselves from the tyranny of drug companies? Why or why not? (6 points)

## Session normale 2014 (1<sup>er</sup> tour)

### Genetically Modified Morals

Present European Union (EU) policies restrict imports of genetically modified food and the release of genetically engineered living organisms into the environment. Revisions under discussion would allow modified imports, but require that they be labelled as such. In Europe, where agricultural landscapes and local products are highly valued, experience with mad cow disease has heightened distrust of large-scale, industrialized farming. U.S. officials contend that such attitudes are irrational and that EU regulations are not based on scientific evidence. [...]

When they declined U.S. genetically modified food aid, southern African governments had other concerns. One was the possible health risk of consuming unprocessed modified corn, which is not a major part of U.S. diets. The other was the unknown consequences of releasing modified corn into the ecosystems in southern Africa, where corn is the main staple grain. Until these concerns could be addressed, African governments asked the United States to follow World Food Program guidelines by providing funds to purchase locally preferred and appropriate foods, as other donor countries did.

The U.S. argument that such policies are ‘immoral’ takes as a given that modified crops have been proven to be free of health or environmental hazards. It also presumes that modified crops would reduce African hunger because they yield more than conventional varieties. In fact, average yields from currently available modified food-crop seeds are slightly lower than yields of comparable nonmodified varieties. This is not surprising, because modified crops have been designed mainly to deal with pest problems, not to produce more food. Crop genetic engineering is a long way from developing varieties that could produce more food under African conditions....

In addition, the question of environmental risk is proving more vexing than enthusiasts of genetic modification first thought. Some scientists worry that synthetic genes and their products may damage soil microbes and other organisms that keep agro-ecosystems productive. Until such ecological problems have been solved, countries may reasonably prefer not to accept

genetically modified seeds. The U.S. Department of Agriculture, the U.S. Agency for International Development and the trade representative's office have nonetheless made the promotion of genetically modified crops a policy priority. The United States has fought hard against the Cartagena Protocol on Biosafety, a global treaty that will give countries the option to decline genetically modified seed imports if they are shown to pose ecological or socioeconomic risks...

By Kathleen McAfee from **International Herald Tribune**, June 13

### **Vocabulary**

- **to contend** (here) : soutenir, affirmer... que
- **staple grain** : aliment de base
- **hazards** (here) : risques, dangers
- **to yield** : produire, rapporter
- **seeds** : semences

### **Guided commentary**

1. According to the text, what are the measures taken by the European Union about the genetically modified food? (3 points)
2. Refer to the text and give the reasons why some African countries did not accept genetically modified food aid. (3 points)
3. What shows in the text that the U.S. is determined to promote the production and export of genetically modified products? (4 points)
4. What are scientists' main worries about genetically modified seeds? (4 points)
5. In your opinion, should farmers in your country replace their local seeds by genetically modified ones? Justify your answer. (6 points)



## Session normale 2012 (1<sup>er</sup> tour)

### AGROFORESTRY

Agroforestry, that is the cultivation of trees together with crops can help farmers cope with several of the adverse consequences of climate change. The world Agroforestry Center (ICRAF) has assessed the potential for Agroforestry to help adapt to climate change. Researchers have found that planting trees between crops and in the boundaries around crops can help prevent soil erosion, restore soil fertility, and provide shade for other crops. Agroforestry also has the benefits of contributing to climate change mitigation, because trees and shrubs tend to sequester more carbon than other crops.

Given that deforestation and agriculture together account for 32 percent of greenhouse gas emissions, some argue that farmers in developing countries, who are so at risk from climate change, should be able to improve their livelihoods by participating in carbon emissions trading as part of the Kyoto Protocol's clean Development Mechanism. Odin Knudsen, formerly senior manager of the Carbon Finance Unit of the World Bank, says that carbon payments to farmers could encourage them to change their farming practices in ways that benefit the globe while also helping to enhance their incomes. But to achieve these goals, the Clean Development Mechanism would need to change in several respects. Agricultural land use change and forest preservation should be included as eligible activities, procedures for gaining payments for afforestation and reforestation should be simplified, and limits to payments in these categories should be removed. Then farmers' cooperatives, or even rural banks, could arrange for certifying the group's carbon sequestration, applying for carbon payments, and distributing funds back to farmers.

