



SERIE A



INSTITUT
GIOVANNI
BIFFI

PREPA ANGLAIS

BAC 2026

sujets : 2020 à 2025

By TEHUA



**BACCALAUREAT
SESSION 2025**

**Coefficient : 2
Durée : 3 h**

LANGUE VIVANTE 2 : ANGLAIS

SERIE: A2

Cette épreuve comporte trois (03) pages numérotées 1/3, 2/3 et 3/3.

PART ONE: READING **40%**

Read the text below and do all the activities that follow it.

Digital Nomads and their Impact on Africa

There are many different reasons why people become digital nomads. However, before we get into those, we have to understand what a nomad is. A nomad is a person that leaves their home in search of greener pastures or new experiences. A digital nomad, by extension, migrates to explore more career opportunities in technology. Many digital nomads leave their home countries out of necessity, while others do so willingly. The digital nomads have given several reasons for their decision to look for career opportunities outside their home country. The most frequent reason given is the financial freedom that jobs at international companies offer.

However, money is not the only reason why people decide to become digital nomads. Sometimes the allure of self-fulfillment that comes with working for highly regarded international companies plays a part in people's decision to move abroad. The decision to become a digital nomad is not always driven by desire, but rather by necessity. This rings true for the African students stuck in Ukraine at the start of the Russia-Ukraine war. Due to their proximity to the war and fear for their safety, they had to leave. In their talk with TechCabal, they said, "On the third morning, the tremors woke us up. Everything rattled, and the whole building shook. We didn't even think twice, we packed our documents, and a few other things, and left."

The increase in digital nomads might help improve the quality of life and experience for the Africans that take this route, but it is a worrying development for the continent as a whole. The majority of these digital nomads are skilled workers. Their contributions could have helped the development of Africa had life here been kinder to them.

The mass exodus of talent from the continent has led to several concerns about brain drain, and how it might negatively affect the continent. It is not all gloom though, as most of the startup founders currently building Africa tech ecosystem were digital nomads in the first place. Digital nomadism can help Africans develop their home countries. Samuel Akintunde, the founder of AltSchool and TalentQ, told TechCabal that by getting exposure from other countries, Africans can really help their home countries develop. "Let people travel, make money, connection and partnerships, have access and learn new technologies. It is useful to the ecosystem. You can't build global talent by locking them up locally," he said. While the rate at which Africans are leaving is worrying, the hope is that with time, these Africans can come home to help develop the continent.

Adapted from an article by Muktar Oladunmade, www.techcabal.com Nov 18, 2022

COMPREHENSION CHECK

A. Vocabulary 10%

Find in the text the words or expressions corresponding to the following meanings or definitions. The indicated lines will help you. Write your answers like in the example.

Example: 1 – nomads

- 1- people who migrate to different locations (L.1)
- 2- opportunities (L. 3)
- 3- by choice (L. 5)
- 4- satisfaction that comes from the achievement of one's personal goal (L. 9)
- 5- vibrations (L. 13)
- 6- experienced (L. 18)
- 7- mass emigration or loss of educated individuals (L. 20)
- 8- bad, sad (L. 21)
- 9- a community of interconnected elements (L. 22)
- 10- contact (L. 25)
- 11- frequency (L. 27)

B. Comprehension questions 30%

Write short answers to the questions below (not more than 3 lines)

- 1- What is the difference between an ordinary nomad and a digital one?
- 2- Do all digital nomads migrate for the same reasons? Justify your answer.
- 3- What is the most common reason why digital nomads move?
- 4- Apart from gaining money, give another reason that makes digital nomads migrate.
- 5- Did the African students leave Ukraine on the first day of the conflict? Justify your answer.
- 6- What could be the advantages of being a digital nomad for an African?
- 7- How does the phenomenon of digital nomadism impact Africa negatively?
- 8- What is the positive impact of digital nomadism for Africa?
- 9- Has Samuel Akintunde ever been a digital nomad? How do you know?
- 10- Is the writer pessimistic or optimistic about the future of Africa? Justify your answer.

PART TWO: LANGUAGE IN USE

30%

A. Read the passage below about digital nomads in Africa and complete each gap with the right word from the box to make it meaningful. One word is not concerned. Write your answers like in the example.

Example: 1 = digital

beachside	-	possibilities	-	laptop	-	careers	-	digital	-	platforms
nomad	-	adapt	-	adventure	-	anywhere	-	prevalent	-	evolve

Digital Nomadism: A new Age of Remote Work

In today's interconnected world, a new breed of professionals known as (1) ... nomads has emerged. These individuals have unlocked the freedom to work from (2) ... in the world, using technology to maintain their (3) ... while continuing a life of (4) ... and exploration. Digital nomads thrive on flexibility, utilizing a

range of digital tools and (5) ... to connect with clients and collaborate with colleagues across borders and time zones. With just a (6) ... and an internet connection, these individuals can escape the confines of a traditional office and create their own work environment. Whether working from a (7) ... in Bali or an animated co-working space in Buenos Aires, digital nomads combine work with travel, embracing the best of both worlds. As they navigate the globe, they (8) ... to new cultures and connect with diverse communities, expanding their horizons and enriching their perspectives. As technology continues to (9) ... and remote work opportunities become increasingly (10) ..., the digital nomad lifestyle represents a fundamental change in how we perceive work and the (11) ... it offers.

www.larksuite.com

B. The sentences below deal with digital nomadism. Choose the right options among the suggested ones to make the statements meaningful. Write your answers like in the example.

Example: 1- who

- 1- A digital nomad is somebody (**which / whose/ who/ whom**) travels abroad for a job in tech.
- 2- Digital nomads have (**some/ any/ much/ little**) reasons to choose nomadism.
- 3- Some decades ago, digital nomadism (**didn't / haven't/ don't/ doesn't**) exist.
- 4- Digital nomads (**would/ should/ will/ shall**) help the continent if they return home.
- 5- Digital nomads get (**much/ many/ few/ fewer**) money working with foreign companies.
- 6- Foreign companies treat their workers (**better/ well/ best/ good**) than local ones.
- 7- African Digital nomads can help the continent, (**can them / can they/ can't they/ can't it**)?
- 8- To do his job, a digital nomad only needs (**any/ some/ a/ an**) laptop.
- 9- Digital nomads can work from (**whatever/ however/ wherever/ whenever**) they are.
- 10- A digital nomad can work while (**to discover/ discovers/ discovering/ discover**) the world.
- 11- People believe that it wouldn't be good (**lock/ locking/ to lock/ locked**) talents up.

PART THREE: WRITING 30%

Do only one of the two tasks. (Not more than 25 lines).

Task A

Your Ghanaian friend, Kwesi, would like to know more about the phenomenon of digital nomadism. In a letter you send to him,

- tell him what a digital nomad is;
- give some reasons why digital nomads go abroad;
- say what the benefits of being a digital nomad are.

Task B

Talking about the phenomenon of digital nomads, Samuel Akintunde said, "You can't build global talents if you don't favour digital nomadism." Write an article to be published in your school English Club magazine to share your opinion about this assertion with your friends. In your article,

- say what digital nomadism is;
- give your opinion about Samuel's assertion;
- support your view point with strong arguments (explanations, reasons and examples).

**BACCALAUREAT
SESSION 2024**

**coefficient : 2
Durée : 3 H**

LANGUE VIVANTE 2 : ANGLAIS

SERIE : A2

Cette épreuve comporte quatre (04) pages numérotées 1/4, 2/4, 3/4 et 4/4.

PART ONE: READING (40%)

Read the text below and do all the activities that follow it.

Côte d'Ivoire gets ready to host Africa's biggest sporting event.

Africa's biggest sporting event, the Africa Cup of Nations (AFCON), kicks off on January 13 in Côte d'Ivoire for the first time in 40 years. The opening game will be played at one of the country's newly built stadiums, the Alassane Ouattara Stadium, in the southern port city of Abidjan. But fresh pitches represent just the beginning of the West African country's transformation ahead of the month-long tournament, which will see the 24 nations battle it out in 52 matches played across five cities.

Four new stadiums have been built from scratch and two others renovated ; roads that connect the cities have been developed, hospitals built or upgraded, and airports refurbished. According to Idriss Diallo, president of the Ivorian Football Federation, the country has invested more than one billion dollars in infrastructure related to the competition.

Organizers hope that the tournament will leave a lasting legacy and mark a new beginning for the country, which has suffered from civil wars in the last two decades. Côte d'Ivoire already has a soccer pedigree, having won the cup twice before and produced stars like former Chelsea striker Didier Drogba and ex-Manchester City midfielder Yaya Touré. But Diallo hopes that the new infrastructure will cement the nation's global reputation as a soccer powerhouse.

'The basis of soccer is infrastructure', he tells CNN. 'The countries that have succeeded in soccer are the ones that started by setting up basic infrastructure : training pitches, competition pitches, local pitches...It's an important first step. It's going to give a boost to Ivorian soccer'.

Côte d'Ivoire has hosted AFCON once before, in 1984, but back then, only eight nations participated and the host country was eliminated in the group stages. For the 2024 tournament, which was originally scheduled for June 2023 but postponed due to concerns over holding the competition during the country's rainy season, Côte d'Ivoire is one of the favorites.

Even if it doesn't come away with the cup, hosting the event could be a marketing win, says Edem Spio, co-founder and host of the popular Africa Business of Sport podcast. "Countries, especially those in the global north, love to use sports as a vehicle to show their soft power and also the ability to be big in the industry. We saw how Qatar really went above and beyond in hosting 2022 World Cup," he says.

By Nell Lewis, CNN.

Adapted from <https://edition.cnn.com/>

COMPREHENSION CHECK

A. Vocabulary

The words or phrases listed below are taken from the text. Choose the right meaning option for each word (a,b or c). Write your answers on your answer sheet like in the example.

Example : 1-c

1. kicks off (L.1)
a- takes off b- assembles c-starts d- kills
2. pitches (L.4)
a- buildings b- houses c- playgrounds d- works
3. from scratch (L.7)
a-from bricks b- newly built c-rehabilitated d- built again
4. refurbished(L.8)
a- added b- built c- cleaned d- renovated
5. legacy (L.11)
a- heritage b- mercy c- action d- competition
6. pedigree (L.13)
a- federation b- infrastructure c- reputation d- football
7. a striker (L.14)
a- a middlefield player b- player who usually scores goals c- a player who usually defends d- a goal keeper
8. powerhouse (L15)
a- provider b- coach c- playground d- trainer
9. postponed (L22)
a- sent after b- thrown away c- taken place at a future time d- sent by post office
10. scheduled (L21)
a- planned b- represented c- delayed d- shown
11. come away with (L.23)
a- lose b- go away c- win d- accept

B. Comprehension

Read the text again and say if the following statements are true (T) or false (F). Justify your answer by indicating the lines. Write your answers like in the example.

Example: 1. F (L. 19.).

1. Côte d'Ivoire is hosting the AFCON for the first time.
2. The Alassane Ouattara Stadium at Ebimpé is a renovated stadium.
3. All the 24 nations will play their matches in Abidjan
4. A total of six stadiums will host all the matches.
5. No new investment has been made for the event.
6. Côte d'Ivoire has produced world class football players.
7. Having basic infrastructure enables a country to develop its football.
8. Many changes have taken place in the organization of the AFCON since the 1984 tournament.

9. The AFCON was played in January 2024 instead of June 2023 for financial reasons.
10. According to the text, it's not because a country organizes the AFCON that it should win the cup.
11. Esem Spio believes that sport is a strong means for a country to be well-known in the world.

PART TWO : LANGUAGE IN USE	30%
-----------------------------------	------------

A. The sentences below are related to the organization of the AFCON competition. Rewrite each of them starting with the underlined words. Number 1 is an example . *Example* : 1. *Many roads and hotels were built for the competition.*

1. They built many roads and hotels for the competition.
2. The host country has bought many buses to transport spectators.
3. The president of the AFCON will reward the winners.
4. Côte d'Ivoire is organizing the AFCON for the second time.
5. The government called a designer for the opening ceremony.
6. Young volunteers will show beautiful sites to visitors during the AFCON.
7. People expected hotel occupancy to rise to 100% in the period of the AFCON.
8. The AFCON organizers told Ivorians to show hospitality.
9. People say the Ivorian team has a lot of good players.
10. The African confederation of Football postponed the competition for climatic reasons.
11. They scheduled the next AFCON for 2025.

B. The text below is about the AFCON in Côte d'Ivoire, but some words are deleted in it. Fill in each numbered gap with the correct word from the box. One word is not concerned. Write your answers like in the example. *Example* : 1. *wait*

ceremony	forward	team	wait	saleswomen	between
T-shirt	stalls	blowing	swing	flowing	whistles

It took 40 years for the African Cup of Nations (AFCON) to return to Côte d'Ivoire. In a country where football is a religion, the...1...seemed interminable. With just a few hours to go before the opening match..2..Côte d'Ivoire and Bissau Guinea on Sturday junaury 13, the party was already in full ...3.. at the Treichville market in Abidjan. In the maze of stores...4.. danced among the ...5.. piled with bananas, peppers and fish, calling out to each other with ..6..and vuvuzelas.

'We're so looking ..7.. to the first match that we've already started singing and dancing' said a lady before..8.. her vuvuzela. 'I've been waiting for this for so long. In 1984, I watched the opening ...9.. on TV with my parents,' revealed a young man who had come to buy a 10...for the Elephants, the national ..11.. of Côte d'Ivoire. ' I was 10 years old and couldn't believe my eyes.'

Adapted from lemonde.fr/en/lemonde

Do only one of the two tasks below

Task A

Some people think that hosting the Africa Cup of Nations is too expensive and a waste of money for a country. Other people affirm that it is a social, economic, and cultural development opportunity for the hosting country. As an observer of the AFCON event held in Côte d'Ivoire in 2024, write an opinion essay to give your position about this debate (not more than 25 lines). In your essay,

- state your opinion clearly ;
- support your position with examples from the organisation of the AFCON ;
- express your feelings about the organization of this event.

Task B

During the last Africa Cup of Nations (AFCON) event held in Côte d'Ivoire, you met a British journalist who interviewed you. Here is your interview. Complete it by answering the British journalist's questions.

Journalist :Hi, you look excited!

You : Yes. I'm living a special experience with the AFCON in Côte d'Ivoire.

Journalist : As an individual, what do you gain from such an event ?

You :...1.....

