EVACOM ANGLAIS 9e Regroupement B / IIe semestre 2006-2007

Durée : 95 minutes

Nom : _____ Prénom : _____

Cours : _____ Collège : _____

Signature des parents :_____

Points : _____/118

Note : _____

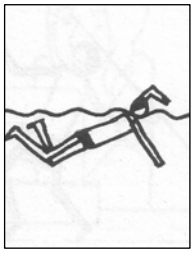
LISTENING COMPREHENSION

I. AQUATIC SPORTS

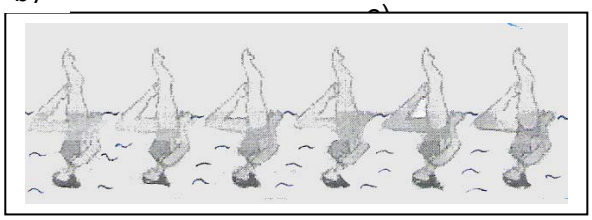
Regarde bien les images ci-dessous.
Tu vas entendre des descriptions de sports aquatiques.
Pour chaque description écris dans la grille la lettre de l'image qui correspond à chaque numéro.
Attention : il y a deux images qui ne seront pas décrites !

Tu as 30 secondes pour observer les images.
Tu entendras les descriptions deux fois.

a)



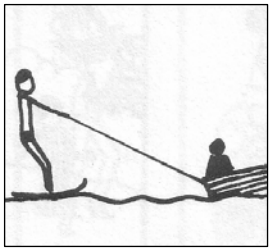
b)



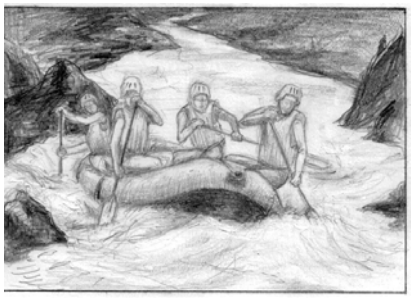
c)



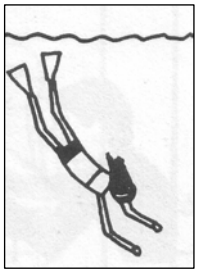
d)



e)



f)



g)



h)



Description	*1re*	*2e*	*3e*	*4e*	*5e*	*6e*
Image						

Total Compréhension Orale I : /12 pts

II. The Story of the Titanic

Écoute attentivement l'histoire du Titanic.
Pour chaque question, coche la ou les réponses qui correspondent à ce que tu as entendu ou complète la phrase avec l'information qui manque en anglais.

Tu as 1 minute pour prendre connaissance des questions.
Tu entendras l'histoire deux fois.

1. When did the Titanic leave England?

1812	1910	1912	1920	
☐	☐	☐	☐	/2 pts

2. The Titanic left from

a. ☐ Plymouth.
b. ☐ Southampton.
c. ☐ London.
d. ☐ Portsmouth. /2 pts

3. The Titanic had: (2 réponses)

a. ☐ a cinema
b. ☐ a tennis court
c. ☐ a swimming-pool
d. ☐ a theatre
e. ☐ a sauna /4 pts

4. Among the passengers there were some Americans,
some _____ and some Swiss on board. /2 pts

5. Edward Smith was:.

a. ☐ a photographer.
b. ☐ the captain.
c. ☐ a steward.
d. ☐ a passenger.

/2 pts

6. It took a. ☐ 3 hours for the Titanic to go down.
   b. ☐ 13 hours
   c. ☐ 30 hours
   d. ☐ 3 days /2 pts

7. The Captain
   a. ☐ played in the orchestra.
   b. ☐ helped the passengers.
   c. ☐ survived.
   d. ☐ abandoned the boat. /2 pts

8. In September _____ (year) a French-American expedition discovered the Titanic under the water.
   /2 pts

Total Compréhension Orale II : /18 pts

À saisir **Total C.O. I + II : /30 pts**

READING COMPREHENSION

I. A SHORT HISTORY OF SURFING

Tu vas lire les 4 étapes de l'histoire du surf.