Extracted from **International Food Policy Research institute** (IFPRI) Forum, December 2006; p. 11

#### **Vocabulary**

- **to enhance**: to improve, to increase.

## Questions

Answer the following questions using your own words.

1. According to the text, what does agroforestry consist in? (2 points)
2. Referring to the text, give the advantages of agroforestry? (4 points)
3. Relying on the text, how can agroforestry influence climate change? (3 points)
4. According to the text, what must be done to meet agroforestry objectives? (5 points)
5. Comment on the following statement: “A person who plants a tree is a useful person to his/ her society”. (6 points)

# Session normale 2011 (1<sup>er</sup> tour)

## Killer Stroke

According to Dr Emmanuel, stroke is a type of vascular disease affecting the arteries leading to and within the brain. It occurs when blood that carries oxygen and nutrients to the brain is either blocked by a clot or bursts. When this happens, part of the brain cannot get the blood and oxygen it needs and so starts to die.

The brain is an extremely complex organ that controls millions of bodily functions. It allows us to speak, move, feel, love, drink and most importantly, think. Certain parts of the brain are in charge of executing different functions like vision, memory and speech. When a stroke occurs, blood flow is interrupted to one or more parts of the brain, causing the parts of the body that brain controls to break down.

The effects of a stroke depend on the location of the destruction and the extend of the brain tissue affected. Sometimes strokes can end up with rather mild ramifications but, certain cases of stroke can be enormously devastating. Paralysis, severe vision problems, memory loss, speech and language problems and changes in behavioral style are some of the effects of stroke.

Every 45 seconds, someone in America has a stroke and every three minutes, someone dies from one. Stroke is the third cause of death in America, claiming more than 700,000 lives each year.

While most of the frequently cited risk factors associated with stroke are high blood pressure, smoking, diabetes, obesity, physical inactivity and high cholesterol, scientists are discovering that germs may also play a crucial role, particularly bacteria operating in the mouth. Various research projects have used findings to connect pathogenic mouth bacteria to the occurrence of stroke in individuals.

Adapted from Daily SUN, December 30, 2008.

## Guided **commentary**

1. In your own words, define a stroke according to the text. (2 points)
2. Relying on the text, explain the Importance of the brain in our body. (3 points)
3. Basing on the text, what are possible causes and consequences of stroke? (4 points)
4. What shows in the text that stroke is a major health issue and who is likely to have it? (5 points)
5. According to you, what measures should be taken to reduce the risks of stroke among people in your country? (6 points)

## **Session normale 2010 (1<sup>er</sup> tour)**

### **Cancer Control in Developing Countries**

In absolute terms, the majority of cancers in the world occur in developing countries, and the rates for certain specific cancers, exceed those in developed countries. For people in developing countries who reach the age of five years, cancer is among the three most common causes of death. In addition, the cancer burden is increasing as the diseases are not carefully controlled, as life expectancy in developing countries increases, as life styles and personal habits change, and as countries become more industrialized. There is a need for developing countries to initiate effective and efficient programmes to combat cancer. While only a few developing countries will be able to allocate substantial additional resources to cancer control, much could be achieved with proper distribution of existing resources.

The main objectives of a cancer control programme are: to prevent cancers from occurring, to reduce the morbidity and mortality from cancers that do occur, and to provide optimal care to cancer patients; it is important to recognize that cancer control activities are already being conducted to a greater or lesser degree in every country, for example virtually all countries have some facilities for diagnosing and treating cancer patients. Unfortunately, cancer control activities in most countries have been developed haphazardly and lack over-all coordination, which leads to a waste of resources and unnecessary mortality.

