

BACCALAURÉAT
SESSION 2014

Coefficient : 2
Durée : 3 h

ANGLAIS LANGUE VIVANTE 1

SÉRIES : A1-A2

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

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).

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Tournez la page S.V.P.

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	B
1. tribute (title)	a. liberated
2. cherished (L. 2)	b. heritage
3. achieve (L. 4)	c. ability to resist ill-treatment or diff
4. unbending (L. 10)	d. homage
5. embodied (L. 12)	e. very strong, inflexible
6. commitment (L. 13)	f. showed, demonstrated
7. jailed (L. 13)	g. engagement
8. countless (L. 18)	h. innumerable, numberless
9. released (L. 20)	i. put in prison
10. resilience (L. 29)	j. aspired, desired strongly
11. legacy (L. 30)	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 is invited to your school. As the chairperson of your English Club, prepare your speech for him/her.

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. *off/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*

1. 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*
2. 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*
3. 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*
4. A: It's 10:30 and John hasn't come yet.
 B: He (...) he had an appointment 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 Bobby (...) 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*

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BACCALAURÉAT
SESSION 2014

Coefficient : 2
Durée : 3 h

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.

Dressed for survival

The Seattle school board recently voted to encourage its nearly 100 elementary and high schools to adopt codes for what students may or may not wear. Matters have been left fairly vague, but baggy jeans, overcoats, sports-team jackets, bandannas¹ and baseball caps are frowned on; and school uniform is preferred, if schools want to try; it is considered a notable improvement.

5 California schools have even gone further. For the first time in a major school district, the 57,000 students in Long Beach public schools will be required to wear blue-and-white uniforms when they begin classes this term. This may become a state-wide model. On August 24th, Pete Wilson, California Governor, signed a bill² allowing school districts to choose uniforms for their students.

10 Critics of the new policies, which include the American Civil Liberties Union and thousands of adolescents, accuse schools of taking a simplistic approach to school violence, one that infringes students rights and perhaps even smacks of³ racism; most codes single out gang clothing that has emerged from the urban black culture. Dress-code supporters retort that doing away with gang-related clothing will reduce fighting over real or imagined slights⁴ between students, while making the classes more businesslike. As one Seattle school-board member put it, students often act the way they are dressed.

15 Backers of classroom dress standards repeat the arguments that have long been familiar in Britain. School uniforms will level the playing field in class rooms by removing the messages of social and economic status carried in clothes; uniforms tailored to individual schools may enhance a school sense of community and student self-esteem. That appears to be the case in Long Beach, where uniforms at one school are credited with helping⁵ to reduce a sky-high absentee rate.

Uniforms, of course, also help ease parental tension. One Long Beach parent says the new standards will probably save him 45 minutes every weekday morning, now spent arguing with teenagers over what to wear to school.

Adapted from *The Economist*, September 3, 1994.

Notes: bandannas¹ : foulards (scouts) ;
slights⁴ : insultes, offences;

a bill² : un projet de loi; smacks of³ : frise un peu;
credited with helping⁵ : supposés aider.

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Tournez la page S.V.P.

COMPREHENSION CHECK

A Vocabulary

Match the words or expressions 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-g.

A
1. frowned on (L. 3)
2. required (L. 6)
3. allowing (L. 8)
4. infringes (L. 11)
5. single out (L. 12)
6. retort (L. 13)
7. doing away with (L. 13)
8. backers (L. 17)
9. tailored to (L. 19)
10. enhance (L. 19)
11. arguing (L. 23)

B
a. permitting
b. choose, select
c. specially made for
d. reply, say
e. reinforce, increase
f. quarrelling
g. disapproved of
h. violates
i. ordered, asked
j. supporters
k. abolishing, prohibiting
l. making clothes

B Comprehension questions

Say whether these statements are true (T) or false (F) according to the text. Give the line(s) of the text to justify your answers. Write your answers like in the example. *Example: 1-T (L. 1- 2).*

- Seattle school board has established rules about how students should be dressed.
- In the Seattle schools any kind of clothes is permitted.
- The Governor of California was opposed to school uniforms in his state.
- The American Civil Liberties Union thinks that imposing school uniforms is a good thing.
- The American Civil Liberties Union said that the new policies were against urban black culture.
- The abolition of gang-related clothing will reduce violence in schools.
- Students' behaviour is often influenced by the clothes they wear.
- In Britain, it is believed that school uniforms hide students' social classes.
- Some people think that school uniforms increase a sense of community in students.
- School uniforms have reduced the number of absent students in a School of Long Beach.
- School uniforms are also beneficial to parents.

PART TWO: WRITING 40%

Do one of the two tasks below. (20 - 25 lines)

Task A

The English Speaking Club of your school is organising a writing competition on the following topic:
"When students wear uniforms, they behave better; they avoid being involved in violent actions as they can be easily identified and punished by teachers and school authorities." Do you agree or disagree with that statement?. The best article will be published in your school magazine.

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Task B

Your English teacher has asked you to give a presentation on the following topic: "The wearing of uniforms should not be compulsory in schools in Côte d'Ivoire." Write your presentation using some of the following ideas:

- uniforms violate students' right to wear what they want;
- some families may not afford the price of uniforms;
- students can miss classes because they have no uniforms;
- the whole issue of uniforms may be an obstacle to children's schooling;
- the wearing of uniforms is only a big business for traders;
- uniforms will never suppress social classes in schools.