À chaque paragraphe il manque sa phrase finale. Lis les fins de paragraphes proposées à la page 7, puis inscris dans la grille ci-dessous la lettre correspondant à la phrase finale qui convient.

Attention, il y a une proposition en trop !

1. We find the first stories about surfing in the journals of Captain James Cook in 1778. He was the first European to see Hawaiian people surfing. After this, surfing developed in New Zealand and Tahiti, too.

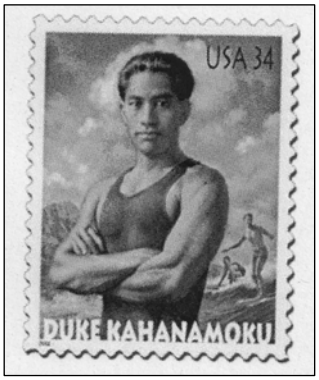
2. At the beginning of the 1900s, surfing was very popular in the USA and South Africa, thanks to Duke Paoa Kahanamoku. He was a world-famous surfing champion and an Olympic swimmer.

3. In the 1960s and 70s, surfing was California's number one free-time activity. At that time, it was an important part of young American culture with its special vocabulary, music and films. Cars were important, too.

4. Because surfing is getting more and more popular, it is now an international sport with competitions all over the world. You can find competitions for men, women and children. But surfers meet for fun, too!

Paragraphe	*1*	*2*	*3*	*4*
Fin				

Total Compréhension Écrite I : /8 pts





A. In 1915 he introduced the sport to Australia, too.

B. Places like Hawaii and Australia are always full of surfers having a good time together.

C. At that time, she was the best woman surfer.

D. The surfers called these vehicles «Woodies» and they used *(= utilisaient)* them to transport their surfboards.

E. But the Hawaiian surfers and surfboards were better.





James Cook

II. WATER, WATER, WATER

Lis ce texte une première fois rapidement. Survole les exercices 1 à 4 sur les pages suivantes, puis relis le texte afin de pouvoir effectuer les exercices.

1 Think of what you need[1] to live: Food? TV? Water? Of course, water is the most important of all. People can't exist without[2] water. The cells of our body[3] are full of water. To be more precise: 60% of our body[3] is water! Every day we must replace 2.4 litres of this water, some by drinking, the rest with the food we eat. Without[2] water a person can live for three days.

2 Water is important for our planet, too. 65% of our planet is covered by water, and 30% of it is in the Pacific Ocean. But water does not exist only in oceans, rivers and lakes. It is in trees and plants, too. Animals need[1] it to live. Some more, some less. A camel[4], for example, doesn't need[1] to drink for 7 days, but then it can drink 100 litres in ten minutes!

3 97% of all the existing water is in the oceans, but we can't drink it because it is salt water. More than 2% is in glaciers, and the rest is running in rivers. That's where the water we use[5] comes from. What do we use[5] water for? We use[5] it every day at home: to cook, to have a bath or a shower, to wash clothes and cars, and to clean different things. And we use[5] water to produce electricity, too.

4 Millions of people in Africa or Asia aren't very lucky. Every day, some women must carry the water for eight hours from a river or a source to their house. Some children, especially girls, can't go to school because they must carry water. And there are health problems[6]: lots of rivers are dirty, there are no toilets in a lot of schools, and not every home has got a bathroom. In America and Europe there is a problem, too: there is pollution because a lot of chemical substances go into the water.

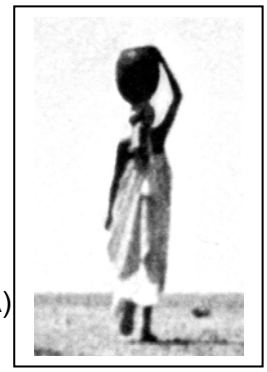
5 Scientists predict that we are going to have a problem with drinking water in the future, because people use[5] more water today, for example: a Parisian uses[5] 240 litres a day, but a person in New York uses[5] 600 litres… Everybody can use[5] less water. For example, when you clean your teeth, stop the water running. Or, when you want to wash, have a shower and not a bath: because a bath needs[1] 3x more water. Or, in summer, don't water the garden every day! Do a good thing: use[5] less water and save the planet!