The development of a national cancer control programme can help correct this inefficiency by: setting priorities in order to make the most effective use of existing resources, indicating the value of additional cancer control activities, and anticipating changes in the incidence and relative frequency of specific cancers and determining the resources needed to control them. A systematic evaluation of cancer activities and the careful design of a national cancer programme are important even if cancer is not high priority among current health problems and even if the budget available to combat cancer cannot be increased.

*Bulletin of the World Health Organisation* vol. N°62 (6) p. 847, 1984

## Guided **commentary**

1. According to the text, which countries suffer the most from cancer? (2 points)
2. What, in the text, shows that cancer is a worldwide disease? (2 points)
3. In your own words say what “morbidity and mortality from cancers” mean in the text. (3 points)
4. Based on the text, what are the causes of the increase of the cancer burden in developing countries? (3 points)
5. Despite the lack of important additional resources, what could help fight cancer, according to the text? (4 points)
6. Nowadays many people suffer from cancer. Suggest ways and means to reduce this disease in your country. (6 points)



# **CORRIGES**



# A DROUGHT FIGHTING TECHNIQUE

## Session normale 2019 (1er tour)

### Guided commentary

1. What method does Yacouba Sawadogo use to turn the desert into forest according to the text? (2 points)  
According to the text, Yacouba Sawadogo uses the “zai” method to fight the desert.
2. What does Sawadogo’s method consist in, referring to the text? (3 points)  
Sawadogo’s method consists in traditional planting holes for soil, water and biomass retention.
3. Find in the text at least two ways through which Yacouba Sawadogo promotes his method. (4 points)  
Yacouba Sawadogo promotes his method by sharing his experience with others. He also trained many farmers, which has empowered them to give a new life to their land.
4. Basing on the text, give five benefits of Sawadogo’s system. (5 points)  
Sawadogo’s system presents many benefits: the increase of crop yields, the regeneration of barren lands, the insurance of food security, the reduction of rural poverty, the contribution to farmers’ resilience to climate change, the reduction of conflicts related to resources and water.

### Short essay (6 points)

In your opinion, how can “zai” help reduce migration? (about 80 words)

“Zai” can contribute to reducing migration in reducing poverty and improving land. First, the practice of “Zai” can maintain people in their area through land regeneration. With reforestation, the different crises related to water and pasturage would be less frequent, and people will live peacefully. Second, “Zai” permits the farmers to increase their crop yield and improve their income. Thus, with the money, farmers can meet their basic needs such as buying clothes, medicine and they will not have to migrate for financial reasons. (84 mots)

# OUR BODIES, OUR FEARS

## Session remplacement 2018 (1er tour)

### Guided commentary

1. According to the text, what do fear and anxiety have in common?  
(2 points)

Fear and anxiety are on a continuum. They are rooted in the same physiology and can have similar consequences.

2. Referring to the text, give the different functions of the brain. (4 points)  
The brain has two main functions, which is that of thinking and the promotion of survival in the close environments.

3. Basing on the text, explain how the human organism reacts to fear.  
(3 points)

The human body reacts to fear in setting in motion a succession of needs with severe health risks.

4. Basing on the text, describe two health problems associated with fear and stress. (5 points)

Two health problems associated with fear and stress are heart attacks which are characterised by irregular heartbeats and identity disorder due to the fact of living events which could lead to death.

5. You have already been frightened by something, say what happened and how you reacted. (6 points)

I was once scared by a snake. One day, on my way home, I walked on a snake. I just realised that when it raised its head to bite me. I shouted and stepped back to avoid its biting and my heart started to pound in my chest. I had the impression that my heart was going to explode. My heart was beating so fast that I could not breathe. So, I started sweating and shaking in my whole body. (79 mots)

# THE MIRACLE ALGAE

## Session normale 2016 (2<sup>nd</sup> tour)

### Guided commentary

1. Relying on the text, identify at least three causes leading to women's fight for survival. (3 points)

Three causes that lead women to fight for survival are droughts, civil wars, and upheavals.