PART THREE: LANGUAGE IN USE 20%

- A** Select the most appropriate words from the box to fill in each numbered gaps. Write your answers like in the example.

Example: 1-understand

having	publicity	away	impact	rule	Therefore
contrast	on	exposed	understand	outside	

In some Ivorian high schools, it is compulsory for girls to have their hair cut every two weeks or so. It is not always easy to (1...) the idea behind such a (2...). But some people argue that (3...) girls cut their hair is a way of keeping them (4...) from fashion, and helping them focus more (5...) their studies.

In (6...), some other people say that school girls cannot escape from the (7...) of fashion just because of short haircut. The thing is that once (8...) the school yard, they are (9...) to all sorts of fashion (10...) on television, the Internet, and even on large signboards in the streets. (11...), claiming that such a school policy will keep school girls away from fashion is just an illusion.

- B** Choose the most appropriate words to fill in the gaps. Write your answers like in the example.

Example: 1-whose

- 1- Look at that woman. She's the one (...) daughter had an accident last year.
 a- who b- which c- whom d- whose
- 2- Nobody knew (...) she has been living these last three months.
 a- where b- the village c- the place d- the area
- 3- Perhaps she (...) with some relatives since the death of her daughter.
 a- is staying b- stays c- had stayed d- has been staying
- 4- She's (...) mourning her late daughter.
 a- even b- always c- still d- sometimes
- 5- All the villagers regard her (...) a wicked witch.
 a- for b- as c- as if d- such as
- 6- The poor woman was accused (...) having killed her daughter by witchcraft.
 a- with b- for c- of d- to
- 7- She is (...) person I have ever met.
 a- sad b- saddest c- the saddest d- sadder
- 8- (...) could imagine she was not guilty?
 a- Which b- How c- Who d- When
- 9- (...) village knows about the fight between her and her daughter just before she passed away.
 a- all b- many c- the whole d- much
- 10- Now, people say she is living (...) in the middle of her late husband's plantation.



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BACCALAUREAT BLANC

SESSION DE MAI 2012

Séries : A₁ - A₂

Coéf : 4 / 2

Durée : 3 H

EPREUVE :

ANGLAIS : LANGUE VIVANTE 1

(Cette épreuve comporte 3 pages numérotées : 1/3; 2/3; 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

In December 2007, French President Nicolas Sarkozy is in Algiers for the first time to negotiate oil contracts. The French delegation sits down at the table at the presidential palaces in Algiers. Before the negotiations even begin, President Bouteflika says : "First, I want an apology for Setif !" Setif is the terrible massacre that the French Foreign Legion committed against Algerian civilians on 8th May 1945. It left over 42, 000 either dead or wounded. Quite upset, Sarkozy answered : "I have not come here for nostalgia". The response from Bouteflika : "The memory before business". Subsequently, there were no negotiations. The last state visit that Bouteflika was due to make to Paris was due to take place last July. It was cancelled because an apology for Setif still hasn't been made.

The West with 12.8 per cent of the world's population is a minority that has ruled over the planet for over 500 years. At the end of the 15th century, when the earth was round, after the Columbus' fourth voyage, there was genocide in Latin America. Then there was the slave trade lasting 350 years, the 150 years of colonial massacres and territorial occupation. Today there is a tyranny of global finance capital.

Last years, according to the World Bank's own statistics, the world's 500 largest companies dominated 53 per cent of the world's gross product. This financial capital, concentrated in the hands of some Western oligarchs has a power that has never before been wielded by any king, emperor or pope in human history.

Southern peoples see this financial dictatorship as the last stage of the West's strategy of exploitation and oppression. The slaveholders are sitting in the stock exchanges that determine the commodity prices and speculation, which – although not visible – are responsible for hundreds of thousands of starving people. Every five seconds a child under the age of 10 dies hunger.

In April of this year, the number of constantly starving people exceeded the one billion mark for the first time. And this on a planet teeming with wealth. Today, there is no longer fate. A child, who as we speak is dying of hunger, is murdered. This world order, the West is imposing on the planet, creates its own theory. The West believes in the universality of its own ethnocentric values.

I have just come from the United Nations General Assembly in New York. Each of the Western ambassadors, so clever, subtle and cultivated when he speaks, speaks in the name of humanity, universal values and preaches his teachings to the peoples of Latin America, Asia and Africa. This is basically the paradox of the Western discourse, which stems from their total blindness, because the material oppression, which is produced by the West also produced their discourse of legitimacy. And today, this is no longer tolerated.

Adapted from an interview of Jean Ziegler on his book *THE HATRED FOR THE WEST*
Note : Mark = former German currency

1/3

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VOCABULARY CHECK

1 – Find the words from the text, using the clues to help you. The first letter of the word or phrase you need is provided.

Example : 1 → cancel

- 1/ C : to decide that an organized event will not happen.
- 2/ G : the murder of a whole group of people.
- 3/ T : having unlimited power over other people, and using it unfairly and cruelly.
- 4/ S : to die of hunger.
- 5/ O : a small group of powerful people.
- 6/ T with : containing large numbers of.
- 7/ H : mankind.
- 8/ B : fundamentally
- 9/ S from : to be due to, to be caused by.
- 10/ P : the leader of the Roman Catholic Church.
- 11/ A : an act of saying sorry.