Journalist : Have you met some visitors ? How do you find them ?

You :...2.....

Journalist : What does the event create among the populations of your country ?

You : ...3.....

Journalist : And what advantages do you think your country will get ?

You :...4.....

Journalist : I heard that your country has invested a lot in the infrastructure. What has the country exactly done in terms of infrastructure ?

You :...5.....

Journalist : Do you think, it may contribute to the development of Côte d'Ivoire ? Why ?

You : ...6.....

Journalist : Good ! I can see that you are really happy. Thank you for your time !

You :...7.....

BACCALAUREAT
SESSION 2023

Coefficient : 2
Durée : 3 h

LANGUE VIVANTE 2 : ANGLAIS

SERIE : A2

Cette épreuve comporte quatre (04) pages numérotées 1/4, 2/4, 3/4 et 4/4.

PART ONE: READING

40%

Read the text below and do all the activities that follow it.

SOS FOR MIGRANTS

The chilling effects of Europe's crackdown on immigration were crystallised in June 2016 with the recovery of 458 corpses of mostly African migrants from a boat that sank in the Mediterranean Sea, which divides Europe from North Africa.

5 When a converted wooden fishing trawler collided with a Portuguese merchant ship responding to its SOS distressing signal, it was found to be carrying around 900, mostly African, migrants travelling on the Central Mediterranean route from Libya to southern Italy. It sank about 60 miles off the coast of Libya and 120 miles from the Italian Island of Lampedusa.

10 With some of the victims' bodies unlikely to ever be found, Italian authorities have put the death toll at 700. They say nationals of Ethiopia, Sudan, Somalia, Mali, Gambia, Senegal, Cote d'Ivoire and Guinea – including women and children – were among those who perished.

Members of the Italian recovery team described scenes of shocking cruelty reminiscent of the slave cargo ships of the past, with five African migrants packed per square metre in the hold by smugglers operating in the booming migrant trafficking trade.

15 With traffickers charging around €1,000 for each migrant on the Central Mediterranean crossing, those behind the doomed April 2015 crossing would have netted around €800,000.

Increasingly, the journeys of African migrants fleeing conflict, repression and devastating poverty in search of better lives in Europe are ending in tragedy along the migrant route. The death is rising in tandem with Europe's expansion of legal barriers to keep out an unprecedented flow of migrants and refugees from the poor, developing world.

20 The more the UK and European Union member states fortify themselves, the more desperate migrants and refugees from Africa and elsewhere are forced to risk their lives on the treacherous routes to enter their borders. And the Central Mediterranean Sea route is one of the most deadly.

25 According to a new report from the International Organisation for Migration (IOM), 3772 migrants died on the Central Mediterranean route in 2015. This year, 2,600, mostly African migrants, have died on the route.

Adapted from an article by Santorri Chamley, New African, August/September 2016, p. 48/49

COMPREHENSION CHECK

A. Vocabulary

Find in the text the words or expressions corresponding to the following meanings or definitions. The indicated lines will help you. Write your answers like in the example.

Example: 1- chilling

1. fear-provoking (L.1)
2. repressive measures against illegal acts (L.1)
3. attained a dramatic point (L.1)
4. got deeply under water (L.2)
5. a type of boat (L.4)
6. number of victims (L.9)
7. reminding, suggesting (L.11)
8. people who import or export goods illegally (L.13)
9. catastrophic (L.15)
10. received (L.15)
11. dangerous (L.21)

B. Comprehension check

Choose the right option for each statement or question about the text. Write your answers like in the example. *Example: 1-d*

<p>1. The migrants of June 2016 died because</p> <ol style="list-style-type: none"> a. it was chilly b. their boat was overcrowded c. Europe cracked down d. their boat sank 	<p>2. How many people was the migrants' boat transporting according to the estimates?</p> <ol style="list-style-type: none"> a. 700 b. 458 c. 900 d. 120 								
<p>3. What was the Portuguese merchant ship doing when it collided with the wooden fishing trawler?</p> <ol style="list-style-type: none"> a. It was looking for commercial partners b. It was exploring the Mediterranean route c. It was trying to save people in danger d. It was looking for migrants 	<p>4. The migrants were</p> <ol style="list-style-type: none"> a. all from African countries b. mainly from African countries c. all from Asian countries d. mainly from Asian countries 								
<p>5. The Italian authorities put the death toll at 700 because</p> <ol style="list-style-type: none"> a. there were women and children b. all the victims have been identified c. all the victims' bodies could be found d. all the victims' bodies might not be found 	<p>6. How many countries were involved in the tragedy?</p> <ol style="list-style-type: none"> a. five b. eight c. ten d. six 								
<p>7. To travel on traffickers' ships each migrant had to pay</p> <table style="width: 100%; border: none;"> <tbody> <tr> <td style="width: 50%;">a. € 1,000</td> <td style="width: 50%;">b. € 800,000</td> </tr> <tr> <td>c. € 15,000</td> <td>d. € 900</td> </tr> </tbody> </table>	a. € 1,000	b. € 800,000	c. € 15,000	d. € 900	<p>8. In paragraph 6, which reason is NOT mentioned among the reasons causing African migrants to flee their countries?</p> <table style="width: 100%; border: none;"> <tbody> <tr> <td style="width: 50%;">a. conflicts</td> <td style="width: 50%;">b. poverty</td> </tr> <tr> <td>c. overpopulation</td> <td>d. repression</td> </tr> </tbody> </table>	a. conflicts	b. poverty	c. overpopulation	d. repression
a. € 1,000	b. € 800,000								
c. € 15,000	d. € 900								
a. conflicts	b. poverty								
c. overpopulation	d. repression								

<p>9. European countries are setting up legal physical barriers to</p> <ol style="list-style-type: none"> accept the flow of African migrants sink African boats stop the flow of African migrants rescue African migrants 	<p>10. The protecting measures adopted by the states of the European Union</p> <ol style="list-style-type: none"> discourage migrants frighten migrants prevent migrants from risking their lives don't prevent migrants from risking their lives.
<p>11. Which year does the author refer to when he mentions "This year" on line 24?</p> <ol style="list-style-type: none"> 2016, the year this article was written 2010, this current year 2015, the year 3772 migrants died on the Central Mediterranean route 2019, the year before the current year 	

PART TWO: LANGUAGE IN USE

30%

A. Choose the right option among the suggested ones between brackets. Write your answers like in the example.

Example: I- on

- We are leaving for Europe (at- in- on- of) Tuesday morning.
- The flight tickets were really expensive (because- as- although- if) they sold them all in an hour.
- Moussa met (a- an- some- the) university teacher in London.
- Are these travelling papers (your- yours- the yours- yourself)?
- Koné, a migrant, and Sopie, his girl friend, phone (themselves- them- each other- himself) every weekend.
- This is (the worse- the worst- worst- worse) drought in ten years.
- Migrants don't have (much- many- few- fewer) money.
- Yao and John met when they (studied- were studying- had studied- study) in California.
- The boat is too small. It (can't- can- may- must) take all these people.
- This is the second time the migrants (visited- have visited- had visited- visiting) the refugee camp.
- Nobody understood the call for SOS, (didn't you- did they- had they- will they) ?

B. Complete the following text about migration with the correct word from the box, like in the example. One word in the box is not concerned.

Example : I= matters

take up	finally	matters	safe	enabling	keep	arrival
ensuring	force	likely	paradox	needs		

As the Calais refugee camp is closed by French authorities, many of the migrants who have been living there will be looking to finally travel to the UK. While there has been much discussion of the political (1) ... surrounding the movement of people, less has been said about the physical and mental health (2) ... of migrants once they are in the UK.

Making sure that one's family is not only (3) ... but healthy and happy too can be a driving (4) ... for migration. One of the best ways to (5) ... everyone healthy is to give children the best start in life, (6) ... people to have control over their lives and (7) ... a healthy standard of living for all. In the case of migrants, there is a strange (8) ... across the world, it has been shown migrants have a healthier life style on (9) ... in a country than a few years post-migration. In the UK, migrants are less (10) ... to practice healthy behaviors once settled in their new country – such as eating diets low fat and taking regular exercise and breastfeeding – and are instead more likely to (11) ... smoking and drinking alcohol.

Extract from *the conversation.com* 3/4/20

PART THREE: WRITING

30%

Do only one of the two tasks below. (25 lines maximum)

TASK A

On a trip to Mali, you met a young Ghanaian who failed to migrate to Italy. Still, he is determined to take the risk again. In the dialogue below, the part of the Ghanaian is given; complete your part appropriately, based on his answers.

You (1): (Ask a question about his motivations)

Ghanaian: Well, I have a lot of reasons for wanting to migrate in Europe. There are no real job policies for the youth in my country; people are getting poorer and poorer whereas politicians are embezzling taxpayers' money....

You (2): (show understanding and ask a question about the risks)

Ghanaian: For me, migrating to look for a better life is the only option, even if it means risking my life....

You (3) (Show surprise and go against his position, and then propose a better option)

Ghanaian: Did you say creating a startup? It sounds good, but where do I get the money to get started?

The government doesn't care, so what shall I do?

You (4): (show understanding, give advice but urge him to give up the idea of risking his life).

Ghanaian: Anyway, thanks for your advice. I'll think of it and try to see if it can work for me.

You (5): (Show satisfaction and express optimism in the future)

TASK B

The news of the massive number of deaths on the route of immigration came to the African Children's Parliament as a big shock. As the Secretary General of that association, write a letter to the director general of the International Organization for Migration (IOM) to ask for action. In your letter:

- state the reasons of migration;
- list some consequences of it;
- suggest actions to stop that phenomenon.

BACCALAUREAT
SESSION 2022

Coefficient : 2
Durée : 3 h

LANGUE VIVANTE 2 : ANGLAIS

SERIE: A2

Cette épreuve comporte quatre (04) pages numérotées 1/4, 2/4, 3/4 et 4/4.

PART ONE: READING

40%

Read the text below and do all the activities that follow it.

Goalkeeper Barry Wins Cup Of Nations For Ivorians

Goalkeeper Boubacar Barry scored the decisive goal as Ivory Coast ended a 23rd year Africa Cup of Nations by winning 9-8 on penalties after the final ended 0-0 following extra-time. Before netting, veteran Barry had set up the match-winning chance by diving to his left and pushing away a penalty-kick from Ghana goalkeeper Razak Braimah.

5 Ivory Coast triumphed despite making a disastrous start to the 22-penalty climax with the first kick from Wilfried Bony hitting the crossbar and Junior Tallo firing the second spot-kick wide. History repeated itself as the only other Ivorian Cup of Nations title came in 1992 when they edged the Ghanaians, also on penalties after a goalless draw. It was a highly tactical finale to the biennial African football showpiece in Equatorial Guinea city Bata.

10 Ivory Coast switched goalkeepers with fit-again veteran Boubacar Barry recalled and Sylvain Gbohouo dropping to the bench after five consecutive appearances.

Unpredictable Ivory Coast winger Gervinho appeared particularly relaxed and threatened twice in the early stages as Ivory Coast were quicker out of the blocks. However, Ghana comfortably dealt with both threats and when African Footballer of the Year, Yaya Toure, had a free-kick opportunity outside the box on 14 minutes, he shot tamely at Razak Braimah. Sloppy Ghanaian passing close to their goalmouth offered Gervinho a chance to present Max-Alain Gradel with a sight of goal, but his powerful shot finished well off target.

20 After soaking up the early pressure, Ghana adopted a more adventurous approach and came close to taking the lead on 25 minutes through Christian Atsu. The winger won possession just outside the box and his swerving shot eluded the diving Barry only to rebound to safety off the post. Ivory Coast were rescued by the woodwork again nine minutes before halftime when Andre Ayew an elder brother of Jordan hit the other post from an acute angle. The opening half finished goalless with Ghana enjoying 55 percent possession and feeling positive, having come closer to scoring than Ivory Coast.

25 An early second-half run by Atsu offered Gyan a half-chance, but the talismanic figure did not come close to troubling Barry with a disappointing off-target effort. While there were moments of anxiety for both defences, clearcut chances remained elusive and the game predictably drifted into extra-time. Ghana finally made a substitution on 99 minutes with Jordan Ayew, whose penalty goal set up the semi-final romp over Equatorial Guinea, taking the place of Kwesi Appiah.

30 The pattern of half-chances continued in extra-time, but despite the presence of star African strikers like Gyan and Ivorian Wilfried Bony, the scoreboard operator remained unemployed until the shootout.

COMPREHENSION CHECK

A/ Vocabulary

20%

The words in column A are from the text. Match each of them with its corresponding meaning in column B. One word in column B is not concerned. The indicated lines will help you. Write your answers like in the example.

Example: 7 – a

Column A	Column B
1. diving (L. 3)	a. slippery
2. climax (L. 5)	b. saved
3. edged (L. 7)	c. menaced
4. draw (L. 8)	d. defeated
5. showpiece (L. 9)	e. match in which no team has won
6. threatened (L. 12)	f. plunging
7. sloppy (L. 15)	g. easy victory
8. eluded (L. 20)	h. of exceptional quality
9. rescued (L. 21)	i. moved slowly to the end
10. drifted (L. 27)	j. turning point
11. romp (L. 29)	k. avoided
	l. scored

B. Comprehension

20%

Choose the right option for each statement or question about the text. Write your answers like in the example.