2. Referring to the text, how is spirulina consumed in families? (3 points)

In families, spirulina is used in cooking sauces, purees, and even as a snack.

3. Name some of the positive effects of spirulina consumption. (4 points)

Some of the positive effects of spirulina are its health benefits and its important contribution to food security.

4. Show how spirulina trade can economically impact women's lives. (4 points)

Economically, women's lives can be improved through the selling of spirulina. So the money they earn from the sale of spirulina could enable them to provide for their own needs, such as buying tea, sugar, soap, and clothes.

5. In your opinion how can food self-sufficiency be achieved in your country? (6 points)

I think food self-sufficiency can be realized in my country in two ways. One way is to improve local food productivity by encouraging young people to take up agricultural activities and training them in innovative cultivation methods and by giving them access to affordable agricultural equipment and inputs. Another way to promote local food products is to boost local food consumption by prohibiting imports of food products and to add value to local food products through local processing. Definitely, I believe that increasing productivity and promoting local food products is vital to attaining food self-sufficiency. (96 mots)

# LIVING LONGER

## Session normale 2016 (2<sup>nd</sup> tour)

### Guided commentary

1. Basing on the text, what are the ways of prolonging life? (2 points)

Life can be extended through the eradication of diseases that elderly people have and the slowing down of the aging process.

2. According to the text, what will the delay of aging process induce? (3 points)

The delay of aging process would help raise life expectancy and increase a person's productivity and efficiency among others.

3. Referring to the text, tell the possible effects of living longer on an individual. (4 points)

The possible effects of living longer may include life extension, increased productivity and efficiency, more benefits to society, a change in life style.

4. Relying on the text, what must be done to help people live longer? (5 points)

To help people live longer, it is important to have the right diet, to do physical activities, to have regular medical check-ups and adopt a positive mental attitude.

5. Do you share the idea of making people live longer? Justify your answer. <sup>1</sup> (6 points)

I am in favour of the idea of making people live longer for two reasons. First, living longer would allow the individual to enjoy life for a longer time. For example, parents may have more time with their families, which could help improve family relationships. Second, longer life would permit people to contribute more to the society with their experience and wisdom. In fact, if people could live up to one hundred years, we will not have to regret the early death of some people with great knowledge, with experience and wisdom. For example, some traditional doctors die prematurely without having the time to transmit their recipes. (107 mots)

1            Voici deux propositions de corrigé.

I am not in favour of the idea of making people live longer for two reasons. The aging population causes a series of problems to the society. First, old people have to be taken care of, which leave great burden to their family as well as the society. So, the rising proportion of older people places upward pressure on overall healthcare spending in the developed world. Second, longevity does not necessary mean health. The rate of getting illness increases with the growth of old age (ex: hypertension). In addition, longer life expectancy and lower fertility rate may lead to lack of young working forces. The world with less young people will become less vigorous. longer life expectancy of human beings may create burden to society and environment. (111 mots)

# BIOFORTIFICATION: HOPE FOR AFRICA'S MALNOURISHED

Session normale 2016 (1<sup>er</sup> tour)

## Guided commentary

1. In your own words, define biofortification. (3points)

Biofortification is a process which consists in breeding crops to increase their nutritional values.

2. Why is Perpetua Okao considered as a life saver in the text? (3 points)

Perpetue Okao is considered as a life saver because she has saved a neighbour's malnourished child with a new variety of sweet potatoes enriched with vitamin A.

3. Basing on the text, state the advantages and drawbacks of biofortification. (4 points)

Biofortification has many advantages. It can save lives, fight malnutrition, prevent diseases, reduce the effects of vitamin A deficiency and it is also cheaper. No drawback of biofortification is mentioned in the text.