COMPREHENSION CHECK

Write short answers to the questions below (five lines maximum for each).

- 1/ Was Sarkozy accustomed to the city of Algiers before December 2007?
How do you know?
- 2/ What do you think president Bouteflika implies through : "The memory before business" ?
- 3/ To what extent can France be charged with a genocide in Algeria?
- 4/ Who are called "slaveholders"? Why are they called so?
- 5/ Why is starvation on our planet paradoxical ?
- 6/ What do you think is meant in "The West believes in the Universality of its own ethnocentric values"?

PART TWO : WRITING

40%

Do only one of the two tasks (200-225 words)

Topic 1 : Some people believe that the world is a family. Do you share that standpoint? State your position taking into account the reaction of the International Community towards Côte d'Ivoire during the political crisis.

Topic 2 : Some African political rulers are selling off cheaply the natural resources of their countries to Western powers in order to have their dictatorial powers supported by those white nations. In a letter to the Secretary General of the United Nations, tell him about the looting of Africa's wealth, and make some suggestions for a better world.

PART THREE : LANGUAGE IN USE

20%

A / Rewrite the sentences below putting each bracketed word in the right comparative form.

Example : 1/ Who is the oldest person in the country ?

1/ Who is the (old) person in the country ?

2/ His wife is becomingand(beautiful)

3/ Bouaké is a bit (big) than Daloa.

4/ Because Drogba is (good) and (wise) of the Ivorian football team, he is always asked to be their captain

5/ A plane is far (comfortable) than a lorry.

B / Ask questions corresponding with the underlined words or phrases.

Example 1 : Who is so selfish?

1/ Kissj is so selfish.

2/ It's Zadi's viewpoint

3/ Mr. Anglobal is very strong

4/ These politicians seldom speak to each other.

5/ His Excellency, President François Hollande has spoken to the world for some minutes.

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BACCALAUREAT BLANC

SESSION DE MAI 2012

Série : A₂
Coéf : 2
Durée : 3 H

EPREUVE : ANGLAIS : LANGUE VIVANTE 2

(Cette épreuve comporte 3 pages numérotées : 1/3; 2/3; 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

TROPICAL FORESTS

Africa's forests are fast diminishing to the detriment of climate, biodiversity; and millions of people are dependent on forest resources for their well-being. But is the full conservation of Africa's forests necessary to mitigate global climate change and ensure environmental stability in Africa? A new report by the Forest Philanthropy Action Network (FPAN), a non-profit that provides research-based advice on funding forest conservation, argues that only the full conservation of African forests will successfully protect carbon stocks in Africa.

Focusing on the role of African forests in helping mitigate climate change, the report, Protecting and restoring forest carbon in tropical Africa : A guide for donors and funders is the first to explore methods to protect and restore Africa's forests. African forests store more carbon than those of Southeast Asia and are at greater risk than the tropical forests of both Asia and Latin America, according to the report. In fact, forests in Africa are being cleared at a rate nearly three times the world average: the continent lost 3.7 million hectares of tropical forest each year between 2000 and 2005. Because carbon is released when trees are burned or felled, deforestation accounts for 10-15 percent of global greenhouse gas emissions.

"[There seems to be a] belief that Africa's tropical forests are much less dense than those in Latin America and Asia. The reality is very different – the forests of Sub-Saharan Africa store 171 gigatons of carbon, 35 per cent more than Asia and only a quarter less than Latin America. In part this is because the total forest area is vast – half a billion hectares, out of a total global forest area of four billion hectares. If all of Africa's tropical forests were to be deforested, that would release around 627Gt of CO₂, about 15 years worth of global annual emissions," explains Bernard Mercer, co-founder of FPAN, in an interview with mongabay.com.

Unlike deforestation in Southeast Asia and South America, the primary difficulty of forest conservation in Africa stems from the people's desperate need to utilize forest and land resources to survive, acknowledges the report. Over 80 percent of wood harvested from forests in sub-Saharan Africa is used directly for fuel, and small-scale agriculture is a contributing cause in over 80 percent of deforestation cases in Africa.

However, agribusiness and foreign land deals give increasing cause for concern: "some participants in these debates argue that you cannot beat economics, so agribusiness expansion is just going to happen, particularly in the savannah areas of the Congo Basin, and in countries like Angola and Tanzania. Our conclusion is that we should all beware of determinism. Donors and funders need to put their weight behind initiatives that seek to achieve a different outcome, in which African agriculture continues to be based on the smallholder model, but with higher yields and improved distribution and food storage systems," said Mercer.

From *National Geographic*

VOCABULARY CHECK

A / Find in the text the synonyms of the words or expressions below and write them on your answer sheet.

Example : 11. improved → (L. 35)

- 1- becoming smaller → (L. 1)
- 2- steadiness → (L. 4)
- 3- gives → (L. 5)
- 4- paying attention on → (L. 7)
- 5- almost → (L. 12)
- 6- cut down → (L. 14)
- 7- not similar to → (L. 24)
- 8- assert → (L. 30)
- 9- accomplish → (L. 34)
- 10- profits → (L. 35)
- 11- made better → (L. 35)

B / Write T (True) or F (False) after each statement and justify your answers in writing down the line of the text like in the example.

