

LANGUE VIVANTE : ANGLAIS

PART ONE: READING COMPREHENSION

Read the below and do the activities that follow it.

SCHASTZ FEELS BAD

He came into the room to shut the windows while we were still in bed. I saw he looked ill. He was shivering, his face was white, and he walked slowly.

“What’s the matter, Schatz?”

“I’ve got a headache.”

“You’d better go back to bed.”

“No. I’m all right.”

“You go to bed. I’ll see you when I’m dressed.”

When I came downstairs the nine-year-old boy had already dressed. He was sitting by the fire, looking very sick and miserable. When I put my hand on his forehead I knew he had a fever. I ordered him to go up to bed, but he wouldn’t, pretending that he was all right. When the doctor came, he took the boy’s temperature. The thermometer showed 38°.

Before leaving, the doctor left three different medicines in different coloured capsules, with instructions for giving them. One was to bring down the fever, another was a purgative, the third one was to overcome an acid condition. “The germs of influenza can only exist in an acid condition,” he explained. He said there was nothing to worry about if the fever did not go above 39°. This was a light epidemic of flu and there was no real danger.

Back in the room I wrote the boy’s temperature down and made a note of the time to give the various capsules.

“Do you want me to read to you?”

“All right. If you want to”, said the boy. He lay still in the bed. I read aloud a story but I could see he was not following what I was reading.

Adapted from *A Day’s Wait*, by Ernest HEMINGWAY.

COMPREHENSION CHECK

A. Make the best choice for the meanings of the following words used in the text.

Example: A5 – b

1. *He was ‘shivering’ (L. 2) means he was*
 - a. trembling
 - b. crying
 - c. lying
2. *Another way of saying ‘what’s the matter’ (L. 3) is*
 - a. how are you?
 - b. what matters?
 - c. what’s wrong?
3. *‘by the fire’ (L. 8-9) means*
 - a. opposite the fire
 - b. near the fire
 - c. far from the fire
4. *To ‘bring down’ the fever (L.13) is to*
 - a. augment the fever
 - b. to control the fever
 - c. to decrease the fever
5. *To ‘overcome’ an acid condition” (L. 14) is to*
 - a. Provoke it
 - b. Fight it
 - c. Contract it

B. Write short answers to the following questions about the text.

1. *How did the narrator discover that Schatz was sick?*
2. *Did Schatz go to bed or sit by the fire?*
3. *According to the Doctor, what was Schatz suffering from?*
4. *Was Schatz case so serious? (Justify)*

PART TWO: WRITING

Choose only one of the two tasks and do it on your answer sheet.

TASK A:

Write about a serious sickness you, a friend or a relative of yours had once.

Help yourself with the following questions.

- *When and where was it?*
- *What were the first signs of the sickness?*
- *How did you or the person feel?*
- *How long did it last?*
- *How was it treated?*

TASK B:

A patient suffering from malnutrition is having a conversation with a Doctor. The Doctor advises him on what to do to be cured.

Imagine and write the missing parts according to the context.

1. Doctor:?
Patient: *Well, I've been growing thinner and thinner these days and my stomach aches.*
2. Doctor: *(touching the patient's stomach): Well, I guess this is*
3. By the way,?
Patient: *Well I usually have one meal a day and I never have meat or fish in my meal. My parents can't afford it.*
4. Doctor: *Ok, I think you need*
5. Doctor: *Ok, don't worry. I think I can help you*
6. Doctor:!

PART THREE: LANGUAGE IN USE

A. As a friend, you were present when Yao's mother was talking to him. Report what each of them said to another friend who was not there. Write your answers like I, the example.

Example:

"What's the matter?" Mum asked Yao.

1. *Mum asked Yao what the matter was.*

"I'm not all right", he answered.

2.

"What's wrong with you?", she asked again.

3.

"I've got a headache" he said.

4.

"Go to bed" his mother ordered him.

5.

"I don't want to go to bed", he replied.

6.

"Did you take your aspirin?" Mum asked.

7.

B. Match the structures in Column A with the appropriate functions in Column B.

Example: B2 = a

Column A
(Structures)

1. *What is the matter with you?*
2. *You'd better go to bed.*
3. *I'm not sure about that.*
4. *I'd rather stay by the fire.*
5. *May I go to bed?*
6. *I'm sorry I'm late.*
7. *Yes, I think you are right.*

Column B
(Functions)

- a. *Making a suggestion.*
- b. *Asking for permission.*
- c. *Expressing preference.*
- d. *Asking about someone's health.*
- e. *Agreeing.*
- f. *Apologizing.*
- g. *Expressing doubt.*

CORRECTION

PART ONE: READING

COMPREHENSION CHECK

- A.** 1 – a
2 – c
3 – b
4 – c

- B.** 1. He was shivering / trembling and he moved slowly
He turned white / his face was white
2. He sat by / near the fire.
3. According to the Doctor, Schatz was suffering from flu / influenza / fever.
4. No, because the doctor said there was nothing to worry about (line 15)

Tolerer: No..., because the doctor said this was a light epidemic of flu and there was no real danger (line 16).

PART TWO: WRITING

TASK A

Tenir compte du plan: introduction, développement, conclusion.

- Cohérence du contenu
- Cohésion du texte.
- Originalité des idées.
- La correction de la langue (formes grammaticales et syntaxique).

N.B : Ici, les fautes de grammaire ou de syntaxe entraînant des contre sens seront sanctionnées.

TASK B

1. What's wrong / the matter / the trouble with you?
2. Malnutrition
3. How often do you / eat a day? / have meat a day
4. To eat fish and meat (proteins)
5. With some / these tablets / pills
6. Don't mention it / you're welcome.

PART THREE: LANGUAGE IN USE

A. REPORT...

2. He answered that he was not all right.

3. She asked again / for the second time / what was wrong with him.
4. He said that he had got / gotten / a headache.
5. His mother ordered him to go to bed.
6. He replied that that he didn't want to go bed.
7. Mun asked him / Yao / if he had taken his aspirin.

B. MATCH....

1 = d

2 = a example

3 = g

4 = c

5 = b

6 = f

7 = e