4. Referring to the text, what are the consequences of vitamin A deficiency? (4 points)

Vitamin A deficiency can cause child blindness, it can increase the risk of disease and death from serious infection. Night blindness in women and risks of maternal mortality can also be increased.

5. Do you think that biofortification can be a sustainable solution to malnutrition in your country? (6 points)

Biofortification can be a sustainable solution to malnutrition in Burkina Faso. First, biofortification contributes to increasing the nutritional values of crops. Fortified crops contain nutrients that can help prevent diseases. For example, yellow-fleshed sweet potatoes can contribute to strengthening children's immunity system. Second, the production of fortified crops is produced at low cost, which makes fortified foods accessible to the population. For example, even low income families can afford them. (68 mots)

# RENAL DIALYSIS

## Session normale 2015 (1<sup>er</sup> tour)

### Guided commentary

1. Basing on the text, what is “uremia”? (2 points)

Uremia is the accumulation of waste products in blood stream, and alteration of the body’s chemical balance due to the inadequate functioning of the kidney.

2. According to the text, apart from uremia, what are the other cases that may require dialysis? (3 points)

Some patients are dialyzed because of poisonings, shock, burns, severe acute nephritis, or severe injuries.

3. Referring to the text, when does a person undergo a long-term or short-term dialysis? (4 points)

A person will require long-term dialysis for chronic renal failure and a short-term dialysis for acute kidney failure such as in the case of poisonings, shock, burns, severe acute nephritis, or severe injuries.

4. Relying on the text, are there any risks for a long-term dialysis? Why or why not? (5 points)

A risk for a long term dialysis may be the use of shunts; since the shunts are external, they may become uncoupled and this situation may make the patient bleed a lot, and then die.

5. Are you for or against the use of technological advancements in medicine? Justify your answer. <sup>2</sup> (6 points)

I am for the use of technological advancements in medicine. First, scientists can examine and detect diseases on a cellular level. Before, it was not possible to examine viruses as they are so tiny such as the H5N1. Second, the use of technology in medicine help treat patients quickly from the illnesses

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2      Voici deux propositions de corrigé.

which they suffer. After an appendicitis surgery, the patient can go back home immediately. Last, the use of technology allows to avoid traumatic surgeries. A heart operation can be done with therefore without opening the chest of the patient and without pain. (95 mots)

I am against the use of technological advancements in medicine for two reasons. First, the cost is so high that it is not available for the majority of the population. A classic surgery that costs five hundred thousand francs may reach six million francs when it is a Computer Assisted Surgery. Second, the use of the technology devices may be confronted to technical difficulties, which may delay medical processes. At CHU Yalgado, the regular breakdown of the scanners leads to the delay of patients' treatment. (85 mots)



# BATTLE FOR A VACCINE

## Session replacement 2014 (1<sup>er</sup> tour)

### Guided commentary

1. What is “needless death”, according to the text? (3 points)

According to the text, “needless death” is the number of children (1.4 million) under the age 5 that die from diseases that could be prevented with a vaccine. (3 points)

2. Referring to the text, say why the avian influenza represents a threat to people’s health. (3 points)

The avian influenza represents a threat to people’s health because it is possible for the bird flu to change and become a pandemic. (3 points)

3. In the light of the text, state the reason why Indonesia refused to share virus samples with the World Health Organization. (4 points)

Indonesia refused to share virus samples with the World Health Organization because they feared that the vaccine produced from the virus samples might be unaffordable for Indonesia and other developing countries. (4 points)

4. According to the text, to what extent has Indonesia’s refusal been effective? (4 points)

According to the text, Indonesia’s refusal has been effective in that it obliged WHO officials to reach a temporary agreement with its health officials, which means that Indonesia would resume sharing virus samples with the WHO, but for a certain time that access would be refused to the drug industries. (4 points)

5. Is it possible for developing countries to free themselves from the tyranny of drug companies? Why or why not? (6 points)

