

COMPREHENSION CHECK

A Vocabulary

Find in the text the words or expressions that correspond to the following definitions and synonyms. Write your answers like in the example. Example: 11-demonstrations

1. heritage (L. 1)	7. met, got together (L. 16) ,
2. person who receives something (L. 2)	8. voting (L. 17)
3. experienced, saw (L. 6)	9. happened, took place (L. 21)
4. demanded, ordered (L. 7)	10. recompensed with (L. 22)
5. put in prison (L. 10)	11. street protests (L. 23)
6. actions, activities (L. 15)	

B Comprehension questions

Decide whether the following 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 choices. Write your answers like in the example. Example: 8-T (L. 13-14)

1. Martin Luther Day honors all the African-American Civil Rights fighters.
2. Martin Luther King, Jr. was a brilliant student in grades 9 and 12.
3. In Montgomery, Dr. King became a living witness of racism and discrimination.
4. In the state of Alabama, the black people had to sit at the back of the buses.
5. The blacks had to give their seats to the whites when the front seats were all occupied.
6. Rosa Parks was jailed because she did not have a bus ticket.
7. Martin Luther King, Jr. created the Southern Christian Leadership Conference with other pastors.
8. The Southern Christian Leadership Conference preached non-violence in their struggle for equal rights.
9. The Capitol Building is where American Federal laws are voted.
10. "I have a Dream" is a speech delivered by Abraham Lincoln.
11. The March on Washington is the greatest march the city has ever known.

PART TWO : LANGUAGE USE

20%

Select the right words or expressions from the box to complete the text. Write your answers like in the example. **Example:** *11-be put*

congratulated	living	Going down	offered	qualified	
plead	be put	was determined	sparkled	knew	led

The Ivorian 2002 civil war divided Côte d'Ivoire into two parts: the North and the South. Fortunately, our national football team, (1. ...) to help maintain the unity of the country. At the peak of the Ivorian crisis, the *Elephants* (2. ...) for the World Cup 2006 in Germany, thanks to a last-day win over Sudan, and Cameroon's draw with Egypt. That first and great challenge in the history of Côte d'Ivoire (3. ...) shouts of joy and a weekend of partying and celebrations in both the South and the North of the country. The players were all (4. ...) brand new houses by the Head of State, and warmly (5. ...) by all the Ivorian population, and even by the foreigners (6. ...) in Côte d'Ivoire, regardless of their political orientations.

Our football stars (7. ...) they had a unique opportunity to (8. ...) for the cause of national unity and solidarity. (9. ...) on his knees after the decisive match, the charismatic captain of the *Elephants*, Didier DROGBA, (10. ...) his team-mates in a plea for peace and unity in the country. His message was that tribal and political conflicts should (11. ...) aside for the sake of team spirit and cohesion. The deep meaning of the example set by our national football team was: "*If we forgive one another, if we are united, we can overcome any challenge, however great it may be.*"

PART THREE : WRITING

40%

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

Task A

Freedom fighters and peacemakers such as Martin Luther King, Jr., Nelson Mandela and Félix Houphouët Boigny are celebrated each year in their countries. Why are they celebrated? Talk about some of their actions for their people.

Task B

Tony Liebman, your American pen-friend has written you a letter in which he describes how Martin Luther Day is celebrated in the USA. In your reply, tell him about the Felix Houphouët Boigny Prize for Peace awarded every year by the UNESCO in Paris. The following ideas will help you:

- *objectives of the award;*
- *which institution gives the prize;*
- *give the names of people who got the prize;*
- *the importance of the prize for Ivorian and African people.*

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
15 the classes more businesslike. As one Seattle school-board member put it, students often act the way they are dressed.

20 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.*

Tournez la page S.V.P.