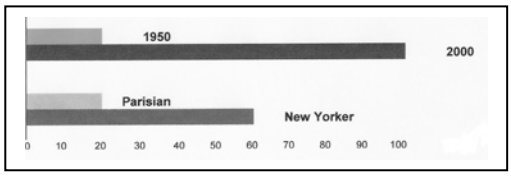
Vocabulary:
[1] need = avoir besoin de
[2] without = sans
[3] cells of our body = cellules de notre corps
[4] camel = chameau
[5] use = utiliser
[6] health problems = problèmes de santé

READING COMPREHENSION

1) *Choisis pour chaque paragraphe du texte, une image pour l'illustrer. Inscris <u>la lettre</u> de l'image correspondante dans la grille. Attention, il y a une image en trop !*

A)

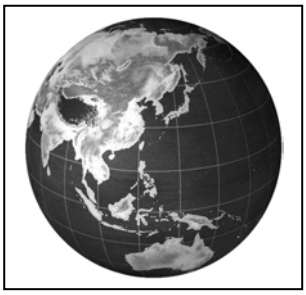




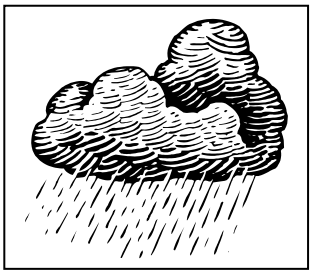
B)



C)



D)



E)



F)

Paragraphe	*1*	*2*	*3*	*4*	*5*
Image					

/10 pts

2) *Indique par une croix dans la colonne correspondante, si les affirmations <u>sur le texte</u> sont justes (= right) ou fausses (= wrong).*

		right	wrong
1)	Water covers 30% of our planet.		
2)	There is water in trees and plants.		
3)	We can drink the water of the oceans.		
4)	It is easy to use less water.		
5)	We use more water for a bath than for a shower.		

/10 pts

READING COMPREHENSION

3) Lis les affirmations et coche ce qui correspond <u>au texte</u> (une seule réponse possible) :

1. Our body consists of 60%
   - a) ☐ air.
   - b) ☐ water.
   - c) ☐ cells.
   - d) ☐ food.

2. A camel must drink
   - a) ☐ every hour.
   - b) ☐ every day.
   - c) ☐ every week.
   - d) ☐ every month.

3. Some children in Africa can't go to school
   - a) ☐ because they must carry water.
   - b) ☐ because it takes hours to go to school.
   - c) ☐ because there are no toilets at school.
   - d) ☐ because the rivers are dirty.

4. There are problems of pollution because chemical substances
   - a) ☐ are recycled.
   - b) ☐ go into the water.
   - c) ☐ go into our food.
   - d) ☐ are not natural.

/8 pts

4) Réponds brièvement <u>en anglais</u> aux questions suivantes (quelques mots pour chaque réponse suffisent).

1. How many days can a person live without *(= sans)* water? _____
2. Where can we find 30% of our planet's water?_____
3. Where do we take our water from?_____
4. For how many hours do some women in Africa carry water? _____
5. How can we use less water? *(2 idées)* _____

_____

/6 pts

Total Compréhension Écrite II : /34 pts

À saisir **Total C.E. I + II : /42 pts**

GRAMMAR

1. Auxiliaires

Choisis l'auxiliaire qui convient et entoure la lettre qui lui correspond.

1.	a. Does b. Is c. Can d. Are		you drink the water of Lake Geneva?
2.	a. Are b. Did c. Can d. Were		people more careful with water today?
3.	a. Are b. Does c. Must d. Is		water in bottles expensive?
4.	a. Were b. Do c. Is d. Can		there any problems of pollution in Europe in 1500?
5.	a. Is b. Does c. Have d. Do		women and children carry water on their heads in poor countries?
6.	a. Were b. Do c. Did d. Was		people have water at home in 1800?

/6 pts

2. Formes verbales

Choisis et entoure la forme correcte du verbe.

