

LANGUE VIVANTE : ANGLAIS

PART ONE: READING COMPREHENSION

Read the below and do the activities that follow it.

WOMEN IN AFRICA'S DEVELOPMENT

In Africa, women represent fifty one percent of the population and can be found in all different professions and branches of activity. Their contributions are not always officially recognized. It is clear that their role is very important for the economic development of their respective countries.

Between sixty and eight percent of all agricultural labour in Africa is undertaken by women, who are found all along the food chain. The African woman sows, reaps, transports, processes and sells the food. Women start working from childhood and contribute until the day when they are too tired to do so. In the rural areas women work even when they are pregnant, until the time of birth, because they are the ones who must satisfy the basic needs of their families.

are the pillars of Africa's economic development. In the rural areas there is almost no development without the full participation of women, for the simple reason that they are the ones who produce the food crops. They also play a very important role in the production of cash crops in some countries. In the villages, in addition to the fact they cultivate the land, African women also participate in community life. They are responsible for the family and house care, as well as the production of home articles such as mats, baskets and cooking utensils. They also prepare beverages that are sold to increase the family income.

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COMPREHENSION CHECK

A. The words or expressions below are the meanings of some words in the text. Find those words and write them down. The indicated lines will help you. Write your answers like in the example. *Example: A1 = professions.*

1. *occupation* = (L 2)
2. *work* =(L 5)
3. *harvest* =(L 6)
4. *treats* =(L 7)
5. *supports* =(L 11)
6. *products that give money* =(L 14)
7. *plant* =(L 14)
8. *drinks* =(L 17)
9. *revenue* =(L 17)

B. Read the text again and decide if the following statements are true (T) or false (F). quote the lines that justify your answers like in the example.

Example: B1 = F (L 5-6)

1. *African women start working when they are very young.*
2. *In African the major part of the agricultural work is done by women.*
3. *In African there are more women than men.*
4. *The whole food production is done by women.*
5. *African women only take part in agricultural work.*

PART TWO: WRITING

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

A. As a member of Non Governmental Organisation called ‘‘S.O.S. FOR RURAL WOMEN’’ write to your British pen friend to describe rural women’s working conditions in your country and the action undertaken by your N.G.O. to ameliorate their working conditions. (10-15 lines)

B. A journalist from B.B.C. is interviewing a woman farmer about women’s living conditions in Ghana. Image the woman’s parts of the dialogue and write them down on your answer sheet.

Journalist: Hello I’m Alex Smith I work for B.B.C. as a reporter.

1) *Woman: Hello Sir. I’m Mrs Appia. I’m a Ghanaian woman farmer.*

Journalist: Nice to meet you. Ok, Madame! What do you grow?

2) *Woman:*?

Journalist: Fine, but tell me Madame what do you think of your working conditions?

3) *Woman:*?

Journalist: How do you think your working conditions can be improved?

4) *Woman:*?

Journalist: Do you have any organisation to help you?

5) *Woman:*?

Journalist: Why don't you contact a N.G.O. for help?

6) *Woman:*?

Journalist: Here is the address of one of them.

7) *Woman:*?

Journalist: You're welcome!

PART THREE: LANGUAGE IN USE

A. Read the text below.

Put the verb in the parentheses (...) in the right tense and form. Write answers like in the example.

Example: A1 = is done

It is said that only women work hard in Africa. But a lot of work (1. to do) by men too.

Houses (2. to build) by them; cash crops (3. to grow) by males, too! In fact peasant men can (4. find) everywhere in Africa.

In the past, the situation was the same. The labour (5. to share) between men and women.

The land (6. to till) by men and the home (7. to keep) by women.

Presently the participation of women in Africa's development can (8. to see) in all branches of activity, and new ways of helping rural women (9. to consider) by governments and Non Governmental Organisations.

B. Find the odd one out in each list below. Write your answers like in the example.

Example: B5 = a doctor

1. *ironing – washing – hunting – cooking.*
2. *Weeding – reaping – sowing – teaching.*
3. *Market – classroom – money – stall.*
4. *Book – bag – ruler- classroom.*
5. *A doctor – a fisherman – a baker – a farmer.*

CORRECTION

PART ONE: READING

COMPREHENSION CHECK

A. 1 – Profession

2 – Labour

3 – Food

4 – Processes

5 – Pillars

6 – Cash crops

7 – Cultivate

8 – Beverages

9 – Income

B. 1. T (line 7)

2. T (line 5)

3. T (line 1)

4. F (line 14 – 17)

PART TWO: WRITING

A. Tenir compte de :

- La présentation d'une lettre (en-tête – adresse de l'auteur de la lettre – date – signature ?)

Contenu :

1. Les conditions de travail des paysannes bien exposées, décrites.
2. Les actions entreprises par les ONG pour améliorer ces conditions.

Tenir compte de :

- La correction et la richesse de la grammaire et du vocabulaire.

B. 2 – Yams, rice, etc...

3 – My, our working conditions are very difficult conditions.

4 – We need plenty of things: fertilizers, tractors, money, seeds, etc...

5 – No. (I, we don't).

6 – We don't know any.

7 – Thank you (very much) sir.

PART THREE: LANGUAGE IN USE

A. 2 – are built

3 – are grown

4 – be found

5 – was shared

6 – was tilled

7 – was kept

8 – be seen

9 – are being considered.

B. 1. hunting

2. teaching

3. classroom

4. classroom.