

**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 ruin 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.

**BACCALAURÉAT**  
**SESSION 2013**

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

## ANGLAIS LANGUE VIVANTE 1

**SÉRIES : 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 the tasks that follow.

#### **Race riot**

“Blackie bastards”! yelled Kenneth Horsfall at three young Indian men who were leaving a café a few minutes after midnight. “Blackie bastards, keep quiet and go!” he repeated.

05 Mohammed Rashid shouted at him to stop the abuse and then attacked with his fists. This was the beginning of the incident which triggered off the most serious racial disturbances which have occurred so far in Britain. The date was 27 July 1969.

10 Horsfall, a nineteen-year-old furniture packer, ran off to get help after exchanging blows with Rashid. A gang of white men rapidly left their homes and came down the hill to meet the Indians. How many there were is uncertain because witnesses’ estimates varied. There was a running battle but the Indians – who were three in number with a fourth in the background – were outnumbered and Bhupinder Singh drew a knife which he had taken from another participant, Dian Singh Ball, during a violent argument earlier in the café. It was the only knife among them but it had tragic consequences.

15 Seeing the knife flash, Horsfall ran off to fight the other two Indians. Singh ran after Horsfall and violently attacked him with the knife. He died in hospital at 2.20 a.m. The blood-letting stopped the fighting and the police arrested the three Indians in nearby streets within a few minutes.

20 The events which followed that fight are of far greater significance. Kenneth Horsfall’s death happened too late for it to be reported in the morning newspapers and the following day was Sunday; there were no evening newspapers. So it was left to word of mouth to spread accounts of the killing around Burley and into other parts of Leeds.

25 Sunday was a fine, warm day; people were out in their gardens – if they had them – or sat on their doorsteps in the sunshine, all circumstances were conducive to a high circulation of gossip. The versions of how Horsfall died grew more exaggerated as they circulated – one account had it that it was a ritual killing and forty Pakistanis had danced a triumphal war dance around his dead body!

30 When the public houses opened stories spread like wildfire and as they closed at the end of the lunch period violence was close. But it took another session into action. When the pubs closed at 10.30 people began to gather in Woodsley Road quite near to the scene of the stabbing twenty-three hours earlier. There was talk of “doing the Pakis” – throughout the whole affair people referred to the killers as Pakistanis instead of Indians. Rumour circulated in the town that coach loads of people from other parts of Leeds were coming to help in a big retaliation against the Pakistanis. As the crowd began to move forward – it numbered between 800 and 1,000 strong – there were shouts of “We want a riot” and one woman yelled: “We are going to smash up the Pakistani houses”. Middle-aged women were prominent in the verbal viciousness.

*From Understanding ideas, Michael SWAN, Cambridge University Press, 1976, p. 9-10.*

**Tournez la page S.V.P.**

## COMPREHENSION CHECK

A. Match the words in box A with their synonyms or meanings in box B.  
One item in column B is not concerned. Write your answers like this:

*Example:* 10. retaliation = a. counter-attack.

A	B
1. abuse (L. 3)	a. counter-attack
2. triggered (L. 4)	b. bars
3. occurred (L. 5)	c. stories, reports
4. witnesses (L. 8)	d. break into pieces, crush
5. estimates (L. 8)	e. favourable
6. accounts (L. 18)	f. happened
7. conducive (L. 21)	g. caused
8. gossip (L. 21)	h. judgment, opinions
9. pubs (L. 25)	i. small talk, chat
10. retaliation (L. 29)	j. insults
11. smash up (L. 31)	k. spectators
	l. stab

B. Say whether the following statements are true (T) or false (F) according to the text, then justify your answers with the right lines. Write your answers like this: 1 - F (L. 1).

1. Kenneth shouted at three blackmen.
2. The Indians were the ones who started the insults.
3. The young men started the fight with broken bottles.
4. A gang of white men came to help Horsfall.
5. Witnesses said there were four white teenagers against the Indians.
6. The young Indian men were four in number.
7. Bhupinder Singh killed Horsfall with his fists.
8. The young men stopped the fighting when they saw some blood pouring.
9. The fighting took place one fine Sunday morning.
10. Rumours transformed the incident into ritual sacrifice.
11. Middle-aged women tried to calm down the 800 to 1,000 furious people.

## **PART TWO: WRITING** 40%

Do only one of the following tasks.

### **Task 1** (20-25 lines):

As the National President of a Non Governmental Organisation (NGO) called "Peace Now", you are asked to deliver a speech at a ceremony organised by the British Embassy in Abidjan. The topic is: "Peace in the world".

Write that speech in which you will speak about:

- the reasons why we should live in peace;
- the advantages a peaceful country offers to its inhabitants.

### **Task 2** (20-25 lines):

After reading this text about race riot in U.K., write a letter to your American pen-friend to ask him the following questions:

- Do these kinds of ethnic conflicts happen in USA?
- With a black President, do the Whites still discriminate against the Blacks?
- Are the pubs in USA open to all the races?

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

A. Choose the correct word to make the text below meaningful. Write your answers like this: 1 – at

Mrs Penniman took herself off with whatever air of depreciated merit was (1. at/to/in) her command, and went to Catherine's room where the poor girl (2. is/was/were) closeted. She knew all about her dreadful night, for the two had (3. met/meet/meeting) again, the evening before, after Catherine left her father. Mrs Penniman was (4. in/at/on) the landing of the second floor when her niece came (5. up/above/over) stairs; it was not remarkable that a person of (6. such/so/very) much subtlety should have discovered that Catherine (7. has/had/have) been shut up with the Doctor.

It was still less remarkable that she (8. should/shall/will) have felt an extreme curiosity to learn the result of this interview, and that this sentiment, combined (9. of/for/with) her great amiability and generosity, should have prompted her to regret the sharp words (10. later/late/lately) exchanged between her niece (11. in/and/if) herself.

*From Washington Square, Henry JAMES, p. 128.*

B. Choose the most appropriate words from the box to fill in the numbered gaps.

Write your answers like this: 12 – cook.

was – wearing – wide – calabash – cook – navel – half – loose – blowing – She – meet – wore – holding
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The people were all sleeping. A man was snoring, and saliva flowing like an okra soup out of his mouth's corner. A woman wearing an accra suit, (1) ... sleep, (2) ... firmly (3) ... her little boy sitting astride her lap. (4) ... was going to Sologala to (5) ... her husband. A fat man with a belly like an oily (6) ..., was breathing like a man (7) ... a fire, with his mouth (8) ... open. He was (9) ... a dark singlet reaching down to only his (10) ... His boasting was gone, taken by sleep. (11) ... least he did not expect those around "to (12) ... his food".

*From The Voice, Gabriel OKARA, p. 58.  
(African writers series, 1964)*