Example: 1 – d

<p>1. What is the text mainly about?</p> <p>a. The goalless draw between Ghana and Cote d'Ivoire. b. The switch of goalkeepers in the Elephants team. c. The domination of Ghana team over the Elephants. d. The victory of the Elephants after penalty kicks.</p>	<p>2. What major role did Copa Barry play?</p> <p>a. He scored a decisive goal. b. He didn't push away any penalty kick. c. He was recalled by the Elephants coach. d. He encouraged his team to win.</p>
<p>3. What was the final score of the match?</p> <p>a. 0 – 0 b. 9 – 8 c. 23 – 22 d. 2 – 1</p>	<p>4. Did Wilfried and Tallo score their penalty kicks?</p> <p>a. Wilfried scored, but Tallo failed. b. They both scored. c. They both failed. d. The text does not say it.</p>
<p>5. According to the author, why did history repeat itself?</p> <p>a. Because it was a tactical finale like in 1992. b. Because it was a showpiece like in 1992. c. Because it had the same scenario like in 1992. d. Because Ghanaians lost in 1992.</p>	<p>6. What shows that the Ivorian team dominated at the beginning of the match?</p> <p>a. They created four opportunities to score. b. They created no opportunity to score. c. They created two opportunities to score. d. They created one opportunity to score.</p>
<p>7. How do we know that the Ghanaian team dominated the match during the rest of the first half time?</p> <p>a. Atsu had a swerving shot. b. Andrew Ayew hit the post. c. They took the lead at the 25th minute. d. They had more scoring opportunities.</p>	<p>8. What made the Ghanaians feel positive towards the end of the first half time?</p> <p>a. They took the lead at the 25th minute. b. Atsu's kicks hit post twice. c. They had more opportunities to score. d. They finished goalless.</p>

<p>9. Why did the two teams have to go extra-time?</p> <p>a. Because Gyan made a difference.</p> <p>b. Because the two teams were anxious.</p> <p>c. Because there was no real opportunity to score a goal.</p> <p>d. Because Jordan Ayew failed to score his penalty kick.</p>	<p>10. Which of the following sentences expresses the same idea as “The pattern of half-chances continued...until the shootout”? (L30-32)</p> <p>a. Neither of the teams scored although their star strikers were present.</p> <p>b. The scoreboard was not used due to the presence of their star strikers.</p> <p>c. As a result of the presence of their star strikers, the scoreboard was not used.</p> <p>d. As their star strikers were not present, the scoreboard was not used.</p>
<p>11. Gyan and Wilfried Bony are</p> <p>a. two Ivorian star strikers.</p> <p>b. two Ghanaian star strikers</p> <p>c. Ghanaian and Ivorian star strikers.</p> <p>d. unemployed until the shootout</p>	

PART TWO: LANGUAGE IN USE

30%

A. The text below is about the best football players of Côte d’Ivoire. Some words are missing. Fill in each numbered gap with the correct option, like in the example.

Example: 1- from

Ivorian famous footballers

Yaya Touré : This midfield warrior became one of the highest paid players in the world when he joined Manchester City 1 (~~from-at-on-to~~) Barcelona in 2010. He is used 2 (~~at-with-by-on~~) City in a more advanced role 3 (~~less-to-at-than~~) he was at *Camp Nou* and was one of the signings that truly represented City’s transformation 4 (~~at-into-from-of~~) a major force. Yaya’s brother Kolo 5 (~~also-but-with-to~~) plays his soccer at the Etihad Stadium.

Drogba Didier: Now in the autumn of his career, Drogba’s sheer physical presence 6 (~~but-or-in-and~~) ability to batter defenders into submission 7 (~~will-are-have-do~~) ensure that he can continue playing 8 (~~in-on-at-with~~) a high level for a few years yet. Drogba has been a key protagonist 9 (~~in-at-on-up~~) the Ivory Coast’s rise to prominence in recent years and he also helped Chelsea 10 (~~on-to-at-over~~) win three Premier League titles at club level before 11 (~~moving-moves-move-moved~~) to Shanghai Shenhua in 2012.

Adapted from www.liveaboutdotcom

B. Read the following passage about football and complete it with the right word from the box to make it meaningful. Write your answers like in the example.

Example: 1-development

<p>sentiments – problems – fields – black – racism – physical – matches – modern – football – challengers – development</p>
--

Football around the world

England and Scotland had the first football leagues. The British continued to influence football's 1 ... through regular club tours overseas and the continental coaching careers of former players. Before World War II, Italian, Austrian, Swiss and Hungarian teams emerged as particularly strong 2 ... to the British. During the 1930s, Italian clubs and the Italian national team recruited high-calibre players from South America. European 3 ... has also the wider political, economic and cultural changes of 4 ... times. International 5 ... in Europe were often seen as national tests of 6 ... and military capabilities. More recently 7 ... became a more prominent feature of football, particularly during the 1970s and early 1980s: many coaches projected negative stereotypes onto 8 ... players; supporters routinely abused non-white on and off the 9 ... of play; and football authorities failed to counteract racist incidents at games. In general terms, racism at football reflected wider social 10 ... across Western Europe. In post-communist Eastern Europe, economic decline and rising nationalist 11 ... have marked football culture too.

From 2020 Encyclopaedia Britannica, Inc

PART THREE: WRITING

30%

Do only one of the two tasks. (Not more than 25 lines).

Task A

Your American pen-friend heard about African footballers. He wrote you a letter in which he asked you to talk about them. In your reply,

- introduce some talented African footballers,
- say why you think they are talented,
- describe how their success can influence young generations.

Task B

Every day, everywhere in the world, people speak about the importance of sport. In your school, there are a lot of students who refuse to practice sport. To sensitize them, write an article that will be published in your school English Club magazine. In your writing,

- present the different sports young people practice in your school
- explain why some students refuse to practice sport,
- give the benefits of sport to sensitize them.

BACCALAUREAT
SESSION 2021

coefficient : 2
Durée : 3 H

LANGUE VIVANTE 2 : ANGLAIS

SERIE : A2

Cette épreuve comporte quatre (04) pages numérotées 1/4 2/4 3/4 et 4/4.

PART ONE: READING (40%)

Read the text below and do all the activities that follow.

In Sub-Saharan Africa, the urban population has doubled since the mid-1990s, and reached 400 million people in 2016. According to experts, 40% of the region's total population resides in cities, compared to 31 percent in 2000.

5 During the next 15 years, the United Nations predicts the world's 10 fastest-growing cities will be in Africa. However, the development of infrastructures and industries has not kept pace with the growth in urban population. Sixty percent of city dwellers in Sub-Saharan Africa live in slums, and only 25 percent have access to safe drinking water.

10 Poor sewage systems and weak flood control present another challenge. Kouman Kossia Tamia, a traditional queen from Ivory Coast, fears the floods that come with each rainy season. "When the rainy season comes, I cannot do anything because everything is blocked," she said.

15 Amadou Diarra, mayor of North Pikin, a suburb of Senegal's capital, Dakar, sees human waste management as a growing problem. "Waste is buried because there are no plants to deal with it. Instead, there's only one site that receives all the household waste in the Dakar region. The challenge in moving towards sustainability is to transform waste next to where it is produced rather than bury it underground," he said.

20 Most of Africa's urban growth is in small and middle size cities, with slightly more than half of African urban dwellers living in cities with populations of less than 250,000. Maggie Chantal, founder of the NGO "Urbanists Without Borders," said these intermediate cities are important to Africa's future because they help connect large cities and rural areas. "Without them," she added, "rural areas have neither equipment nor jobs, which would lead to an intensifying rural exodus by young people." She says large cities only contribute to economic and social problems such as slums.

25 But Africa already has many large cities, and the cities are getting larger and larger. Lagos, in Nigeria is projected to become the largest city in the world, with an estimated population of 88.3 million people by the year 2100, according to the World Economic Forum.

Adapted from voanews.com/africa/rapid-urbanization-presents-new-problems-africa by Nicolas Pinault, May 20, 2019.

A. VOCABULARY CHECK

The words or expressions in column A are from the text. Match each of them with their synonyms or meanings in column B. One synonym or meaning in column B is not concerned. Write your answers like in the example. Example: 1- e

A	B
1. reached (line 2)	a. potable
2. kept pace with (line 6)	b. female monarch
3. dwellers (line 6)	c. inundation
4. slums (line 7)	d. durability
5. safe (line 7)	e. risen to
6. flood (line 8)	f. progressed at the same speed as
7. challenge (line 8)	g. rubbish, dirty things
8. queen (line 9)	h. problem
9. waste (line 13)	i. deposited in the earth
10. buried (line 13)	j. poor areas in big cities
11. sustainability (line 15)	k. flexibility
	l. residents

B. COMPREHENSION CHECK

Read the text again and decide if these statements are true (T) or false (F). Then justify your answers by indicating the lines. Write your answers like in the example.

Example: 1. T (line 1).

1. The urban population in Sub-Saharan Africa has doubled since 1995.
2. In 2000, there were less people living in cities than in rural areas of Sub-Saharan Africa.
3. According to United Nations' predictions, the population growth will decrease in Africa in the next 15 years.
4. 75 percent of the people living in slums don't have access to safe drinking water.
5. Kouman Kossia Tamia is a traditional authority.
6. Kouman Kossia Tamia is worried about rainy seasons.
7. The mayor of North Pikin is satisfied with the way rubbish is treated in Dakar region.
8. Mr Amadou Diarra suggests a durable approach to waste management in his country.
9. Medium size cities have population under 250,000 people.
10. Intermediate cities help to reduce rural exodus.
11. According the World Economic Forum the most populated city in 2100 will be in Africa.

PART TWO: LANGUAGE IN USE (30%).

A. The passage below is an extract from an article related to population issues in Africa. Complete it with the appropriate words from the box below to make it meaningful. Write your answers like in the example.

Example: 1- center

unemployment-center-awareness-published-projected-annual-analysis-growth-while-these-many

Africa is expected to lead the world in population growth by the end of the century, according to an analysis published on Wednesday by the nonpartisan Pew Research 1..... The effects that the 2..... population growth will have on African countries is uncertain, said Mark Hugo Lopez, Director of Global Migration and Demography Research for Pew. 3.....the growth of the countries could result in economic 4 it could also lead to an increase in the 5..... rate and other new economic pressures.

“It’s possible that 6..... population pressures could have an impact and create economic pressures as well that 7..... governments may need to address,” Lopez said.

The 8..... comes ahead of world Population Day, the 9..... July 11 United Nations event that seeks to raise 10of global population issues. Pew’s analysis is based on the world Populations Prospects Report 11..... last month by the U.N.

B. Choose the correct option to complete each of the following sentences about urban problems. Write your answers like in the example.

Example: 1 – c

1. Many African countries are confronted..... demographic problems

a- in b- with c-for d- by

2. Would you prefer in a rural area or in a big city ?

a- live b- you are living c-you live d- to live

3. City dwellers suffer..... diverse forms of pollution.

a- from b- in c- of d- with

4. Mayors are responsible..... the treatment of domestic waste in big cities

a- of b-for c-from d- in

5. If they had known, they..... in this risky area.

a- wouldn't live b-have not lived c- would not have lived d- had not lived

6. People living in slums are often dissatisfied... their living conditions.

a- at b- of c-with d-about

7. Listen carefully to me: I've got important advice for a good life in this area

a- a few b- some c-many d-any

8. Keep on..... your environment clean for a healthy life.

a- maintain b- to maintain c-maintaining d- for maintaining

9. I suggest you..... this dangerous area.

a- leave b- left c- had left d-are leaving

10. New medical facilities have been erected..... the city

a- at b- on c-over d-in

11. The National Urbanization Committee strongly disagreed.... the Mayor on his new project.

a- to b- with c- on d-about

PART THREE: WRITING (30%)

Do **only one** of the two tasks below (not more than 25 lines).

A. You received a letter from your Nigerian pen friend in which he described the problems related to domestic waste in his city. In your reply, share the experience of how your city deals with domestic waste.

- give the main sources of domestic waste in your country
- mention the main problems domestic waste causes
- say how the authorities of your country deal with these problems.

B. As the representative of an international NGO, you are sent to a Liberian city where people are facing problems of domestic waste. You have to talk to the population and sensitize them about this issue. In your speech,

- identify the sources of domestic waste;
- say how it can impact people's lives;
- show how they can solve this problem.

BACCALAURÉAT
SESSION 2019

Coefficient : 2
Durée : 3h

ANGLAIS LANGUE VIVANTE 2

SÉRIE: A2

Cette épreuve comporte trois (03) pages numérotées 1/3, 2/3 et 3/3.

Do all the activities of this examination paper on your answer sheet.

PART ONE : READING

40%

Read the text below and do the tasks that follow.

A new race of killers

They sang, they danced, they praised their god and they slaughtered everyone on sight. When the killing "party" was over in Luxor, Egypt, last week, 58 foreign tourists lay dead. Most of the victims were Japanese, Swiss, German or British. Four Americans survived by hiding among Luxor's antiquities.

5 The attackers were Islamic zealots. "Their eyes looked as if they had taken drugs", recalled Rosemary Dousse, a 66-year-old Swiss tourist who was wounded in the stomach and leg. "They told us to kneel, and then they started shooting".

10 Eventually the six gunmen were chased into the desert and killed. They called themselves the Battalion of Havoc, meaning *Battalion of Destruction*. The Luxor killers belong to a new race of terrorists: religious fanatics who regard the unnecessary murder of innocent victims as a legitimate form of holy war.

Rigidly dogmatic, they seek no one's agreement; they are accountable to God. Anyone who does not fully share the precise beliefs of these groups may be seen by them as hostile. Afghanistan has become a hideout for all sorts of radical Muslim gangs.

15 Preventing attacks by the new breed of killers is urgent but not easy. Information sharing among Western allies helps. So do increased security measures at public places and government warnings to Westerners planning to travel to dangerous areas. But one of the most disturbing characteristics of the 90's terrorists is their tendency to hit "soft" targets. Swiss tourists are killed in Luxor, for example, to punish the United States.

20 Given the right weapons, the unholy combination of religious fervor and random killing could take terrorism to a frightening new plateau.

Terrorists armed with knives, guns and bombs are bad enough. Equipped with poison gas or germ weapons, they could pose a threat most of us would rather not think about.

By Christopher DICKEY, Adapted from *Newsweek*,
December 1, 1997, p. 12.

COMPREHENSION CHECK

A Vocabulary

Match the words or expressions in Column (A) with their meanings or synonyms in Column (B) according to the text. One option in Column B is not concerned.

Write your answers like in the example.

Example: 9. Soft targets = h. *defenceless or innocent victims*

(A)	(B)
1. slaughtered (L. 1)	a. fanatics
2. zealots (L. 5)	b. hiding place
3. wounded (L. 6)	c. with no plan or aim, unplanned
4. kneel (L. 7)	d. sinful, ungodly, irreligious
5. gunmen (L. 8)	e. gangsters, terrorists
6. seek (L. 12)	f. hurt, injured
7. accountable (L. 12)	g. massacred
8. hideout (L. 14)	h. defenceless or innocent victims
9. soft targets (L. 18)	i. go down on the knees
10. unholy (L. 20)	j. look for, try to have
11. random (L. 20)	k. responsible
	l. dangerous

B Comprehension

Say whether the following statements are true (T) or false (F) according to the text. Then justify your answers by quoting the line(s) of the text. Write your answers like in the example.