Example : 11. T (L. 33 – L. 34)

- 1- Africa's forests are swiftly diminishing to the detriment of climate.
- 2- Millions of people live off forest resources.
- 3- Tropical forests can be found in Africa alone.
- 4- Forests in Africa will be cleared at a rate nearly three times the world average.
- 5- The carbon release when trees are burned or felled is partly responsible for global greenhouse gas emissions.
- 6- The forests of sub-Saharan Africa store more carbon than the rest of tropical forests.
- 7- Bernard Mercer is a Co-founder of FPAN which is a non-profit organization.
- 8- In Africa forest and land resources are used for surviving.
- 9- A large – scale agriculture is a contributing cause in over 80 percent of deforestation cases in Africa.
- 10- Some participants in the debates argue that you can beat economics.
- 11- Donors and founders need strongly to back up initiatives that seek to achieve a different outcome.

PART TWO : WRITING 40%

Do only one of the following tasks.

Subject 1

Discuss the effects of urbanization on the forest conservation efforts. (25 lines)

Subject 2

Write a letter to the government minister of Forest and Environment to complain about the destruction of a particular forest you know of. (25 lines)

PART THREE : LANGUAGE 20%

A/ Fill in the blanks with the appropriate word (much – the – of – for – from - why – to – be – as – in - can – than)

Example : 11 - as

On the critical question of how poor people can afford (1).....pay for plantation outputs, it is important to (2).....realistic. This is not a problem that (3)..... be solved 100 per cent. If it is easy and free(4)charge to take forest rather (5).....plantation outputs, then it will be tough to achieve a switch.

That's (6).....we suggest the top plantation priority is to meet urban demand in cities like Dar es Salaam, Kinshasa and Nairobi. The citizens (7)those cities are usually paying (8).....charcoal or woodfuels, rather than going out into forests to collect wood. In many cases woodfuels and charcoal, especially (9).....latter, are being trucked in to cities (10).....forests that are (11)..... much as 100 miles away, "Mercer told mongabay. Com.

B/ Choose the correct words and rewrite the sentence to have a meaningful fal one

Example: 7. Excuse me. Is this your dictionary or mine?

- 1- Paula had to drive my car to work. Hers, Her had a flat tyre
- 2- She fell off her bicycle and broke her, hers arm.
- 3- Fruit should be a part of your, yours daily diet.
It, they, is, are good for you, them.
- 4- We live in the same building. Our, ours apartment has one bedroom, but their, theirs has two.
- 5- Their, there, they're sitting their, there, they're now.
- 6- Children should obey his, their parents
- 7- Excuse me. Is this your / yours dictionary or mine?

C/ Add "to" where necessary. If no "to" is necessary, write Ø in the blank.

Example : 11. Ø

- 1- I have.....go downtown tomorrow.
- 2- Tom can play.....football
- 3- Could you pleaseopen the windows?
- 4- The students must.....learn all of the irregular verbs.
- 5- Mel has.....do his report tonight.
- 6- I ought.....go to the post office this afternoon.
- 7- Would you.....speak more slowly, please?
- 8- We may.....go to Bouaké for our holidays.
- 9- Will you please.....mail this letter for me?
- 10-He had better.....see a doctor.
- 11-Shouldn't you.....save a little money for a rainy day.

D/ Write the correct tense and form of the bracketed verbs below :

Example : 6. saying

- 1- If I had known, I (to tell) him.
- 2- She (to meet) the doctor a couple of days ago.
- 3- Would you mind (to come) with me.
- 4- I don't feel like (to work) today.
- 5- We can hear someone (to speak) in the darkness.
- 6- Please, stop (to say) nonsense.

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Durée: 3
h

LANGUE VIVANTE 1: ANGLAIS

BACCALAUREAT BLANCSERIE A1 – A2

Coefficient: 2

Do all the activities on your answer sheets by reading and following carefully the instructions given.

**PART ONE:
READING**

(40 %)

Read the text and do all the activities that follow.

Boko Haram attacks key Nigerian city of Maiduguri

Nigerian Islamist Boko Haram fighters have attacked the strategically important north-eastern city of Maiduguri. People in Maiduguri woke up to the sound of explosions and heavy gunfire as Boko Haram launched a pre-dawn attack on this strategic city. Ground troops, air strikes and local vigilantes managed to stop the jihadists from penetrating the city.

Boko Haram, which means "Western education is forbidden" in the Hausa language, launched guerrilla operations in 2009 to create an Islamic state. Thousands of people have been killed throughout the insurgency, mostly in north-eastern Nigeria. Maiduguri is the birthplace of Boko Haram and has been attacked many times in the five-year Islamic insurgency that killed 10,000 people last year.

With the insurgents gaining more and more territory, Maiduguri is increasingly vulnerable. It is home to tens of thousands of people who have fled their homes because of the conflict. Fierce fighting has been reported on the outskirts of Maiduguri. A curfew remains in place and dozens of militants and soldiers are reported to have been killed.

Human rights group Amnesty International has warned that hundreds of thousands of civilians are now "at grave risk". The streets of Maiduguri were almost deserted after the imposition of a curfew on Sunday.

