

## 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.  
a- on her own                      b- on himself                      c- on herself                      d- with herself
- 11- She has never had her hair cut (...) her daughter passed away.  
a- when                      b- after                      c- since                      d- before

**BACCALAURÉAT**  
**SESSION 2013**

**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.

#### **Why are they still suffering?**

Millions of young people are at risk today, not only from sexual exploitation but from a variety of other causes. Many of them are refugees and displaced children who make up approximately half of uprooted populations anywhere in the world.

United Nations agencies such as UNICEF and non-governmental organizations like *Save the Children* have, of course, been helping children for decades, but a wider global interest and involvement accelerated noticeably in the last decade. The 1989 Convention on the Rights of Children which spells out children's entitlements and the obligations of states towards them, has become a cornerstone for the protection of minors, attracting more signatories than any other human rights treaty in history. All nations have ratified the document except two countries: the United States and Somalia. Last year the UN General Assembly reinforced that document approving two protocols, one covering the sale of children and child pornography and the other establishing 18 as the minimum age at which children can be forcibly recruited as soldiers.

And yet, despite the plethora of conferences and meetings, laws and conventions, despite the unprecedented attention and commitment of resources by the global community, the lot of millions of children, including refugees, remains desperate. More than two million children were killed by war in the last decade – equivalent to the population of central Paris. A further six million youngsters were wounded and maimed<sup>1</sup> and one million orphaned. Unknown numbers of minors were raped, tortured and brutalized and millions more died of starvation and disease. AIDS alone claimed the lives of 3.8 million children and orphaned a further 13,000,000. Around 300,000 youngsters were kidnapped or coerced into becoming child soldiers. Many of the abducted girls were forced into sexual slavery and a world audience is now only too aware of the atrocities committed by drug-crazed rebels, often just children themselves. "They gave me training. They gave me a gun and made me take drugs. I killed lots of civilians. It was just war, which I did then. I only took orders. I knew it was bad. It was not my wish," said a child soldier in Sierra Leone.

*Adapted from Refugees, volume 1, n° 122, pages 9 & 10. An article of Ray Wilkinson.*

*Note: maimed<sup>1</sup> =mutilated*

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

## COMPREHENSION CHECK

A. Match the words in column A with their synonyms or definitions in column B. Write your answers like this example: 11 – crazed = c – very excited.

Column A	Column B
1. involvement (L. 6)	a. spending
2. spells out (L. 7)	b. forced
3. entitlements (L. 7)	c. very excited
4. cornerstone (L. 8)	d. hurt, injured
5. plethora (L. 13)	e. kidnapped
6. commitment (L. 14)	f. participation
7. wounded (L. 17)	g. foundation, reference
8. orphaned (L. 17)	h. explains in detail
9. coerced (L. 20)	i. great number, abundance
10. abducted (L. 20)	j. rights
11. crazed (L. 22)	k. lost their parents

B. Decide which of the following statements are true or false according to the text. Write (T) for true and (F) for false. Then, justify your answers by quoting the line(s) of the text.

Example: 11 – (T) (L. 22-23)

1. More than half of the refugees in the world are minors.
2. UNICEF is a non-governmental organisation.
3. Owing to the UN and NGOs, the protection of minors has become a world concern nowadays.
4. The 1989 Children's Rights Convention is the most ratified document in the world.
5. The United Nations and Somalia have not signed the 1989 Convention on the Rights of children.
6. According to UN last year General Assembly, children under 18 can be recruited in the army.
7. In the last decade more than two million children in Central Paris were killed in war.
8. The wars killed the parents of 13 million children.
9. Around 300,000 children decided to become child-soldiers.
10. Many young girls were forced to become sexual slaves.
11. Child-soldiers are given drugs to commit atrocities during wars.

## PART TWO: WRITING 40%

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

### Task 1:

The West African Youth Association is organising a debate on the Internet on the following topic: 'How should warring countries protect children and female populations?' Write down your contribution.

The following ideas will help you:

- protection of civilians, houses and schools;
- no child and female enrolment in armies;
- provision of food and health care.

### Task 2:

One Ivorian Minister of Security once said: "The demolition of slums in our cities will drastically reduce the level of insecurity in the country." What do you think of that statement?