Example: 1. T (Line 1)

1. The terrorists were happy killing people.
2. During the shooting, 58 Egyptian tourists were killed.
3. Among the victims were four Americans.
4. The Luxor killers were Muslim extremists.
5. One of the survivors of the Luxor massacre was a Swiss woman.
6. After the killing, the gunmen were caught and taken to the police station.
7. For these killers, the killing of innocent people is a form of religious war.
8. Only the judgement of God is important to the Islamic zealots.
9. All the Muslim extremists were recruited in Afghanistan.
10. Security information coming from Western countries is important to fight terrorism.
11. Terrorists often attack people who carry weapons.

PART TWO: LANGUAGE IN USE

30%

Choose the right word or phrase in *italics* to complete this passage on space race.
Write your answers like in the example.

Example: 11 – at

Space exploration has always been one of the greatest challenges of our modern times. On the famous day (1) ... *where/when/what* the first man stepped out on to the moon, a Russian (2) ... *says/will say/said* to his American friend: “that (3) ... *is/was/had been* a great achievement but (4) ... *us/our/we* Russians are going (5) ... *do/to do/will do* much better. We are planning to send men (6) ... *to/on/in* an expedition to the sun.” The (7) ... *astonished/astonishing/astonishment* American replied: “but what about the heat, the sun light and radiation?” The Russian (8) ... *smiling/smiled/smile* and replied: “We (9) ... *were/are/have been* not stupid. The expedition (10) ... *will send/will be sent/is sent* (11) ... *in/at/on* night.”

PART THREE: WRITING

30%

Do only one of the two tasks (*Not more than 25 lines*).

Task 1:

After the terrorist attack in Grand-Bassam, your Indian pen-friend wrote you a letter in which she/he asked the following questions:

- Where is Grand-Bassam situated?
- What places did the terrorists attack? Why?
- How did the Ivorian security forces react?
- What are the impacts of this terrorist attack on the tourist industry in Côte d’Ivoire?
- What can be done to protect the country against terrorism?

Write a reply to the letter.

Task 2:

You read in an American magazine that “*Africa is the continent of all calamities.*” Write a letter to the editor of the magazine to correct that bad image the author of the article has about Africa. The following ideas may help you :

- Africa is rich in raw materials.
- The continent has a great deal of tourist attractions.
- The African Cup of Nations
- The Ouagadougou Film Festival
- Etc.

PART ONE : READING 40%

Read the text below and do the tasks that follow.

New Controls on US Borders

America has long welcomed newcomers from foreign lands: Middle Eastern refugees, Latin American job seekers, Canadian shoppers, Asian students or European tourists. They come to take advantage of the country's largesse - its political, financial and social opportunities - and they come in very large numbers. Last year the United States issued 7 million visas to foreigners but that's only
5 a traction of the estimated 500 million people who enter and leave the United States every year.

Given such a vast number of visitors, it's perhaps not surprising that the Immigration and Naturalization Service (INS) focuses much of its attention on simply moving people through the doors. INS inspectors, for example, are required to vet ail passengers on international flights within 45 minutes of arrival (an efficiency they don't always achieve).

10 Many visitors do not need visas at all: they're from friendly countries, members of a 29 nation Visa Waiver Program, and can virtually come and go as they please, breezing through checkpoints with a passport and a smile.

But America's complacent attitude¹ has changed. The USA immigration System and Washington are now taking steps to patch the gaping security holes up.

15 Since the disaster, Immigration, Customs and Border authorities have been on a state of high alert at America's 301 ports of entry - airports, seaports and land crossings. Passengers arriving on the shores of liberty are now greeted by National Guard troops bearing rifles and meticulous baggage inspectors wearing surgical gloves.

20 Foreigners who want to take up residence in the United States - from students and tech workers to bedraggled² refugees - find themselves asking the question that never would have occurred to them before September 11: is the United States closing its gates?

No, but while the U.S. gates will stay open to the world, that opening won't be quite as wide. "We welcome legal immigrants", Bush said "but we don't welcome people who come to hurt Americans".

25 America, a nation of immigrants, prides itself on its ethnic diversity and its magnetic attraction to those looking for a better life. But as Jim Zogby says, "The bastards who took advantage of American freedom to murder Americans have done grave damage (to the ideal)".

Adapted from "Special Report" by Richard Erasberger Jr., *Newsweek*, 12 Nov. 2001, p. 51-52.

Notes:

complacent attitude — attitude de suffisance ; bedraggled = trempés et débrailés.

COMPREHENSION CHECK

A. Match the words in box (A) with their definitions or meanings in box (B) according to the text. Write your answers like this: 10. occurred to — d. come to their minds

(A)	(B)
1. Borders (title)	a. welcome
2. largesse (line 3)	b. long guns
3. issued (line 4)	c. passing easily
4. vet(line 8)	d. come to their minds
5. breezing through (line 11)	e. is satisfied about
6. patch up (line 14)	f. examine closely and critically
7. greeted (line 17)	g. gave, granted
8. shores (line 17)	h. frontiers, boundaries
9. rifles (line 17)	i. mend, repair
10.occurred to (line 20)	j. generosity
11.prides itself on (line 25)	k. coasts

B. Read the text and give short answers to these questions. (1-2 lines)

- 1 What do people go to America for?
- 2 Where do most people who go to the U.S. come from?
- 3 How many people were supposed to cross the U.S. borders every year?
- 4 Why do INS inspectors fail in vetting ail passengers in 45 minutes?
- 5 Who do not need visas to go to the U.S.?
- 6 What indicates changes in the American immigration offices?
- 7 How arc newcomers treated by Customs and Border authorities? Why?
- 8 How do people who want to live in the U.S. feel in front of the INS inspectors?
- 9 Why has America hardened its immigration laws, according to President Bush?
- 10 What was America proud of before September 11?

PART TWO: LANGUAGE USE 20%

Fill in the gaps with the appropriate word from the box. Some words can be used more than once. Write down your answers like this: 1 - do

on - known - to - because - do - of - for - with - whom - out

The charity and non-governmental organisations in Nigeria could (1) ... more for the homeless kids. In France, the US, Britain and other industrialised nations faced (2) ... even bigger problems of homelessness, such groups play major role in the desperate search (3) ... a solution. Every day in Paris, France, Restaurants de Coeur, a charitable group, gives (4) ... soup, bread, cheese and biscuits (5) ... hundreds of homeless people in several locations in the city. A dozen other groups provide temporary shelter (6) ... the country’s estimated 25,000 homeless people, half of (7) ... arc said to be children and teenagers under 25.

The story is the same in London, Britain, where more than 1,500 people arc (8) ... to sleep out every night in the centre of the town, (9) ... they have no homes. There is London Connection, for instance, an organisation which deals (10) ... homeless children. It runs classes for the children whose parents live (11)... the streets.

Newswatch, november 1-8, 1991.

PART THREE: WRITING 40%

Do **only one** of the two tasks below (20 to 25 lines).

Task 1:

What do you think of security measures at the Ivorian borders? Are they tough enough to prevent foreign invasion? Do you think Côte d'Ivoire should harden its immigration laws like the USA? Give your reasons.

Task 2:

"We welcome legal immigrants but we don't welcome people who come to hurt Americans", said President George D. Bush. What do you think of his statement?

BACCALAUREAT
SESSION 2025

SERIE A1 - coefficient : 4

SERIE A2 – coefficient : 2

Durée : 3 h

LANGUE VIVANTE 1 : ANGLAIS

SERIES: A1-A2

Cette épreuve comporte trois (03) pages numérotées 1/3, 2/3 et 3/3.

PART ONE: READING 40%

Read the text below and do all the activities that follow it.

The life story of a refugee

Marie Kaberamanzi will never forget the pounding at the door. The then 12-year-old and her family were getting ready for bed when they heard the mob approaching. Outside, nearly a dozen men armed with machetes and knives were circling their small one-room house.

As refugees from the Democratic Republic of the Congo (DRC), Marie and her family were familiar with being persecuted in Zambia, the African country to which they had fled. People would shout at them in the streets, accusing their parents of stealing their jobs and draining the country's resources. But rarely had they felt their lives were in danger until now.

As Marie and seven of her siblings gathered in the corner of the room, their parents implored the men to leave. Ignoring their pleas, the mob burst into the front door, dragged her father into the street, and beat him. Then the men turned on her mother.

Paralyzed with fear, Marie sat frozen, sobbing into her hands until the attack was over. It lasted only a few minutes, but it changed her life forever. "It was terrifying," Marie recalls years later. "and the worst part was that there was nothing we could do to help them."

For as long as Marie could remember, her life has been consumed by violence. She was born in the DRC in 1996, shortly before a civil war broke out between the rebel forces and the country's government. The conflict, which killed at least 6 million people, has since ended, but the bloodshed has not. Armed clashes between rebel groups continue to take place there, leading to widespread instability and unrest.

Marie and her family were among the civilians caught up in the violence. When she was just a toddler, the fighting spread to her town and her parents realized their only chance for survival was to run away. And so, in the middle of the night, they packed up only what they could carry: some food, water, and clothes and set out for the neighboring country of Zambia, where many of their friends and relatives were heading. Their journey would be a grueling march on thousands of kilometers but they had no other choice. If they had stayed, their lives would have been in constant danger.

For the next four years, Marie and her family travelled on foot through the thick forests of the DRC, each step taking them closer to safety. They slept under the thorny bushes or, if they were lucky, in abandoned houses.

- 30 At last, the family reached Zambia, where they settled into a refugee camp near the border. Tens of thousands of people were living there in tents made from plastic sheets. Many, like Marie's family had fled the war in the DRC. After a few years, her parents found a house in the capital city of Lusaka and decided to leave the camp.

Adapted <https://junior.scholastic.com/issues/2019-20/090219>

COMPREHENSION CHECK

A. Vocabulary 10%

Find in the text the words or expressions corresponding to the following meanings or definitions. The indicated lines will help you. Write your answers like in the example.

Example: 1 – mob

- | | |
|---------------------------------------|------------------------|
| 1- large number of angry people (L.2) | 6- crying (L. 11) |
| 2- taking away (L. 6) | 7- massacre (L. 16) |
| 3- brothers and sisters (L.8) | 8- young child (L. 20) |
| 4- supplications (L. 9) | 9- going to (L. 23) |
| 5- pulled (L. 9) | 10- difficult (L. 23) |
| | 11- security (L. 27) |

B. Comprehension 30%

Read the text again and say if the following statements are true (T) or false (F). Justify your answers by indicating the lines. Write your answers like in the example.

Example: 1. F (L. 2).

- 1- The mob surrounded the house of Marie's family.
- 2- About twelve men attacked the house of Marie's family.
- 3- Marie was living in a big house when they were attacked.
- 4- Before the attack, Marie and her family were living in peace in Zambia.
- 5- Marie and her siblings ran out of the room during the attack.
- 6- During the attack, Marie cried a lot.
- 7- The children helped their parents fight back the attackers.
- 8- After the war had ended, the killings continued in the DRC.
- 9- Marie's family left the DRC before the war reached their village.
- 10- Marie and her family walked for four years before getting to a safe place.
- 11- Immediately after they reached Zambia, Marie's family rented a house in Lusaka.

PART TWO: LANGUAGE IN USE 30%

- A. The following passage is about Marie's life in the USA. To make it meaningful, complete each gap with the appropriate word from the box. One word is not concerned. Write your answers like in the example.

Example: 1= proud

speak	settling	refugee	nurse	trauma	at
-------	----------	---------	-------	--------	----

compassion proud left graduate where have

It's been four years since Marie Claire and her family first arrived in the USA. And she's (1) ... of how far she's come. A few months after (2) ... in Pennsylvania, she became the first person in her family to (3) ... from high school, a mile-stone she never could (4) ... imagined as a child. The following year, she was invited to (5) ... at the U.N. about her experiences as a refugee first in Zambia, then in the U.S. Today, Marie Claire is enrolled (6) ... Washington Adventist University in Takoma Park, Maryland (7).... she is studying to be a (8) Although she is grateful to her life in the US, she often thinks about Zambia, her mother, and the friends she (9) ... behind. Above all, she wants people to have (10) ... for refugees, to understand the (11) ... they've been through. Like her, many of them have lost their homes, their relatives, everything they've ever known.

B. This passage below is about refugees. To make it meaningful, choose the right options in brackets to fill it. Write your answers like in the example.

Example: 1- say

More than 25 million people worldwide are refugees, according to the United Nations. About half are children. Experts (1. **speak / say/ tell/ talk**) that more people are displaced today than (2. **of/ at/ on/ in**) any other point in history, largely because of violent conflicts (3. **to/ at/ for/in**) countries such as Syria, Afghanistan, and South Sudan.

In recent years, the international community (4. **has/ had/ have/ having**) been divided over what to do about the surge (5. **for/ on/ in/ of**) refugees. Many people worldwide sympathize with (6. **their/ them/ they/ theirs**) situation and are in favor (7. **with/ in/ of/ for**) helping them. Others, however (8. **estimate/ estimates/ estimated/ are estimating**) that refugees place too much burden (9. **for/ on/ to/ at**) local communities. The United States has agreed (10. **on/ of/ to/ in**) accept just 30,000 refugees in 2019, the (11. **fewest/ few/ fewer/ a few**) number in decades.

THREE: WRITING 30%

Do only one of the two tasks. (Not more than 25 lines).

Task A

You have represented your school English club at a youth conference in South Africa on the effects of civil war. Back in your country, you decide to write an article to be published in the English club magazine to sensitize your readers about the dangers of this phenomenon.

In your article,

- list two (2) reasons that can lead to civil wars;
- describe the main consequences of civil wars;
- suggest three (3) measures to avoid civil wars in a country.

Task B

To contribute to the US embassy's "Zero refugee campaign", write an essay to raise people's awareness on this topic.

In your essay,

- list two (2) factors contributing to the phenomenon of refugees;
- describe the problems refugees are confronted with;
- suggest solutions that could lead to the success of the campaign.

**BACCALAUREAT
SESSION 2024**

**SERIE A1 - coefficient : 4
SERIE A2 - coefficient : 2**

Durée : 3 H

LANGUE VIVANTE 1 : ANGLAIS

SERIES : A1-A2

Cette épreuve comporte quatre (04) pages numérotées 1/4, 2/4, 3/4 et 4/4.

PART ONE: READING: 40%

Read the text below and do all the activities that follow it.