The multiple attacks come as U.S. Secretary of State John Kerry visited Lagos, Nigeria's commercial capital, to encourage peaceful elections on Feb. 14 in Africa's most populous country. Mr. Kerry is in Nigeria to show solidarity in the fight against Boko Haram, which has increased its attacks in recent days. Militants also attacked Monguno, 140km (86 miles) north of Maiduguri. The army there was reported to have been overwhelmed, with houses set on fire. A journalist in Maiduguri told the BBC that fleeing soldiers from Monguno were now arriving at the barracks in Maiduguri. And there is distrust of Nigeria's military, which many believe is infiltrated by Boko Haram at the highest levels.

In his Lagos talks, Mr. Kerry urged President Goodluck Jonathan and the main opposition's presidential candidate, former military ruler Muhammadu Buhari, not to condone violence during what is expected to be a tense election campaign, "We are prepared to do more [to counter the Boko Haram threat] but our

45 ability to do more will depend to some degree on the full measure of credibility, accountability, transparency and peacefulness of this election," Mr. Kerry said.

By: Haruna Umar, The Associated Press, Published on Sunday, January 25, 2015

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COMPREHENSION CHECK

A-Each of the following definitions and meanings refer to a word or expression in the text. Find the corresponding words or expressions and write them down. **Example: 9- distrust**

- 1- People who organize themselves to protect their community and to catch and punish criminals (line 3)
- 2- An attempt by a group of people to remove the government by force (line 8)
- 3- Weak and without protection (line 9)
- 4- Parts of a city or town that are far from its centre (line 11)
- 5- A law ordering people to stay inside their houses after a particular time at night (line 11)
- 6- Tell people about a possible danger or problem, so that they are aware of it. (line 13)
- 7- Gain control over a group. (line 20)
- 8- Building where members of the armed forces live (line 21)
- 9- To think someone is not honest or reliable (line 21)
- 10- To try hard to persuade someone (line 23)
- 11- To accept something and allow it to happen (line 24)

B-Say whether these statements are true or false according to the text. Write (T) for true and (F) for false before each statement and give the line(s) to justify your choice. **Example: 1-F (L1)**

- 1-Boko Haram is Syrian Islamist group.
- 2-Maiduguri is a southern city in Nigeria.
- 3-Boko Haram's intention is to create a secular state.
- 4-For Amnesty International the lives of civilians in Maiduguri are in danger.
- 5- After the curfew the streets of Maiduguri were overcrowded.
- 6-According to the BBC reporter, The Nigerian soldiers are fleeing Boko Haram's fighters.
- 7-Nigerian soldiers cannot resist to Boko Haram because there are many infiltrations.
- 8-Mr John Kerry is the UN secretary-general
- 9-Mr John Kerry is in Nigeria to show solidarity in the fight against Boko Haram.
- 10- Mr John Kerry asked presidential candidates to reject violence during the elections.
- 11-The Nigerian presidential election is scheduled for March 18, 2015.

PART TWO: WRITING

(40 %)

Choose **only one** of the two writing tasks below and do it. (*Not more than 25 lines*)

TASK A

As a member of your English Club of your school, write an article that will be published in your magazine where you show why it is difficult to eradicate terrorism in the world. You may like to use the following points:

- Many countries involved.
- Diversity of forms of terrorism.
- Diversity of weapons used.
- Terrorists ready to sacrifice their lives.
- The enemies are invisible.
- A lot of money involved.

TASK B

Child abduction is becoming more and more important in your country, with 25 children abducted within a month last year according to authorities. For International Child Day, and as a representative of UNICEF responsible for protecting children, write a letter to the Minister of National Security to: - Denounce this cruel phenomenon - Propose ways of eradicating it.

*Address: Minister of National Security
P.O Box 1018
Abidjan 18

THREE : LANGUAGE IN USE

20%

A-Choose the most appropriate words from the box below to fill in the numbered gaps of the text below. Write down your answers on your sheet like this: **11-lives**.

Homes, chance, refugees, young, period, cleansing, accomplishment, streets, despite, war, lives

The Law of Revenge Rules

The west fought the 1.....in Kosovo for the right reasons and 2.....all the moral and operational ambiguities of the bombing campaign, fought it successfully. The return of the Kosovar to their 3.....is a tremendous 4..... For the first time in post-cold war 5.....period, ethnic 6.....was reversed. There's something magical and heartening about walking through the 7.....of Pristina, Kosovo's capital and seeing 8.....people who grew up fearful in a Serb police state finally getting a 9.....to behave like normal teenagers. And in the countryside, returning 10.....building their homes and 11.....with impressive speed.

By David Rieff, Co-editor of "Crimes of War: What The Public Should Know" *Newsweek*, August 23, 1999

B)Find out the suitable word from the box and complete it with the correct sentence.

Palace, barracks, cell, web, sty, igloo, nest, stable, kennel, hive, monastery,

Example: 11- monastery

- 1- A spider lives in a
- 2- A dog lives in a 3-
A prisoner lives in a
- 4-A king lives in a 5-
A soldier lives in a 6-A
pig lives in a
- 7- A bird lives in a
- 8- An Eskimo lives in a
- 9- A bee lives in a.....
- 10-A horse lives in a
- 11-A monk lives in
a.....