I think it is possible for developing countries to free themselves from the tyranny of drug companies. First, this can be achieved because most people in developing countries - like Burkina Faso - still use traditional medicine. For certain diseases, such as malaria, sinusitis some people prefer to take local medicinal products. Second, traditional medicine is affordable compared to pharmaceutical products. For example, the prices of local medicinal

products are accessible to most of the population. Last, only investing in and promoting local medicine - whether it's traditional or modern – will significantly reduce developing countries' dependence on pharmaceutical industries. (99 mots)

# GENETICALLY MODIFIED MORALS

## Session normale 2014 (1<sup>er</sup> tour)

1. According to the text, what are the measures taken by the European Union about genetically modified food? (03 points)

The European Union has put in place policies that limit imports of genetically modified food and the dissemination of genetically engineering living organisms into the environment.

2. Refer to the text and give the reasons why some African countries did not accept? (03 points)

Some African countries rejected the genetically modified food aid because of the health danger that people might have eating unprocessed corn and also because of unknown consequences of releasing modified corn into the ecosystems.

3. What shows in the text that the U.S. is determined to promote the production and export of genetically modified products? (04 points)

What shows in the text that the U.S. is committed to encouraging the production and export of genetically modified products is that the U.S. fought hard against the Cartagena protocol on biosafety, which is a global agreement that allows countries to refuse genetically modified seeds, if they are proven to be unsafe.

4. What are the scientists 'main worries about genetically modified seeds? (04 points)

Some scientists' main concerns are that synthetic genes and their products could kill soil microbes and other organisms that keep agro-ecosystems productive.

5. In your opinion, should farmers in your country replace their local seeds with genetically modified ones? Justify your answer.3 (06 points)

Farmers in Burkina should not replace their seeds with genetically modified

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3 Voici deux propositions de corrigé.

ones for two reasons. The first reason is that there are some possible risks of genetically modified food on people's health. For example, health risks associated with genetically modified foods are concerned with toxins, allergens, genetic hazards. The second reason is that the use of some genetically modified crops can have negative impacts on non-target organisms and on soil and water ecosystems. An illustration is that the expansion of genetically modified herbicide-tolerant corn and soya has destroyed much of the habitat of the monarch butterfly in north America. (99 mots)

Farmers in Burkina Faso should replace their seeds with genetically modified ones for two reasons. One reason is that genetically modified seeds can enhance agricultural productivity. For instance, genetically modified seeds are resistant to pests and diseases, thus increasing productivity. In addition, they take a shorter time to yield crops. Another reason is that genetically modified seeds can help solve food security. Modified seeds can increase crop yields; therefore, enabling the population to tend towards food self-sufficiency. (80 mots)

# AGROFORESTRY

## Session normale 2012 (1<sup>er</sup> tour)

### Questions

1. Answer the following questions using your own words. According to the text, what does agroforestry consist in? (2 points)

According to the text, agroforestry consists in cultivating trees together with crops.

2. Referring to the text, give the advantages of agroforestry? (4 points)

In terms of advantages, agroforestry has the capacity to help adapt to climate change, for example planting trees between crops and in the limits around crops can help prevent soil erosion, restore soil fertility, and provide shade for other crops. Other benefits of agroforestry are that trees and shrubs contribute to slowing climate change by sequestering carbon.

3. Relying on the text, how can agroforestry influence climate change? (3 points)

Agroforestry can influence climate change through trees and shrubs, which tend to sequester carbon.

4. According to the text, what must be done to meet agroforestry objectives? (5 points)

According to the text, in order to meet agroforestry objectives, first agricultural land use change and forest preservation should be included as eligible activities, procedures for gaining payments for afforestation and reforestation should be simplified, and limits to payments in these categories should be removed. Next, farmers' cooperatives, or even rural banks, could arrange for certifying the group's carbon sequestration, applying for carbon payments, and distributing funds back to farmers.