The hottest year in the world

The year 2023 broke the record for the hottest year by a huge margin, providing 'dramatic testimony of how much warmer and more dangerous today's climate is from the cooler one in which human civilisation developed.

5 The planet was 1.48C hotter in 2023 compared with the period before the mass burning of fossil fuels ignited the climate crisis. The figure is very close to the 1.5C temperature target set by countries in Paris in 2015, although the global temperature would need to be consistently above 1.5C for the target to be considered broken. Scientists at the EU's Copernicus Climate Change Service (CCCS) said it was likely the 1.5C mark will be passed for the first time in the next 12 months.

10 The average temperature in 2023 was 0.17C higher than in 2016, the previous record year, marking a very large increase in climate terms. The primary cause of this increased global heating was continued record emissions of carbon dioxide, assisted by the return of the natural climate phenomenon El Nino.

15 The high temperature drove heatwaves, flood and wildfires, damaging lives and livelihoods across the world. Analysis showed some extreme weather, such as heatwaves in Europe and the US, would have been virtually impossible without human-caused global heating.

20 The CCCS data also showed that 2023 was the first year on record when every day was at least 1C warmer than the 1850-1900 pre-industrial record. Almost half the days were 1.5C hotter, and for the first time, two days were more than 2C hotter. The higher temperatures increased from June, with September's heat so far above previous averages that one scientist called it 'gobsmackingly bananas'.

25 Carlo Buontempo, a CCCS director, said: "The extremes we have observed over the last few months provide a dramatic testimony of how far we now are from the climate in which our civilisation developed. This has profound consequences for the Paris agreement and all human endeavours. If we want to successfully manage our climate risk, we need to urgently decarbonise our economy while using climate data and knowledge to prepare for the future." Scientists said recently that the Earth's life support systems have been so damaged that the planet was "well outside the safe operating space for humanity." Samantha Burgess, the CCCS
30

deputy director, said: “2023 was an exceptional year, with climate records tumbling like dominos. Temperatures during 2023 likely exceed those of any period in at least the last 100,000 years.”

Adapted from Damian Carrington, editor, *the guardian.com*.

COMPREHENSION CHECK

A. Vocabulary

Read the text and find the words or phrases whose definitions or synonyms are given below. The lines where you can find them are indicated. Write your answers on your answer sheet like in the example.

Example: 1- huge

1. enormous, colossal (L. 1)
2. proof (L. 2)
3. started off (L. 5)
4. level (L. 5)
5. preceeding (L. 10)
6. increasing temperature (L.12)
7. inundation (L.14)
8. vital resources (L.15)
9. until then (L. 21)
10. attempts, efforts(L.26)
11. falling over (L.31)

B. Comprehension

Read the text again and write short answers to the following questions.

1. What makes the year 2023 a remarkable year in the history of climate change ?
2. How does the writer describe today’s climate as opposed to the one in which the human civilisation developed?
3. What can you conclude from the 1.48C increase as compared to the 1.5C set by the countries in Paris in 2015 ?
4. What condition must be met for the temperature target set in Paris in 2015 to be considered broken?
5. Mention the key factors behind the increase in global heating.
6. List two consequences of the high temperature in 2023 .
7. What does the CCCS data reveal about the year 2023 in relation to pre-industrial records ?
8. According to Carlo Buontempo, do the extremes affect the Paris agreement ? Justify your answer.
9. What urgent action does Carlo Buontempo suggest in response to the observed climate risks?
10. According to scientists, is the planet a safe place to live in? Justify your answer.

PART TWO : LANGUAGE IN USE. 30%

A. The passage below is about the world temperature increase in 2023, but some words have been deleted. Select the right word or phrase from the box below and complete each gap appropriately. One word is not concerned.

Example : 1. perceived.

smashed	emissions	heating	record	period	impact
expected	unprecedented	marine	remarkable	including	perceived

Hundreds of scientific studies have shown the climate crisis is causing more and more extreme weather. While 2023 was (1.....) by many as a year in which global (2.....) was surprisingly high, scientists said the higher temperatures were in line with the predicted result of increased carbon (3.....)

Prof Bill Collins, at the University of Reading, UK, said: “It is a shock that 2023 unarguably (4.....) the global temperature (5.....). More global warming is (6.....) to cause even wetter winters in the UK and yet more flooding”.

The CCCS highlighted a number of (7.....) events in 2023 (8.....) huge blazes in Canada that helped drive up global carbon emissions from wildlife by 30%, and (9.....) ocean temperatures that caused (10.....) heatwaves to strike many regions. Antarctic sea ice also crushed to record lows, having previously experienced little obvious (11.....) from global warming.

B. In the following text about climate change, some words have been removed. Choose the correct word from the box below and fill in each gap appropriately. Some words can be used more than once. Number one is an example.

Example : 1. by

in	on	to	into	with	of
----	----	----	------	------	----

In the year 2023, the world experienced a significant surge in global temperatures, leading scientists to raise alarm bells about the accelerating pace of climate change. The impacts (1...) this phenomenon were felt across the globe, with extreme weather events becoming more frequent and severe.

Many regions were confronted (2...) unprecedented heatwaves, causing detrimental effects (3...) ecosystems, agriculture, and human health. Scientists attribute the surge (4...) temperatures (5...) human activities, particularly the burning (6...) fossil fuels, which release greenhouse gases (7...) the atmosphere, trapping heat and contributing (8...) the warming of the planet. The urgency (9...) addressing this crisis has never been more as nations must collaborate and implement sustainable practices (10...) order to mitigate the adverse effects (11...) climate change.

PART THREE. WRITING 30%

Do only one of the two tasks below.

Task A

On the *World Health Day*, you decide to write an article about climate change in order to inform the members of your English club about how serious the issue is. In your article,

- define what climate change is ;
- state at least three causes and consequences of climate change ;
- suggest some solutions to reduce the impact of climate change in the world.

Task B

Some scientists said recently that “The Earth’s life support systems have been so damaged that the planet will soon be a place where life will be impossible”. Do you share these scientists’ opinion ? Write an opinion essay for your school English club magazine about this position of scientists. In your essay,

- state your position ;
- support your position with persuasive arguments or examples ;
- make a call to decision-makers to urgently find a solution to the problem.

BACCALAUREAT
SESSION 2022

SERIE A1 - Coefficient : 4
SERIE A2 - Coefficient : 2
Durée : 3 h

LANGUE VIVANTE 1 : ANGLAIS

SERIES : A1-A2

Cette épreuve comporte quatre (04) pages numérotées 1/4, 2/4, 3/4 et 4/4.

PART ONE : READING

40%

Read the text below and do all the activities that follow it.

Gender Inequality Blocks African Human Development and Economic Growth.

A new report finds economic and social discrimination against women is costing more than 1000 billion Dollars a year. The UN Development Program's 2016 Africa Human Development Report argues that closing the gender gap would be a boon for the continent's economic and social prospects.

5 The report finds that African women across the board are denied the same kind of economic, social and political opportunities men enjoy. It says that women lose out when it comes to education, work, and health.

10 It notes that fewer girls than boys go to school, women earn less money than men for paid labor, harmful practices affect their health, and certain cultural norms act as a hindrance to women moving ahead in society.

The report finds that practices such as child marriage and sexual and physical violence adversely affect women's health and result in high maternal mortality.

15 Ayodele Odusola is UN Development Program chief economist for the regional Program for Africa. On a line from Nairobi, Kenya, he tells the VOA evidence shows countries that invest heavily on gender equality tend to perform better on human development.

20 « On the basis of this, investing in gender equality and women's empowerment is not only a human rights issue, but it is good economies and at the same time a development imperative » he said. « What we learn is that if we are able to address the impediment in the labor market, for instance, it is going to enhance not only social-economic opportunities of women, but it is going to enhance the growth opportunities for African countries ».

The report notes sub-Saharan Africa countries pay a very high price for maintaining discrimination gender policies. It estimates total economic losses due to gender inequality in the labor market in 2014 cost the region 105 billion Dollars, or six percent of its Gross Domestic Product.

25 UN economists point to Rwanda as one of a few Africa countries that has increased the level of its human development index-that is, its life expectancy, education, and per capita income-by bridging the gender divide.

Adapted from an article by Lisa Schlein on VOA on line, August 28, 2016 08 : 06 AM

COMPREHENSION CHECK

A Vocabulary

Choose the right meaning option for each word or phrase from the text. Write your answers like in the example. 1-C

- | | |
|---|--|
| <p>1. The phrase <i>gender gap</i> (L.3) is closest in meaning to:</p> <ul style="list-style-type: none">a. solidarity between men and women.b. conflict between men and womenc. differences between men and womend. equality between men and women <p>2. The word <i>boon</i> (L.3) could best be replaced by</p> <ul style="list-style-type: none">a. advantageb. problemc. discoveryd. risk <p>3. The word <i>prospects</i> (L.4) could best be replaced by</p> <ul style="list-style-type: none">a. resourcesb. possibilitiesc. strategiesd. investigations <p>4. The word <i>denied</i> (L.5) could best be replaced by</p> <ul style="list-style-type: none">a. refusedb. believedc. acceptedd. admitted <p>5. The word <i>harmful</i> (L.9) could best be replaced by</p> <ul style="list-style-type: none">a. helpfulb. beneficialc. dangerousd. advantageous <p>6. The word <i>hindrance</i> (L.9) could best be replaced by</p> <ul style="list-style-type: none">a. assistanceb. supportc. interventiond. obstacle | <p>7. The word <i>adversely</i> (L.12) could best be replaced by</p> <ul style="list-style-type: none">a. negativelyb. safelyc. inoffensivelyd. harmlessly <p>8. The word <i>address</i> (L.18) is closest in meaning to</p> <ul style="list-style-type: none">a. send tob. look forc. find a solution tod. renounce to <p>9. The word <i>enhance</i> (L.19) could best be replaced by</p> <ul style="list-style-type: none">a. reduceb. affectc. increased. decrease <p>10. The word <i>policies</i> (L.22) is closest in meaning to</p> <ul style="list-style-type: none">a. security agentsb. politicsc. strategiesd. opportunities <p>11. The word <i>bridging</i> (L.27) could best be replaced by</p> <ul style="list-style-type: none">a. separatingb. describingc. revealingd. connecting |
|---|--|

B Comprehension

Write short answers to the following questions about the text.

1. What is the cost of discrimination against women?
2. What's the UN Development Program's solution to African economy?

3. In which three domains men are given more chances than women?
4. What prevents women from making progress in society?
5. Name the abuses that cause high maternal mortality according to the report?
6. What is Ayodele Odusola's occupation?
7. Is investing in gender equality and women's empowerment only a human rights issue? Justify your answer from the text.
8. What are the consequences of discriminatory gender policies on Sub-Saharan Africa?
9. Name the different sections of the human development index.
10. How has Rwanda improved its human development index?

PART TWO : LANGUAGE IN USE

30%

Do the two tasks

- A. Fill in the gap with the right word from the box below. There are more words than gaps. Write your answer like in the example. 1-public**

Gender-based together speaking theme represent major public scheduled
place equality.....social held

Economic exclusion, financial systems that perpetuate their discrimination, limited participation in political and (1) ... life, the lack of access to education and the poor (2) ... of girls in schools, (3)...violence, harmful cultural practices, and the exclusion of women in decision-making, are the (4) ... standing barriers to achieving gender (5) ... in Africa.

These challenges are now top on the agenda of the "8th African Union Gender Pre-Summit on 2016 African Year of Human Rights, with particular focus on the Rights of Women", (6) ... in Addis Ababa on 17-21 January.

The event is (7)for the 26th African Union Summit which will bring (8) ... the heads of states and governments of the 54 African countries in Addis Ababa on 21-31 January. Significantly, the Summit's (9) ... is *Human Rights With a Particular Focus on the Rights of Women*.

Women (10) ... more than half of the 1.2 billion African population living on a total of 30.2 million km² and (11) ... up to 2,000 different native languages. More than 50 percent of Africa's population is under 25 years of age.

- B. Choose the best option for each numbered gap in this text about gender issue. Write your answers like in the example. 1-between**

Men, Women and Equality

A study looked at the styles of female owners. There are differences (1)... (a-behind b-in c-on d-between) male and female bosses. Women (2) ... (a-whose b-which c-who d- whom) run businesses tend to allow flexible schedules. Conditions (3) ... (a-to b-off c- for d- at) these organizations tend to be ... (4) (a-more favorable b-less favorable c-favorable d-most favorable) for employees. They often give financial help to employees (5) ... (a-expecting b- expects c- expected d-expect) to advance in the organization. Women (6) ... (a- owns b-owned c-own d-owning) businesses tend to be more highly educated than men who own businesses. For example, there are more women (7) ... (a-with b-at c- for d- up) bachelor's degrees running businesses than men. Women-owned businesses (8) ... (a-is b- am c- be d- are) often more attractive to employees (9) ... (a-wanting b- want c-wants d- wanted) good benefits. For example, the amount of vacation time (10) ... (a.-this b-those c- whose d- that) employees receive is higher in these organizations. In addition, there are more opportunities of advancement (11) ... (a-on b-in c-at d-above) these organizations. Women-owned businesses tend to have environments that are cooperative, as well.

Do only one of the two tasks. (*Not more than 25 lines*)

Task 1

A traditionalist recently asserted, at a conference organized by the American Embassy on the empowerment of African women: "A woman's place is at home, doing the housework and having children."

Write an article for your English club magazine in which you:

- give your opinion about this assertion,
- say if you agree or disagree,
- support your position with examples or reasons.

Task 2

For the International women's Day, you have been invited by the English Club of *Lycée Sainte Marie* to make a presentation on the living conditions of the women of your country. In not more than 25 lines, write what you are going to say. In your presentation,

- show the place of women in your country,
- list the problems women face in your country,
- suggest solutions to improve the conditions of women.

**BACCALAUREAT
SESSION 2021**

**SERIE A1 - coefficient : 4
SERIE A2 – coefficient : 2**

Durée : 3 H

LANGUE VIVANTE 1 : ANGLAIS

SERIES : A1-A2

Cette épreuve comporte quatre (04) pages numérotées 1/4, 2/4, 3/4 et 4/4.

PART ONE: READING (40%)

Read the text below and do the activities that follow.