CORRIGE ET BAREME BAC BLANC LV1 ANGLAIS

PART ONE: READING

(40 %)

A) 20 Pts. (2 Pts each)

1. vigilantes
2. insurgency
3. vulnerable
4. outskirts
5. curfew
6. warned
7. overwhelmed
8. barracks
9. EXAMPLE
10. urged
11. condone

B) 20 Pts (2 Pts each/ 1pt for True and 1pt for False)

- 1-EXAMPLE
- 2-F (L1-2)
- 3-F (L 6)
- 4-T (L13-14)
- 5- F (L14)
- 6- T (L20-21)
- 7- T (L22)
- 8- F(L16)
- 9- T (L17-18)
- 10- T (L23-24)
- 11- F (L17)

(40 %)

PART TWO: WRITING

TASK A: WRITING AN ARTICLE

- 1-Title 5pts
- 2-Introduction 5pts

- 3-Communication 20pts
- 4-Correctness of language 10pts

TASK B: WRITING A FORMAL LETTER

- 1- Layout of the letter 10 pts.
- 2- Introduction or point of the letter 5pts
- 3-Communication 20pts
- 4- Correctness of language 5pts

PART THREE: LANGUAGE IN USE

20%

A-10 pts (1pt each)

- 1-War
- 2-Despite
- 3- Homes
- 4- Accomplishment
- 5- Period
- 6- Cleansing
- 7-Streets
- 8- Young 9-
- Chance
- 10- Refugees

B-10 pts Gaps (1pt each)

- 1- web
- 2- kennel
- 3- cell
- 4- palace
- 5- barracks
- 6- sty
- 7- nest
- 8- igloo
- 9- hive
- 10- stale

Durée: 3 h

LANGUE VIVANTE 2: ANGLAIS

BACCALAUREAT BLANC SERIE A1 – A2

Coefficient: 2

Do all the activities on your answer sheets by reading and following carefully the instructions given.

PART ONE: READING

(40 %)

Read the text and do all the activities that follow.

THE DREAM IS ALIVE

Today we mark the 60th birthday of the reverend Martin Luther King Jr. He lived a hero's life. He dreamed a hero's dreams. And he left a hero's indelible mark on the mind and imagination of a great nation.

So, today, we remember the man; we pay tribute to his achievements; and we pledge once more our nation's sacred honour in continuing pursuit of his dream. Remember those dreams as you remember the dream, for their vision, for their clarity, for their drama and for their eloquence. And yes, for their truth. Remember that Martin Luther King Jr. dreamed for his children and for all American children, that they might one day live as true, free men in fullest liberty, with fullest opportunity, in an America where distinctions of colour, creed and background were fully erased from our laws, even more, from our hearts.

Remember, too, why these were dreams and not reality for Reverend King and for millions with him in that time and place. Remember the moral stain of segregation, the lies it taught, and the anguish it inflicted on the lives of Black Americans and on the conscience of the entire American people.

And finally, remember King's example. He was a man of God. In faith, he found dignity and selfpossession. He was a man of mind. In education, he found the truths of justice. And he was a man of action. By his faith, with his wisdom and in his deeds, King destroyed segregation, transformed a nation's history, restored a nation's value. And we thank God for the great gift he gave us in Martin Luther King Jr.

Today, alas, Martin Luther King Jr. is gone. He left us on that balcony in Memphis, Tennessee. There is a plaque placed on that terrible spot that bears an inscription from the Bible, from the book of Genesis, and these are the words: "And they said to one another, behold this dreamer cometh. Come now, therefore, and let us slay him, and we shall see what will become of his dreams." Those words are a question and challenge to future generations, to us. They ask us to learn Reverend King's lessons, to study them well and to live them for ourselves-now, today and always in the future - because what becomes of his dreams is up to us. We must not fail him. We must not fail ourselves. And we must not fail the nation he loved so much and gave his life for. I understand that five days before becoming president of the United States of America.

We resolve today, on this holiday and in this inaugural week, that our nation, our America, will indeed remember Martin Luther King Jr; that his fight for equality, justice, freedom and peace will indeed be still pursued in the years to come and forever more; that bigotry and indifference to disadvantage will find no

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30 safe home on our shores, in our public life, in our neighbourhoods or in our home; and that Reverend King's dream for his children and for ours will be fulfilled. This must be our mission together. It will, I promise, be my mission as president of the United States.

George W. Bush, January 16, 1989 five days before his inauguration as president of the U. S. A

DREN DAOUKRO

BAC BLANC

COMPREHENSION CHECK

COMPREHENSION CHECK

A-The following definitions and meanings refer to a word or expression in the text. Find these words or expressions and write them down on your answer sheet. The line number will help you.

Ex: 11 – resolve

- 1- Celebrate(L1)
- 2- Anniversary(L1)
- 3- Famous and great person (L2)
- 4- Unable to be cleaned off (L2)
- 5- What someone has made (L4)
- 6- What is strongly believed by a group (L9)
- 7- Great pain or fear (L 12)
- 8- Present(L16)
- 9- Part of a house (L 18)
- 10- Kill (L 21)
- 11- Decide(L27)

B-Give short answers to the following questions.