1. We are late because we	don't catch doesn't catch didn't catch aren't catching	the bus.	
2. In the morning my mother usually	get up gets up is getting up is going to get up	at 6 a.m.	
3. Gerald	go goes is going went	to the cinema last Saturday.	
4. The children	are going to play played are playing play	in the garden at the moment.	
5. Next week my parents	leave left didn't leave are leaving	for their holidays.	
6. Cats	don't like doesn't like are going to like likes	water.	

/6 pts

3. Questions

Complète la question par le mot interrogatif qui convient. La réponse t'aidera. N'utilise qu'une fois chaque mot interrogatif. Attention, il y en a un de trop !

Why – Who – How much – What time – How many – Where – What

0. *When* *is the water of Lake Geneva usually very cold?*
In winter.

1. _____ has got a swimming cap on his head?
   Peter.
2. _____ is Jane surfing at the moment?
   In Australia.
3. _____ does Peter like very much?
   Swimming in Lake Geneva.
4. _____ swimmers were there in the sea when the boat arrived?
   Three.
5. _____ did the *Titanic* leave England?
   At 11.40.
6. _____is the film going to be exciting?
   Because it tells the story of the *Titanic*. /6 pts

4. Grammaire et vocabulaire en contexte

Choisis le mot correct et écris-le dans chaque espace. Il n'y a qu'une réponse juste parmi celles proposées.(Ø= rien)

The Water Cycle

Where can you find water _____ *(in/on/to)* Geneva? _____ *(This/That/There)* is water in the lake, of course, and in _____ *(a/the/Ø)* river *Rhône,* too. When it rains, _____ *(less/a little/lots of)* water runs into the lake and the river. But the water comes _____ *(at/from/for)* the Alps, too. The glaciers get warm _____ *(during/at/on)* the summer and the ice changes into water. So, a river is only water finding _____ *(his/her/its)* way from the top of the Alps to the ocean. The *Rhône*, for example, begins in the Alps of the *Valais* and comes to Geneva, and then goes to the Mediterranean Sea. When the temperature is really warm, water evaporates and transforms into clouds. So, water _____ *(must/mustn't/can)* change appearance and it is always in movement.

/8 pts

5. Comparaisons

À l'aide du tableau ci-dessous, complète les phrases en comparant les navires entre eux. Les phrases suivent les numéros du tableau.

	Mauretania	Titanic	Queen Mary
1. Speed	×	××	×××
2. Weight	××	×××	×
3. 2nd class tickets	×	×	××
4. Travelling costs	×	×××	××

1. The *Titanic* was (fast) _____ the *Mauretania*.

2. The *Titanic* was (heavy) _____ the *Mauretania*.

3. 2nd class tickets on the *Titanic* were (cheap) _____ on the *Mauretania*.

4. Travelling on the *Titanic* was (expensive) _____ travelling on the *Queen Mary*.

/8 pts

À saisir **Total GR. : /34 pts**

<u>Water is fun!</u>

L'eau, c'est cool !

Est-ce que tu aimes l'eau ? L'eau fait partie de ta vie quotidienne.
*Écris entre **60 et 90 mots** : compte tous tes mots et indique le total à la fin de ton texte.*



Suggestions : Tu peux choisir de parler de ce que tu fais en rapport avec l'eau, par exemple:

- *activités quotidiennes*
- *jeux*
- *sports*
- *vacances*
- *etc.*



Attention : Ne recopie aucune phrase telle quelle de l'épreuve !

Organise ton texte et évite les répétitions. Utilise logiquement les éléments connecteurs (and, but, etc.), ainsi qu'un vocabulaire précis et une grammaire correcte.
<u>Tu seras évalué(e) selon les critères suivants :</u>
4 points au maximum pour la grammaire,
4 points au maximum pour l'organisation de ton texte,
4 points au maximum pour le vocabulaire et l'orthographe.
Ce total de 12 points sera diminué si tu n'écris pas le nombre de mots demandés. Exemple: si tu as obtenu 12 points et que tu n'as écrit que la moitié des mots, tu n'auras que 6 points.





Total des mots : ☐

Grammaire	: ...../4 pts
Organisation	: ...../4 pts
Vocabulaire	: ..... /4 pts







À saisir **Total E.E. : /12 pts**