INFLUENCE OF COVID-19 ON THE SPORT INDUSTRY

If football leagues restarted after the Covid-19 compulsory break, most leagues did so with matches played without spectators in the stadium. An end to the exclusion of fans in the stadiums and to this “new normality” is presently unforeseeable. Critics may think that even a continuation under these conditions is too far-reaching, but a political decision must take into
5 account the trade-off between the benefits of health protection measures and the costs of suspending the team sports industry in accordance with the principles of proportionality, so that the decision can at least be understood under the specific conditions of football.

However, the playing of matches behind closed doors significantly changes the character of the game. One of the most important characteristics of professional football
10 before Covid-19 was the typical stadium atmosphere, with fans applauding, booing, singing etc... With matches played behind closed doors, this distinctive stadium atmosphere is completely lost. For the behaviour of players and coaches, it is crucial to become aware that any sound they make and every word they say is well understandable.

In addition, the fact that the matches are played without fans in the stadium and thus
15 without the typical stadium atmosphere has changed the character of the broadcast as well, even if some TV stations try to compensate the atmosphere by recorded fans sounding. Even the demand for televised matches might be reduced if armchair fans miss the added flavour of stadium fans. It remains to be seen whether and how this will affect the television demand empirically.

20 Before the Covid-19 pandemic, industry representatives had already heard that the atmosphere in the stadium certainly had an effect on the marketability of the television rights, although not a decisive one. It is therefore conceivable that interest in the transmission of matches played behind closed doors could decline because TV viewer demand could dwindle. Consequently, this could affect the value of television rights with a time lag.

25 From an economic point of view, the football clubs had to forgo the payments from
 ticket sales and catering. But, there is no doubt that, in addition to sporting considerations, the
 continuation of the game was primarily undertaken with a view to generating revenues of any
 kind, namely from television marketing and the associated sponsorship money. The fact that
 30 especially the big football leagues were trying to restart as quickly as possible, (unlike leagues
 in other sports such as hockey or handball) probably mainly due to the fact that income from
 ticket sales in football is of secondary importance in relation to income from television
 marketing.

Adapted from *Exploring the Sports Economic Impact of Covid-19 on Professional soccer*, by Michael Drewes, Frank
 Daumann and Florian Follert, *Soccer and Society*, vol.22,2021, Issue 1-2, *tandfonline.com*, 03/08/20

A. VOCABULARY CHECK

Match the words from the text in column A with their synonyms or definitions in
 column B. One definition in column B is not concerned. Write your answers like in the
 example. Example: 1- c

A	B
1- compulsory (line 1)	a-abandon
2-unforeseeable(line 3)	b-transmission
3- far-reaching (line 4)	c- forced, obligatory
4- trade-off (line 5)	d- special savour or taste
5- booing (line10)	e- balance, equilibrium
6- broadcast (line15)	f- diminish
7- flavour (line17)	g- provision of food and drink
8- dwindle (line23)	h-disapproval shouting
9- a time lag (line24)	i- unpredictable, uncertain
10- forgo (line25)	j- admiration
11- catering (line26)	k- delay
	l- extending in effect

B. COMPREHENSION CHECK

Read the text again and write short answers to these questions (Two lines maximum).

1. What measures did football leagues take to restart their competitions?
2. Is it easy to predict when the fans will return to stadiums? Justify your answer.
3. What is the most important change in football in this period of Covid-19?
4. Why is it so easy to understand anything that coaches and players say on stadiums today?
5. Which solution has been found to the lack of the usual stadium atmosphere?
6. How do TV channels compensate the absence of real spectators?
7. How could the absence of spectators on stadiums affect TV viewer demand?
8. In what way does the COVID-19 impact football economically?
9. Which leagues were the first ones to restart the games? Why?
10. According to the writer, which of ticket sales and TV marketing brings more money?

PART TWO : LANGUAGE IN USE (30%).

A. This is part of an article about the special role of spectators. To make it meaningful, fill in the gaps with the appropriate words from the box below. One word in the box is not concerned, and another word can be used in two gaps. Write your answers like in the example. Example: 1- in

so- the – collecting- for- of – in- served- have- during- to – on -in
--

The role of spectators for professional sports is well-known within sport economics. For soccer 1..... particular, there is empirical evidence that fans have considerable impact, for example, 2..... referees. Reade Schreyer and Singleton, therefore assume that the absence of fans 3.....the Covid-19 crisis will 4..... an impact on the results 5..... sporting events 6..... general. They refer to a study by Petterson-Lindbom and Prinks and are 7.....new evidence within an ongoing project.

Besides these effects on the outcomes of matches, we would like 8..... focus on the importance of spectators to produce the marketable product “soccer”. With the broadcasting of the “ghost games” on television, television viewers were 9.....via the broadcasters. Television viewers are “pure” consumers of the marketable products “soccer game”. Demand 10..... the product depends, primarily on consumer preferences, the economic determinants (costs of access, incomes, etc...) 11..... quality of sporting competition.

Adapted from Exploring the Sports Economic Impact of Covid-19 on Professional soccer, by Michael Drewes, Frank Daumann and Florian Follert, Soccer and Society, vol.22,2021, Issue 1-2, tandfonline.com, 03/08/20

B. This is the speech from the World Football Summit (WFS) that suspended football competitions because of the Coronavirus pandemic. To make it meaningful, choose the correct forms or tenses of the verbs in parentheses. Write your answers like in the example.

Example: 1- puts.

WFS SUSPEND ALL ON-SITE EVENTS FOR THE NEXT FOUR MONTHS DUE TO THE CORONAVIRUS

The Corona virus pandemic is posing an unprecedented challenge for the world. One that can only be overcome if the global community works together as a team and 1 (**puts – is putting- has put**) general interests over individual ones. This means 2 (**setting- sets- set**) people’s health and well-being as the only priority, and that’s what the World Football Summit is committed to.

We are all confident that the end of this battle 3 (**will be- is- was**) near, that the ball 4 (**would- will-is**) soon roll again and we will be able to gather around football and the rest of the things that make us happy. But currently, there 5 (**will be- is- would be**) no way to know exactly when this will happen.

We 6 (**will love- would love- love**) to give alternative dates, but at the moment nobody is able to predict when it will be safe for people around the world to travel normally and come together for larger events. What you can be sure of is that this global crisis 7 (**reinforced- had**)

reinforced- will reinforce) only the first and most important of our founding principles: our commitment to serve the football industry through thick and thin. If we all play our role, we **8 (will win- would win-would have won)** this match.

The world we **9 (will come- would come- have come)** out to may not be the same anymore, and our industry **10 (will have to- would have to-will)** adapt. The beautiful game **11(helped- had helped- has helped)** heal deep wounds across the world throughout history and now we need to make sure that it remains that way.

PART THREE : WRITING (30%)

Do **only one** of the two tasks below (not more than 25 lines).

- A.** Talking about the present atmosphere on football stadiums because of the Corona virus, Jack Stein, a manager of a British team, said: "Football without fans is nothing!" Do you agree with him or not?
- Give your opinion.
 - Support your position with arguments and examples.
 - Suggest solutions to make football attractive during this Covid-19 period.
- B.** You have represented your English Club at a youth conference on the effects of the Covid-19 pandemic, in Abuja, Nigeria. Back to your country, you write an article for your school English Club's magazine to inform the school population about the economic consequences of Covid-19. In your article,
- list three (3) economic areas which have been affected by Covid-19;
 - mention the main consequences of the restriction measures on each of these economic areas;
 - give two (2) measures proposed during the conference to save the economy after Covid-19.

BACCALAURÉAT
SESSION 2020

SÉRIE A1 - Coefficient : 4
SÉRIE A2 - Coefficient : 2
Durée : 3 h

LANGUE VIVANTE 1 : ANGLAIS

SÉRIES : A1 – A2

Cette épreuve comporte quatre (04) pages numérotées 1/4, 2/4, 3/4 et 4/4.

Do all the activities of this examination paper on your answer sheet.

PART ONE : READING (40%)

Read the text below and do the tasks that follow.

Chasing fair skin, Ivorians ignore whitening cream ban

Many Ivorian women, as well as more and more men, are using creams with dangerous chemicals for depigmentation, despite government attempts to stop the practice. In late April, Côte d'Ivoire banned whitening creams because of the negative health effects associated with them, ranging from white spots and acne to cancer

5 If applied liberally, the cosmetics can also cause high blood pressure and diabetes, according to Professor Elidje Ekra, a dermatologist at Abidjan's Treichville University Hospital. The banned products include creams containing mercury, certain steroids, vitamin A, or with hydroquinone levels above two percent. Hydroquinone is often used in black and white photography and is banned as a skin-lightening ingredient in Europe as it is considered a potential carcinogen.

10 The dangers don't seem to deter consumers, though. While no official statistics are available, "tchatchos" or those with lightened skin, often recognisable by their darker knuckles and elbows, are omnipresent in Abidjan. Businesses continue to sell the whitening products, because they know people will continue to buy them despite the risks. "We know that our lightening products are dangerous", an executive for an Ivorian cosmetic company said, adding that a ban would be counterproductive. "It would push consumers to make their own products, which would be even worse. At least we know the composition." Some women say that it's societal pressure particularly from men that forces them to lighten their skin. "It's men that push women to become lighter", said Marie-Grace Amani, who has been whitening her skin for the past four years. Côte d'Ivoire's Health Minister agrees. Ivorian men "love women who shine in the night, they bring light and glow in the bedroom", she told AFP.

20 Three months after the new law which could entail a heavy fine was introduced, violators-salons are still advertising their lightening products. Whitening soaps with names like "Glow and White" and "Body White" leave little doubt as to their intended use. "After raising awareness, we will move to the next phase of removing products from the market", the Minister said. A national evaluation and marketing authorisation committee has been set up to ensure the implementation of the measures, but one of the biggest fights could be against cultural beauty standards. Lightened faces continue to proliferate on billboards in Abidjan, with the featured models flaunting fair skin. Ekra says that while it is a great initiative, the text is still an "empty shell". "We see women on national television who use the corrosive products", said Ekra. "Do those that enforce the measure even

4. The dangers related to whitening products

- a. discourage consumers
- b. have little effect on consumers
- c. lead consumers to take precautions
- d. threaten consumers

5. Whitening product users can be identified by

- a. different colours on their legs and arms
- b. the harmonious colour of their knuckles and elbows
- c. numerous colours covering their skin
- d. different colours of their knuckles and elbows

6. According to the text, people with lightened skin can be met

- a. everywhere in Abidjan
- b. elsewhere than in Abidjan
- c. at some specific neighborhood in Abidjan
- d. only in some suburb of Abidjan

7. The sellers of whitening products are

- a. ignorant of their bad effect
- b. indifferent about their bad effect
- c. aware of their bad effect
- d. prudent about their bad effect

8. Why do business people in cosmetics think that the prohibition of these products will be useless?

- a. because companies will lose money
- b. because there will be a proliferation of consumer-made products
- c. because there will be societal pressure
- d. because men may divorce their partners

9. When reading advertisements like "Glow and White" and "Body White" people clearly understand that these products are for making their skin become

- a. black
- b. white
- c. brown
- d. yellow

10. In paragraph 4, which of the following elements is NOT listed as a means of advertisement of cosmetics?

- a. billboards
- b. TV
- c. models
- d. social media

11. According to the text, the new law is an empty shell because

- a. they must fill the shell
- b. they respect it
- c. a lot of people in society ignore it
- d. people pay attention to it

PART TWO : LANGUAGE IN USE (30%)

This is part of an article about skin lightening. To make it meaningful, fill in the numbered gaps with the appropriate words from the box below. There are more words than gaps. Write your answers like in the example.

Example: 1- covers

their - because - lighten - as well - on - covers - of -
daily - more - with - bleaching - fairer

After carefully washing her face, legs and arms, Taiwo Solomon vigorously rubs cream over her body. She is meticulous and makes sure she (1) ... her entire face. Solomon, 32, is (2) ... her skin. She believes (3) ... skin could be her ticket to a better life. So she spends her meager savings on cheap black-market concoctions that promise to (4) ... her pigment. This has been a (5) ... routine for the past 15 years. She says her new skin makes her feel (6) ... beautiful and confident.

Solomon is not alone. According to the World Health Organisation (WHO), 77 percent (7) ... women in Nigeria use skin-lightening products, the world's highest percentage. That compares (8) ... 59 percent in Togo, and 27 percent in Senegal. The reasons for this are varied but most people say they use skin-lighteners (9) ... they like "white skin". It's not only women though who are obsessed with bleaching (10) ... skins. Some men too are involved in the practice. Skin bleaching comes with hazardous health consequences. The dangers associated with the use of toxic components for skin bleaching include blood cancers such as leukemia and cancers of the liver and kidneys (11) ... as severe skin conditions.

Adapted from Al Jazeera.

PART THREE : WRITING (30%)

Do **only one** of the two tasks. (*Not more than 25 lines*).

A/ You have represented your English club at a conference on skin whitening products in Accra, Ghana. Back in your country, write an article in your school English club's magazine in order to sensitize the school population against skin bleaching products.

In your article,

- list the main reasons which lead people to use skin whitening products and say which category of people are involved in this practice;
- mention the risks related to the use of such products;
- give useful advice to prevent this phenomenon.

B/ You and your American boyfriend/girlfriend are planning to get married soon. However, in a recent letter he/she informed you that his/her parents wish you could have a lighter skin if you want to marry him/her.

Write a reply emphasizing your position about their request.

BACCALAURÉAT
SESSION 2019

SÉRIE A1 – Coefficient : 4
SÉRIE A2 – Coefficient : 2
Durée : 3h

ANGLAIS LANGUE VIVANTE 1

SÉRIES : A1 – A2

Cette épreuve comporte trois (03) pages numérotées 1/3, 2/3 et 3/3.

Do all the activities of this examination paper on your answer sheet.

PART ONE : READING 40%

Read the text below and do the tasks that follow.

Homeschooling – A Better Way to Learn?

Increasing numbers of parents in the US are choosing to teach their kids at home. In fact, the US Department of Education estimated that, in 1999, around 850,000 children were being home-schooled. Some educational experts say the real figure is about double this estimate, and the ranks of homeschooled children appear to be growing at a rate of about 11% annually.

5 At one time, there was a stigma¹ associated with homeschooling; it was traditionally used for children who could not attend school because of behavioral or learning difficulties. Today, however, more parents are taking on the responsibility of educating their children at home due to dissatisfaction with the educational system. Many parents are unhappy about class size, as well as problems inside the classroom. Teacher shortages and lack of funding mean that, in many schools, one teacher is
10 responsible for thirty or forty pupils. The result is often that children are deprived of the attention they need. Escalating classroom violence has also motivated some parents to remove their children from school.