- 1- Who delivered this speech?
- 2- Whose dream is he accounting for?
- 3- Why that is dream so important for the speaker?
- 4- What makes Martin Luther King “a man of God”?
- 5- Explain: “ today, alas, Martin Luther King is gone”
- 6- How do you understand that Luther King gave his life for his nation?
- 7- When did the speaker understand that reality?
- 8- Which decision does he want his people and him to take?
- 9- What did King fight for?
- 10- Why did the narrator say “he left us on that balcony”?

PART TWO: WRITING

(40 %)

Choose **only one** of the two writing tasks below and do it. (*Not more than 25 lines*)

TASK A

Has Martin Luther King's dream come true today?

TASK B

Despite the fact that an African-American has been elected President in America, we still notice some segregations and human rights violations in some cities of the USA. Write a letter to the US President in which you will denounce these situations and ask him to take strong measures to eradicate them.

□Address: Mr. Barrack Obama,
US President
205 Rose Avenue
Washington, D.C

PART THREE : LANGUAGE IN USE

20%

A. Give the feminine of the following words. **Example: 11 – girl**

- | | |
|-------------|-------------|
| 1. Sorcerer | 6. god |
| 2. Steward | 7. emperor |
| 3. Actor | 8. lion |
| 4. Waiter | 9. king |
| 5. Master | 10. he-goat |
| 11. Boy | |

B. Read the following text and fill in the gaps with the words in the box. **Example: 1 – America**

“AMERICA IS A PLACE WHERE ALL THINGS ARE POSSIBLE”

Barack Obama, extract from his speech after winning the U S presidential election, 4 November 2008.

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Those – America – seen – wonder – told – voice – achieve – doubtful – hope – come - founders

“If there is anyone out there who still doubts that(1)..... is a place where all things are possible; who still(2)..... if the dream of our(3)..... is alive in our time; who still questions the power of our democracy, tonight is your answer. It’s the answer(4).....by lines that stretches around schools and churches in numbers this nation has never(5).....; by people who waited three hours and four hours, many for the very first time in their lives, because they believed that this time must be different; that their(6).....could be that difference...It’s the answer that led(7)..... who have been told for so long by so many to be cynical, and fearful, and(8)..... of what we can(9)..... to put their hands on the arc of history and bend it once more toward the(10)..... of a better day. It’s been a long time coming, but tonight...change has (11).....to America”.

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CORRIGE ET BAREME BAC BLANC LV2 ANGLAIS

PART ONE

A-2pts / each (20 pts.)

- | | | | | |
|-----------|--------------|----------|---------------|------------------|
| 1 - Mark | 2 - birthday | 3 - hero | 4 - indelible | 5 - achievements |
| 6 - Creed | 7 - anguish | 8 - gift | 9 - balcony | 10 - slay |

B-2pts / each (20pts)

- 1- The author is W Bush.
- 2- He is accounting for Martin Luther King's dream.
- 3- It is so important as we consider its vision, clarity, drama, eloquence and truth.
- 4- He was a man of God to extent that he had great faith in God and his predictions made him somewh prophet.
- 5- Today, heisdead.
- 6- He dedicated his life to struggle for the well-being of America, so that the nation can live its creed.
- 7- He understood the reality five days before becoming president of the USA.
- 8- He wants his people and himself work to make King's dreams be reality, be alive.
- 9- King fought for equality, justice, freedom and peace for all, especially for blacks. 10-He wasassassin on a balcony.

PART TWO (40 pts.)

TASK A: ARGUMENTATIVE ESSAY

To see if King's dreams have come true today we'll see how the American society is today; the differe changes we have had.

Racial discrimination has diminished (no more discrimination in buses, black children and white children attend the same schools and universities; in politics, we have today a black president, Barack Obama, the new president of the American Republican party, Michael Steele is black: all these elements to show that as King said in "I have a dream", today black Americans are not judged by the colour of the skin but by the content of their character.

Conclusion: King's dreams have become reality.

TASK A: WRITING A FORMAL LETTER

- 1- Layout of the letter 10 pts.
- 2- Introduction or point of the letter 5pts
- 3- Communication 20pts
- 4- Correctness of language 5pts

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PART THREE

A.1 pt. each (10pts)

2 - Wonders	3 - founders	4 - told	5 -seen	6 - voice
7 - those	8 - doubtful	9 - achieve	10 - hope	11 - come

B.1pt / each (10 pts)

1 -Witch	2 - stewardess	3 - actress	4 - waitress	5 - mistress	6
- goddess	7 - empress	8 - lioness	9 - queen	10 . She-goat.	

TASK 2 (25 lines)

After studying the text : << Health tests required of all before marriage >>

Are you for or against this new law?

Marriage is a union between two persons of different sex. But in the new law, this union needs health tests before that union. As far as I am concerned, how is this law judged?

I am for this law because it avoids the couple to be exposed to diseases. And that can help children from marriages avoid those diseases, too. For instance, if it is guessed that a member of the couple is said to be a HIV positive that can avoid HIV positive children. It can also avoid the HIV negative to be infected.

Moreover, the bride or the groom to be will be faithful and careful. That knowing is status, he or she will avoid unfaithful sexual intercourses. Besides, before aware of the status, it will be a reason to be closer.

To sum up, having health tests before marriage is a good way to sexual contact.