5. Comment on the following statement: "A person who plants a tree is a useful person to his/ her society". (6 points)

"A person who plants trees is useful to his society"

This statement means that planting trees is an act of unselfishness and sharing, which is beneficial to society. When a person plants a tree, his community

and his country will prosper from the benefits of planting. As trees are vital for society, by planting trees the individual provides his society with food, clothing, medicine, shelter, firewood, etc. Also, the community can enjoy temperature reduction and air purification owing to trees. Therefore, the tree planter plays an important role in his society. (81 mots)

# KILLER STROKE

## Session normale 2011 (1<sup>er</sup> tour)

### Guided commentary

1. In your own words, define a stroke according to the text. (2 points)

A stroke is the lack of blood and oxygen in the brain caused by blockage of blood flow or rupture of an artery to the brain.

2. Relying on the text, explain the importance of the brain in our body.  
(3 pts points)

The brain is an organ that permits the functioning of the body. It enables people to speak, move, feel, love, drink, think etc... its deficiency negatively affects the perfect functioning of the body.

3. Basing on the text, what are possible causes and consequences of stroke?  
(4 points)

Possible causes of a stroke can be physical inactivity, high cholesterol, high blood pressure, smoking, diabetes, obesity and some germs such as bacteria. A stroke can lead to paralysis, severe vision problems, memory loss, language problems, behavioural changes and death.

4. What shows in the text that stroke is a major health issue and who is likely to have it? (5 points)

A stroke is a major health issue as it is on the third position of death causes: in America every 45 seconds someone has a stroke and someone dies from it every 3 minutes. Smokers, people suffering from hypertension, high cholesterol, diabetes, obesity, people who don't do physical activities are likely to have a stroke.

5. According to you, what measures should be taken to reduce the risks of stroke among people in your country? (6 points)

Different measures can be taken to reduce the risks of stroke. First, one can have a regular physical activity: 30 minutes of regular physical activity every day helps to maintain cardiovascular fitness. Second, it is necessary to avoid tobacco use because of its harmfulness to health: it can cause lung cancer. Third, a balanced diet is crucial to a healthy heart. For instance, a balanced diet should include fruit and vegetables, whole grains, lean meat, fish, and pulses with restricted salt, sugar and fat intake. (84 mots)

# CANCER CONTROL IN DEVELOPING COUNTRIES

Session normale 2010 (1<sup>er</sup> tour)

## Guided commentary

1. According to the text, which countries suffer the most from cancer?  
(2 points)

According to the text, developing countries suffer the most from cancer.

2. What, in the text, shows that cancer is a worldwide disease? (2 points)

Cancer is considered as a worldwide disease since it exists in both developed and developing countries.

3. In your own words say what “morbidity and mortality from cancers” mean in the text. (3 points)

“Morbidity and mortality from cancers” mean that cancers are a health issue; they are one of the major causes of death.

4. Based on the text, what are the causes of the increase of the cancer burden in developing countries? (3 points)

The causes of the increase of the cancer burden in developing countries are: firstly, the inefficient control of the disease; secondly, the increase of life expectancy, life styles and personal habits change and lastly, the industrialization of countries.

5. Despite the lack of important additional resources, what could help fight cancer, according to the text? (4 points)

According to the text, to help fight cancer, it is necessary to design an efficient cancer control programme, to provide activities to control and anticipate changes of cancers, to evaluate cancer activities regularly and to make sure of the effective use of resources provided to them.

6. Nowadays many people suffer from cancer. Suggest ways and means to reduce this disease in your country. (6 points)

Adequate ways and means are necessary to reduce cancer in my country. First, people should control what they eat since most of the diseases are caused by food insecurity: a balanced diet is crucial to a healthy body.



Second, people must do physical activities: a regular physical activity helps keep a person in good health. Third, people should regularly go to health centers to check their overall health status, such as their blood pressure, their blood lipids, their blood sugar. (80 mots)

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