Advocates of homeschooling believe that children learn better when they are in a secure, loving environment. Many psychologists see the home as the most natural learning environment, and
15 originally the home was the classroom, long before schools were established. Parents who home-school argue that they can monitor their children's education and give them the attention that is lacking in a traditional school setting. Students can also pick and choose what to study and when to study, thus enabling them to learn at their own pace².

In contrast, critics of homeschooling say that children who are not in the classroom miss out on
20 learning important social skills because they have little interaction with their peers. Several studies, though, have shown that the home-educated children appear to do just as well in terms of social and emotional development as other students, having spent more time in the comfort and security of their home, with guidance from parents who care about their welfare. In spite of this, many critics of homeschooling have raised concerns about the ability of parents to teach their kids effectively. Many
25 parents who home-school have no teacher training background and are not competent educators of all the subjects taught in schools. In terms of academic achievement, however, home schooled children do just as well as those who have been in the classrooms. Moreover, many home-educated children attend prestigious universities like Harvard and Stanford along with the conventionally educated students.

Adapted from *Active Skills for Reading. Book 3.*
by Neil J. ANDERSON, p. 134-136.

NOTES :

stigma¹ = préjugé; pace² = rythme.

COMPREHENSION CHECK:

A- Read the text and find the words or expressions whose meanings are given below.
Write your answers like the example.

Example: 1. = *ranks*

- 1- numbers (line 3)
- 2- insufficient numbers (line 9)
- 3- not given (line 10)
- 4- Increasing, Growing (line 11)
- 5- Parents in favour of, Defenders (line 13)
- 6- say, explain (line 16)
- 7- permitting, allowing (line 18)
- 8- other students, friends (line 20)
- 9- well-being, comfortable living conditions (line 23)
- 10- expressed, shown (line 24)
- 11- experience, (line 25)

B- Give short answers to the following questions. (2 lines.)

- 1- What is homeschooling?
- 2- What purpose did homeschooling serve initially?
- 3- Give the main reason why parents in US decide to teach their own children at home.
- 4- Quote three things that parents reproach the American education system with.
- 5- Write down three advantages of homeschooling?
- 6- What do critics say about home-schooled children?
- 7- What do critics of homeschooling reproach parents with?
- 8- Are the critics right? Justify your answer.
- 9- How well do homeschooled children perform?
- 10- Do homeschooled children reach university level? Justify your answer.

PART TWO : LANGUAGE 30%

Fill each gap with the correct word from the brackets. Write your answers like the example.

Example: 1 = *education*

In a class of your own

There are several forms of education today, tailored according to their targets. Like any form of 1. (*educate/education/educating*), the self-taught course has its advantages and its drawbacks. On the one hand, you are 2. (*autonomous/autonomy/autonomously*): no classroom, no timetable and so, no risk of getting a bad 3. (*attend/attendance/attending*) record. You are able to study at your own pace, anywhere.

On the other hand, can you really trust yourself to be 4. (*sufficiently/sufficient/self-sufficient*) motivated without some form of external stimulus? I 5. (*dreadful/dread/dreadfully*) postponed my first Spanish course. I made coffee, did domestic chores that were hardly 6. (*pressed/pressing/pressure*); I even watched daytime television. But, once I got started, I found the course 7. (*surprise/surprisingly/surprising*) engaging. The multimedia formats, colourful textbooks and creative teaching methods, all drew me into the 8. (*excite/excited/exciting*) of learning a new language.

Of course, if your aim is to be 9. (*expertise/expert/excerpt*) in the language, nothing can beat actually going to the country concerned. Total 10. (*immersion/immerse/immersing*) is clearly always going to be more 11. (*effect/effective/effectiveness*) than the odd thirty minutes with a set of tapes.

PART THREE : WRITING 30%

Do only one of the two tasks.

TASK 1: (20-25 lines)

An English speaking embassy in Abidjan asked you to write an article on the following topic:
“Ivorian boys and girls should be given the same education opportunities.” The best article will be published in an international magazine called “NEW AFRICAN YOUTH”.

TASK 2: (20-25 lines)

Your American pen-friend sent you an e-mail in which he or she asked the following questions about large classes in your country:

- *How many pupils are there in a class?*
- *Is it easy to do good school work in such classes?*
- *What is good about large classes?*
- *Do you have a chance to speak English during the lessons?*
- *Do boys and girls attend the same schools?*

Reply to the letter.

Pays : Côte d'Ivoire	Année : 2017	Épreuve : Anglais
Examen : BAC, Séries A1, A2	Durée : 3 h	Coefficients : 4 - 2

Do all the activities of this examination paper on your answer sheet.

PART ONE: READING (30%)

Read the text below and do all the tasks that follow.

Migration

Human mobility is a fact of life. People have always migrated to adapt to, or escape from difficulties and disasters, or spurred by curiosity and dreams of a better life. What has brought particular attention to migration in recent years is the scale and complexity of the movements, touching almost all countries around the world, catalyzed by the speed of information flow and means of transportation. As our knowledge of the importance of migration for development has grown, so has the international system around migration. Today, we speak about the “global governance of migration”, which embraces the broad infrastructure of State and Non-Government Organizations (NGOs), policies, laws, practices and partnerships at the national, regional and international levels addressing migration issues. This multi-level form of governance has made significant strides since the call for more inter-State cooperation on migration by the 1994 International conference on Population and Development.

Attempts to manage international migration unilaterally have not been successful and States have turned to international cooperation ranging from bilateral labour agreements to regional consultative progresses on migration and global dialogue platforms. Unilateral approaches to migration cannot adequately address the phenomenon. Migration touches on issues of human rights, development, children, family, education, gender, health including reproductive rights and access to reproductive health, environment, trade, labour, economics, social protection, security and social cohesion, to name just the main ones. Just as countries have sought collaborative approaches at the inter-State level, governments are increasingly pursuing “whole of government” approaches domestically. In all these endeavours, States have been supported by and have partnered with the United Nations system and the International Organization for Migration.

In short, cooperation and partnership are increasingly indispensable in today’s interconnected world. The best outcomes are only possible where migrants and their families are able to exercise their basic rights moving in safety and dignity. These are principal messages we wish to put to the second High-level Dialogue on International Migration and Development in 2013.

Dr. BABATUNDE Osotimehin William Lacy Swing, Executive Director General,
(*UNFPA Commission on Population and Development*)
46th Session, 22-26 April 2013.

COMPREHENSION

A- Vocabulary

Find in the text the words or expressions that mean the same as the ones given below.

Write your answers like in the example.

Example: 8. varying (Line 14) = ranging.

1. run away from (Line 2)	7. progress (Line 11)
2. driven, motivated (Line 2)	8. varying (Line 14)
3. extent, number (Line 3)	9. employment, jobs (Line 19)
4. great number of (Line 4)	10. efforts (Line 22)
5. includes (Line 8)	11. results (Line 26)
6. dealing with, trying to solve (Line 10)	

B- True / False statements

Say whether the statements below are true (T) or false (F) according to the text. Justify your answers by giving the line(s) of the text.

Write your answers like in the example.

Example: 1. T (Lines 1-3).

1. People have always moved to other countries for a better life.
2. Nowadays, migration has become a worldwide problem.
3. Migration is boosted by modern means of transport and communication.
4. “Global governance” of migration deals with migration issues only at national levels.
5. “Global governance” has made no progress since 1994.
6. Unilateral approaches to migration have always been very successful.
7. Education, employment and healthcare are among the challenges created by migration.
8. The United Nations is doing nothing to help the counties confronted with migration problems.
9. Nowadays, isolated migration policies have a better chance to succeed today.
10. International cooperation and partnership are indispensable to tackle migration issues.
11. “The respect of Migrants’ basic rights, safety and dignity” is the author’s principal messages to the world.

PART TWO: LANGUAGE (30%)

This is part of an article written by a member of your English club for the English club magazine. As a member of the Editing Committee, select the best options *in italics* to make this passage more meaningful. Write your answers like in the example.

Example: 11. = some.

The phenomenon of migration is as old as human history. It continues to define and reshape nations, cultures and the day-to-day life of many people. It (*1. will be/would be/was*) wrong to say that the impact of migration (*2. has/is/had*) always been negative for local populations. Nowadays, it (*3. is/was/were*) more and more evident that migration consistently (*4. benefits to/benefits/has benefitted*) both countries of origin and destination as well as the

migrants themselves. In our globalized world, one must (5. *admitted/admit/not admit*) that migration can be an important factor of sustainable economic and social development if it is dealt (6. *with/for/on*) appropriately.

(7. *While/Since/However*), to fully recognize the potential of migration for the creation of wealth and social empowerment, we (8. *need/needed/need not*) to implement policies that can promote human dignity and creativity wherever possible. As we all know, man is a being that can adapt to any environment. In his search for comfortable life, man always (9. *use/uses/used*) his creative and imaginative power to invent activities or services that can help him (10. *earn/earning/earns*) a living in his new habitat.

It should be noted that (11. *none/some/more*) of these young people who keep knocking at the borders of the rich countries may have some technical expertise that the old world might need for its industries. Thus, migrants can easily supply cheap manpower for the host countries and actively participate in the economic development of the cities or countries that have accepted to give them a shelter.

PART THREE: WRITING (40%)

Do one of the two tasks below. (25 lines)

Task A

Below is a quotation from an article on African youth migration to Europe:

“Almost every day, we hear or watch news of groups of young people, men, women and even children trying to cross the seas and migrate to European countries...”

Imagine the rest of the article and write it down on your answer sheet. Think of the following:

- Where are they from?
- How do they get the Libyan and Italian coasts?
- How are they treated?
- Are their lives safe or in danger?

Task B

If you had to study abroad after your “Baccalauréat”, would you prefer to return home to work or stay abroad? Give your reasons.

PART ONE: READING 40%

Read the text below and do the tasks that follow.

Parents and Their Children's Education

In our opinion, the training or education of children is the primary responsibility of parents. Consequently, if teachers or school authorities are trying to shoulder part of the assigned responsibility, then it would be wrong for parents to entrust¹ the whole burden to them.

5 Many of us parents think that so long as we pay Parent-Teacher Association (PTA) dues, that alone is enough, and we care less about how our children are faring in school, both academically and otherwise. Even when we want to be generous, we delegate the responsibility of attending a PTA meeting to the child's senior sibling.

10 It is true that economic pressures take away the energies of parents, but it is also true that the children are the most precious among all that God has given us. Thus, parents must invest time, energy and money in their welfare² and development. Obviously, we cannot sacrifice the well-being of our children on the altar³ of material gains. Reason? It would do us good if the children acquired moral and spiritual growth to enable them to lead sound life. They also acquire the right skills that would enable them to get well-paid jobs that would see them through life; and if it does not happen that way, then we have greatly disappointed them.

15 We know that the effect of peer pressure on children is intimidating, and so, it is important for parents to visit the schools to study the environment and spend some quality time with them, and advise them appropriately. Undeniably, if parents neglect their responsibilities, the friends of their children will discharge them in the negative way. Parents should bear in mind that the problems resulting from the negative influences from the peers and media are real. Any parent who neglects
20 the necessity of protecting their children from those influences is making a sad mistake.

Besides, the children are expected to become leaders of our society in the future, and parents cannot gloss over their bounden duty⁴ towards their children, when they are being given a helping hand by school authorities and teachers.

Adapted from *the Editorial of the Ghanaian newspaper, The Daily Graphic*, Issue of Tuesday, 10th August 2004, p. 7.

Notes:

1- to entrust : confier ; 2- welfare : bien-être ; 3- altar : autel ; 4- bounden duty : devoir impérieux.

COMPREHENSION CHECK

A- VOCABULARY

Match the words or phrases in column (A) with their meanings or synonyms in column (B) according to the text. There are more options in column (B) than in column (A).

Write your answers like in the example. **Example:** 11. gloss over = j. minimize, neglect

(A)
1. shoulder (L. 2)
2. burden (L. 3)
3. dues (L. 4)
4. faring (L. 5)
5. sibling (L. 7)
6. growth (L. 12)
7. enable (L. 12)
8. well-paid (L. 13)
9. peer (L. 15)
10. bear in mind (L. 18)
11. gloss over (L. 22)

(B)
a. age group, friends
b. development, maturity
c. brother or sister
d. permit, allow, help
e. load, responsibility
f. doing, getting on
g. suffering
h. gainful
i. fees, sums of money to be paid
j. minimize, neglect
k. assume
l. not forget

B- COMPREHENSION QUESTIONS

Decide which of the statements are true or false according to the text. Write (T) for True and (F) for False. Then, give the line(s) of the text to justify your answers. **Example:** 1-T (L. 1, 2)

- 1 Children's education is the first responsibility of parents.
- 2 Parents do not participate financially in PTA activities.
- 3 The author himself is a parent.
- 4 Some parents do not attend PTA meetings.
- 5 Parents must show more interest in their children's education.
- 6 Moral and spiritual growth enables children to have good jobs in the future.
- 7 In schools, children's friends advise them appropriately.
- 8 Children's friends have no influence on their behaviour.
- 9 At school, children are not influenced by their peers and the media.
- 10 It is only the media that have a negative influence on children.
- 11 Teachers and school authorities are just helping parents in their duty.

PART TWO: LANGUAGE USE 20%

Choose the most suitable word or expression from the list (a-d) to fill in the spaces between brackets of each line of the text. Write your answers like in the example. **Example:** 1-a

1. "Every job (...) a job."
(a). is (b). are (c). have (d). has
2. The adepts of this saying (...)
(a). have absolute right (b). are absolutely right (c). have reason (d). are reason
3. (...) with them completely.
(a). am agreed (b). am agreeing (c). agree (d). have agreed
4. (...) I did not get far in education,
(a). Despite (b). Although (c). However (d). In spite of
5. I (...) able to take care of myself and my family up to now.
(a). was (b). am (c). have been (d). had been
6. In fact, I dropped (...) primary school very early;
(a). out (b). at (c). out of (d). from
7. but thanks (...) menial jobs here and there,
(a). for (b). to (c). at (d). from
8. I don't have (...) problems to worry about.
(a). no (b). none (c). some (d). any
9. I would have died by now (...) for these menial jobs.
(a). had it not been (b). it had not been (c). wasn't it (d). was it not
10. My fellow drop-outs, you'd (...) something to survive;
(a). better do (b). better to do (c). rather do (d). rather to do
11. because nobody knows (...) will happen tomorrow!
(a). when (b). which (c). how (d). what

PART THREE: WRITING 40%

Do one of the two tasks below. (25 lines)

Task A

For the celebration of "THE AFRICAN CHILDREN'S WEEK", *The Daily News*, a Nigerian newspaper, has invited francophone secondary school students to contribute ideas about "The Best Policy To Educate Children in Africa". Write a letter to the Editor of *The Daily News*, to give your contribution on the topic. The following ideas may be useful:

- *too much freedom given to children;*
- *need to balance traditional and modern education;*
- *African values should be taught at school;*
- *make the teaching of local languages compulsory;*
- *regulate TV programmes and Internet cybercafés;*
- *make Civics compulsory at the national exams.*

Task B

People usually blame parents for their children's misbehaviour and failure at school. Do you agree with them? Give your opinion in an article to be published in your English Club Magazine.