TASK (25 lines)

As a member of non-governmental organization (NGO), write a letter to the United Nations High Commission for Refugees (UNHCR) to ask for help in favor of the victims of war in your country.

RECEIVER'S ADDRESS

WRITER'S ADDRESS

POSITION

DATE

Dear Sir,

I am writing this letter to inform you about the sad situation of refugees in my country. Indeed, war provoked many disasters. First of all, people are starving. Secondly, we have homeless people due to house destructions. Then, we have sickness people because of dirty water and poor foods.

This is the reason why we need your assistance. That is to say medicines, foods, tents, clothes and clean water. Besides, we need protection and education for our children. All those materials are of great interest for us. We really beg you to rescue us so that we can avoid the catastrophe.

If nothing is done as I have just said, we may face a humanitarian crisis.

I am looking forward to hearing from you.

Yours sincerely!

Name

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MINISTERE DE L'EDUCATION NATIONALE

DREN ABIDJAN 1

UNITE PEDAGOGIQUE COCODY 3

BACCALAUREAT BLANC N°1

SESSION DE FEVRIER 2016

REPUBLIQUE DE COTE D'IVOIRE

UNION - DISCIPLINE - TRAVAIL

Série: A1

Coéf.: 4

Série: A2

Coéf.: 2

Durée: 3 h

EPREUVE:

ANGLAIS LANGUE VIVANTE I

Do all the activities of all this examination on your answer sheets by reading and following carefully the instructions given.

PART ONE: READING (40 %)

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

Nigeria's Islamist Insurgency

Boko Haram is an Islamist extremist group responsible for dozens of massacres of civilians and the abduction of more than 500 women and girls in its five-year insurgency in Nigeria.

When a suicide bomber dressed as a student infiltrated a high school in northern Nigeria on Monday and detonated explosives in a backpack, killing almost 50 students and teachers, suspicion quickly
5 focused on Boko Haram, which had carried out similar attacks in that part of the country.

The militant group had stepped up its onslaught since the Nigerian authorities announced a cease-fire last month and the possible negotiated release of more than 250 schoolgirls kidnapped in April. In fact, the Boko Haram leader, Abubakar Shekau, said in a videotaped message that there would be no cease-fire and that the schoolgirls kidnapped by his group would not be returned.

10 "All of them have accepted Islam and are now married," he was quoted as saying. "Anybody that said plans are underway for the release of the girls is just daydreaming."

The deadly bombings and brazen kidnappings are the hallmarks of the insurgent group, which has terrorized local populations and regularly engages the Nigerian military in bloody combat. It aims to destabilize and ultimately overthrow the government, then establish an Islamic caliphate in its place.

15 The day after the government's announcement of a cease-fire deal in October, at least 60 young women were reported to have been kidnapped by militants in Adamawa State, just south of the Boko Haram stronghold near Maiduguri. Numerous other attacks that followed have been attributed to the Boko Haram militants.

Such official announcements have been greeted with broad skepticism in Nigeria, where the
20 government has regularly promised a resolution to an insurgency now in its sixth year. The Nigerian government and the military have been roundly criticized for failing to stop Boko Haram, which was founded in Maiduguri in 2002 by the Muslim cleric Mohammed Yusuf. Boko Haram was largely contained to the northern part of the country in the beginning, before expanding its reach with the help of Al Qaeda in the Islamic Maghreb, the terrorist organization's affiliate in West Africa.

25 Clashes between Muslims and Christians, common in Nigeria, radicalized the group, as did frictions with local authorities that escalated into retaliatory attacks. After the group's founder was killed by the Nigerian police in 2009, his followers went underground, swearing vengeance.

Adapted from New York Time.com; articles on Boko Haram, Internet

COMPREHENSION CHECK

A-VOCABULARY

Match the words in box A with their synonyms or definitions in box B. One item in box B is not concerned. Write your answers like in the example.

Example: 3-Carried out = h-executed

BOX A	BOX B
1-Abduction(L2)	a-fortress or a position which is strongly defended
2-Insurgency(L2)	b-furious attack
3-Carried out(L5)	c-typical characteristics or features
4-Stepped up(L6)	d-shameless
5-Onslaught(L6)	e-kidnapping
6-Brazen(L12)	f-severely
7-Hallmarks(L12)	g-rebellion
8-Stronghold(L17)	h-executed
9-Skepticism(19)	i-disagreements
10-Roundly(L21)	j-increased the rate
11-Frictions(L25)	k-criticism
	l-doubt

B-COMPREHENSION QUESTIONS

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

- 1-Is Boko Haram, the islamist extremist group, a criminal organization? Justify your answer.
- 2-Why did people accuse the Boko Haram group for the murder of the students and their teachers?
- 3-Did the Boko Haram group respect the cease-fire? How do you know?
- 4-Did the Islamists continue to fight or stop fighting after the cease-fire? Justify your answer.
- 5-What is meant in "Anybody that said plans are underway for the release of the girls is just daydreaming."?
- 6-What objectives do the Islamists aim at in fighting the Nigerian government?
- 7-Should the Nigerian government have talks with these extremists? Explain why.
- 8-Did Nigerians believe in the cease-fire? Why or why not?
- 9-What were the authorities and militaries blamed for?
- 10-What brought about the creation of this rebellious movement?

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