PART ONE: READING

40%

Read the text below and do the tasks that follow.

Violence in Schools: A Worldwide Affair

Violence in schools is a worldwide problem: it exists in rich and poor countries alike. It's chiefly a male phenomenon, hitting a peak¹ when boys turn 16 years old in some countries, and 13 in others. Experts agree at least on one point: this violence cannot be pinned to a single cause. Instead, they point to complex patterns linked to family situations, socio-economic conditions and teaching
5 methods.

But these are just indicators and do not justify any deterministic explanations. When researchers say that 10 to 20 percent of risk factors are linked to single-parent families, this suggests that 80 to 90 percent of such families are not the source of any violence. Likewise, a child from a black slum area with a teenage mother or a father in jail will not automatically be violent!
10 Likewise, experts say there is a "hard core"² of violent children about five percent of the total. But in comparing several schools in similar problem French neighbourhoods³, I've found that this figure can vary between one and 11 percent. The school itself can be an aggravating factor, through high staff turnover or "ghetto classes" to which poorly-performing students are relegated. These "hard core" groups, then, cannot be deemed "inalterable". On the contrary, something can be done about
15 them.

Should they simply be expelled, as some advocate? Such a measure would only make their segregation and sense of exclusion worse. And they are, after all, at the root of the whole problem. The solution lies partly in developing customized projects, but most importantly, in strengthening economic and social participation.
20

To put an end to school violence, we need a well-established state with the means to compensate for inequalities, a state that tries to re-establish diversity in neighbourhoods and schools, one that does not give up on the notion of justice for children, as some are demanding.

We should also try to lift schools out of their fortresses, so they do not become the symbol of a society that excludes people. Projects in the Netherlands, Brazil and the United States have shown
25 that schools can be vibrant places that provide social, medical and cultural services to a neighbourhood.

In the Brazilian state of Minas Gerais, for example, there is a vocational school where elderly craftsmen teach their skills to teenagers. Such contact between generations can offer a very social education. 'It takes a village to educate a child,' goes an African proverb. Let's make an effort to
30 seek out these opportunities, even in the most heartless⁴ cities.

Adapted from the UNESCO Courier, April 2001.

Notes : 1 hitting a peak = atteignant son paroxysme ; 2 hard core = le noyau dur ;

3 neighbourhoods = banlieues ; 4 heartless = dangereuses, impitoyables.

COMPREHENSION CHECK

A Vocabulary

Match the words or phrases in column (A) with their meanings or synonyms in column (B) according to the text. There are more options in column (B) than in column (A). Write your answers like in the example. *Example: 1. male phenomenon = a. something concerning boys only*

(A)
1. male phenomenon (L. 2)
2. pinned (L. 3)
3. Likewise (L. 8)
4. slum area (L. 9)
5. turnover (L. 13)
6. deemed (L. 14)
7. expelled (L. 16)
8. give up on (L. 22)
9. craftsmen (L. 28)
10. teenagers (L. 28)
11. seek out (L. 30)

(B)
a. something concerning boys only
b. change, renewal
c. look for
d. young people aged from 13 to 19
e. In addition
f. considered
g. sacked, sent out
h. abandon
i. attributed
j. global
k. artisans
l. ghetto

B Comprehension questions

Decide whether the statements below are true or false according to the text. Write (T) for True and (F) for False. Then, give the line(s) of the text to justify your choice. *Example: 1-F (L. 2)*

1. Violence in schools concerns both boys and girls.
2. Boys aged from 13 to 19 years are the most violent at schools.
3. For experts, violence in schools has only one source.
4. It is very easy to explain the phenomenon of violence in schools.
5. Children's family situations are the only cause of violence in schools.
6. If a child comes from an unstable family, he automatically becomes violent at school.
7. By separating bad students from good students, school can aggravate violence among students.
8. To reduce violence in schools, violent students should be expelled.
9. To end violence in schools, students should be involved in economic and social projects.
10. Violence in schools is the result of social inequality and injustice.
11. If old craftsmen teach their skills to students, they will have a good social education.

PART TWO: LANGUAGE USE**20%**

Choose the right word or expression from (a, b, c, d) to fill in the gaps in the sentences below. Write your answers like in the example. Example: 11-b

1. It's easy for two people to communicate with (...) on the Internet.
a) *themselves* b) *one another* c) *each other* d) *the other*
2. What happens (...) often is that people forget to protect themselves.
a) *more* b) *the most* c) *mostly* d) *most*
3. You must get lots of information about AIDS, (...) you can catch it.
a) *unless* b) *but* c) *because* d) *otherwise*
4. People find (...) easier to use condoms than to observe abstinence.
a) *that* b) *the* c) *it* d) *this*
5. There were four times (...) victims as in the last plane crash.
a) *fewer* b) *as many* c) *more* d) *less*
6. Our teachers always do (...) to help us succeed at school.
a) *the best* b) *the better* c) *their best* d) *better*
7. If students go on behaving this way, (...) many of them will be dismissed.
a) *sooner or later* b) *soon or late* c) *early or late* d) *the soonest or latest*
8. You have absolutely no idea of (...) could happen to you if you dare go there at this time.
a) *what* b) *which* c) *that* d) *it*
9. Our mother advised (...) to be careful as we were about to leave.
a) *we* b) *ourselves* c) *our* d) *us*
10. She (...) more opportunities if she had stayed on in the United States.
a) *would have* b) *could have had* c) *will have had* d) *has had*
11. "You (...) go and see a doctor as soon as possible", he warned her.
a) *would rather* b) *had better* c) *could* d) *can*

PART THREE: WRITING**40%**

Do one of the two tasks below. (25 lines)

Task A

Your Australian pen-friend asked you the following questions in his/her last letter:

- *How was violence introduced into your schools and universities?*
- *What are the authorities doing to solve the problem of violence in schools in your country?*
- *Don 't you think violence in schools can min your future?*

Write the reply to his/her letter.

Task B

"The use of violent methods by students in claiming their rights does not only delay their education; above all, it ruins the future of the whole society."

Do you agree or disagree with that statement? Give reasons and examples to explain your point of view. Specify how student Unions should fight for their rights without using violence.

PART ONE: READING

40%

Read the text below and do the tasks that follow.

Tribute to a world hero

At his trial in 1964, Nelson Mandela closed his statement from the dock¹ saying, "I have fought against white domination, and I have fought against black domination. I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die."

And Nelson Mandela lived for that ideal, and he made it real. He achieved more than could be expected of any man. Today, he has gone home. And we have lost one of the most influential, courageous, and profoundly good human beings that any of us will share time with on this Earth. He no longer belongs to us - he belongs to the ages.

Through his fierce dignity and unbending will to sacrifice his own freedom for the freedom of others, Madiba transformed South Africa - and moved all of us. His journey from a prisoner to a President embodied the promise that human beings - and countries - can change for the better. His commitment to transfer power and reconcile with those who jailed him set an example that all humanity should aspire to, whether in the lives of nations or our own personal lives. And the fact that he did it all with grace and humor, and an ability to acknowledge his own imperfections, only makes the man more remarkable. As he once said, "I am not a saint, unless you think of a saint as a sinner² who keeps on trying."

I am one of the countless millions who drew inspiration from Nelson Mandela's life. My very first political action, the first thing I ever did that involved an issue, or a policy or politics, was a protest against apartheid. I studied his words and his writings. The day that he was released from prison gave me a sense of what human beings can do, when they're guided by their hopes and not by their fears. And like so many around the globe, I cannot fully imagine my own life without the example that Nelson Mandela set, and so long as I live, I will do what I can to learn from him.

To Graça Machel and his family, the Us people, Michelle and I extend our deepest sympathy and gratitude for sharing this extraordinary man with us. His life's work meant long days away from those who loved him the most. And I only hope that the time spent with him these last few weeks brought peace and comfort to his family.

To the people of South Africa, we draw strength from the example of renewal, and reconciliation, and resilience that you made real. A free South Africa at peace with itself- that's an example to the world, and that's Madiba's legacy to the nation he loved.

Source: <http://www.dailymail.co.uk/article/2519072/Nelson-Mandela-dead-World-leaders-react>.

Notes: dock¹ : le box des accusés ; a sinner² : un pécheur (religion).

COMPREHENSION CHECK

A Vocabulary

Match the words in column A with their meanings or synonyms in column B according to the text. There are more options in column B than in column A. Write your answers like in the example. *Example: 10-c*

A
1. tribute (title)
2. cherished (L. 2)
3. achieve (L. 4)
4. unbending (L. 10)
5. embodied (L. 12)
6. commitment (L. 13)
7. jailed (L. 13)
8. countless (L. 18)
9. released (L. 20)
10. resilience (L. 29)
11. legacy (L. 30)

B
a. liberated
b. heritage
c. ability to resist ill-treatment or difficulties
d. homage
e. very strong, inflexible
f. showed, demonstrated
g. engagement
h. innumerable, numberless
i. put in prison
j. aspired, desired strongly
k. reach, accomplish
l. suffering

B Comprehension questions

Give short answers to the questions according to the text. (2 lines, maximum)

1. Was Mandela's fight against white domination only? Justify your answer.
2. On what occasion do you think this speech was delivered? How do you know?
3. How does Mandela define true democracy?
4. What does the speaker mean by "... he has gone home." (L. 7)?
5. According to the speaker, what example did Mandela set for humanity?
6. How did the speaker draw inspiration from Mandela's life?
7. To what extent did Mandela sacrifice his life for his people?
8. What was Nelson Mandela guided by in his struggle, according to the speaker?
9. What does the speaker admire the people of South Africa for?
10. Who gave this speech? How do you know?

PART TWO: WRITING

40%

Do one of the two tasks below. (25 lines)

Task A

Your English Club Magazine is organizing an essay writing competition on the following topic:
"Write an article about your hero or someone who impressed you personally."

In your article, you should:

- specify who your hero is;
- describe some of his actions and qualities that you admire;
- say why you admire him or her so much.

Task B

It's the "English Club's Day." On this occasion, an Ambassador of an English speaking country has been invited to your school. As the chairperson of your English Club, prepare your speech for the ceremony.

PART THREE: LANGUAGE IN USE	20%
------------------------------------	------------

A Choose the correct forms of the words in brackets to complete the text below.

Write your answers like in the example. *Example: 10-taken*

In many African cities, people are used to living in insalubrity. Abidjan, the capital city of Côte d'Ivoire, is not an exception (1. *of/to/from*) the rule. In that city called the 'Pearl of the Lagoons', it is common practice to see people (2. *urinating/urinate/to urinate*) in the open. Although such behaviour is (3. *regrettable/regretful/regretting*), the blame should not be put only (4. *on/over/to*) people who pass water in the open. Local authorities are to be blamed, (5. *with/too/either*).

In fact the prodigious development of Abidjan is not accompanied (6. *to/with/for*) required facilities such as public toilets and other sanitation equipment. As a result, the populations prefer (7. *satisfying/to satisfy/satisfied*) any nature's call in the open rather than to face the risk of public humiliation due to a sudden failure of their retention capacities. Apart (8. *Of/from/off*) the pollution generated by human wastes, there is also the nuisance caused (9. *from/by/to*) the proliferation of informal commercial activities by the sides of a number of busy streets.

Immediate and rigorous actions need to be (10. *took/taken/taking*) to make Abidjan a real pearl of the Lagoons. The District of Abidjan (11. *would rather/would better/had better*) make the construction of public toilets the number one priority of their annual action plan.

B Choose the right answer to fill in the gaps in the dialogues. Write your answers like in the example. *Example: 11-c*

- A: Who's that woman over there?
B: That's the woman (...) daughter got married to a banker.
a) *who* b) *which* c) *whom* d) *whose*
- A: Did she see the doctor?
B: No. She couldn't see him. (...) knew where the doctor was.
a) *somebody* b) *nobody* c) *anybody* d) *everybody*
- A: Where did you find the boy?
B: In the house. He was sitting (...) in a corner of the bathroom.
a) *by himself* b) *himself* c) *at himself* d) *with himself*
- A: It's 10:30 and John hasn't come yet.
B: He (...) he had an appointaient today.
a) *forget* b) *must forget* c) *may have forgotten* d) *may forget*

5. A: You knew Dad was coming today, (...)?
 a) *did you* b) *don 't you* c) *was he* d) *didn't you*
 B: Yes, but he told me not to tell anyone.
6. A: What was your Mum doing when the rain started?
 B: She was at the hairdresser's. She was having her hair (...).
 a) *done* b) *doing* c) *to do* d) *do*
7. A: Hi, Fred. It's one hour since Boby (...) my office. Has he arrived home yet?
 a) *has left* b) *had left* c) *left* d) *leave*
 B: No, he hasn't. I'd better give him a call now.
8. A: We've got a new English teacher. She's (...) teacher I have ever had.
 a) *a best* b) *the better* c) *the best* d) *a better*
 B: Really? What's her name?
9. A: Her name is Liz and she's very pretty.
 B: (...) was our former Maths teacher?
 A: Yes! You'll see her on Monday.
 a) *Pretty than* b) *Prettier than* c) *Prettiest than* d) *More pretty than*
10. A: Did you expect Sally (...) to your birthday party?
 a) *coming* b) *came* c) *to come* d) *will come*
 B: Not at all! That was a nice surprise!
11. A: Tom was not available. What about Ted?
 B: (...) was he.
 a) *nor* b) *never* c) *neither* d) *not*