

C & D Session normale

DUREE : 3 HEURES

COMPETENCES À EVALUER

- I- CD2 : Réaction appropriée à un message écrit.
- II- CD3 : Production de textes de types et de fonctions variés.

L'EPREUVE

I. Réaction appropriée à un message écrit

A-/ Contexte

“Le monde-famille” voit son tissu se déchirer chaque jour du fait de certains de ses membres. La mort se banalise. La terreur devient un mode de vie. Le terrorisme se fait un monstre à plusieurs têtes. Petites et grandes puissances en perdent le sommeil.

B-/ Support

Text: President Obama’s speech on global terrorism.

1. The United States have made significant gains against terrorism. We have decimated the core al Qaeda leadership, strengthened homeland security and worked to prevent another large-scale attack like September eleven. At the same time, the threat has evolved. The al Qaeda affiliate in Yemen actively plots against us. Since September eleven, terrorists have murdered U.S. citizens overseas, including in the attacks in Bengazi, Libya. Here in the United States, Americans have been killed at Fort Hood and during the Boston Marathon.

2. In Syria and Iraq, the terrorist group we call ISIL has slaughtered innocent civilians and murdered hostages, including Americans, and has spread its barbarism to Libya with the murder of Egyptian Christians. In recent months, we have seen deadly attack in Ottawa, Sydney, Paris and Copenhagen. Elsewhere, the Pakistan Taliban massacred more than 100 schoolchildren and their teacher. From

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Somalia, al-Shabaab has launched attacks across East Africa, In Nigeria and neighboring countries, Boko Haram kills and kidnaps men, women, and children.

3. In the face of this challenge, we must stand united internationally and here at home. We know that military force alone cannot solve this problem. Nor can we simply take out terrorists who kill innocent civilians. We also have to confront the violent extremist - the propagandist, recruiters and enablers - who may not directly engage in terrorist acts themselves, but who radicalize, recruit and incite others to do so. 'Islamic' extremism or 'violent' extremism? The president is mincing words and there's a reason for that.

4. This week, we will take an important step forward as governments, civil society groups and community leaders from more than 60 nations gather in Washington for a global summit on countering violent extremism. Our focus will be on empowering local communities.

5. Groups like al Qaeda and ISIL promote a distorted interpretation of religion that is rejected by the overwhelming majority of the world's Muslims. The world must continue to lift up voices of Muslim clerics and scholars who teach the true peaceful nature of Islam. We can echo the testimonies of former extremists who know how terrorists betray Islam. We can help Muslim entrepreneurs and youths work with the private sector to develop social media tools to counter extremist narratives on the Internet.

Source: Official website of the Department of Homeland security:
www.dhs.gov/implementing-911

C-/ Critères devaluation

Après avoir lu ce texte, tu montreras que tu l'as compris en :

- reconnaissant certains détails du texte ;
- répondant à des questions de façon approfondie ;
- montrant ta maîtrise du vocabulaire ;
- mettant des verbes à des formes convenables de manière à faire ressortir certaines idées ;

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- reformulant certaines idées du texte ;
- traduisant en français un passage du texte.

N.B: Tous les items doivent être traités en anglais à l'exception de la traduction.
D-/ Tâches

item 1: ARE THE FOLLOWING STATEMENTS "RIGHT" OR "WRONG" ACCORDING TO THE TEXT? WRITE THE NUMBER AND ANSWER ONLY.

- 1- The United States have made a lot of progress against terrorism.
- 2- The United States haven't lost any citizen in terrorist attacks after September eleven.
- 3- ISIL has perpetrated some terrorist acts in the U.S.
- 4- Boko Haram only operates in Nigeria's neighbouring countries.
- 5- A great meeting will be held to discuss the terrorism issue.
- 6- Some Muslims disagree with Muslim extremism.

Item 2 : ANSWER THE FOLLOWING QUESTIONS ON THE TEXT.

2. What have the United States done to confront terrorism?
3. Who are the indirect agents of terrorist acts?
4. Can the military option alone defeat terrorism? Mention three other options suggested by President OBAMA.

Item 3 : FIND IN THE TEXT WORDS OR EXPRESSIONS MEANING THE SAME OR NEARLY THE SAME AS THE FOLLOWING. WRITE THE NUMBER AND ANSWER ONLY.

- 1- Branch (paragraph 1)
- 2- Abducts (paragraph 2)
- 3- Non-military people (paragraph 3)
- 4- dealing with (paragraph 4)

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Item 4 : PUT THE VERBS IN BRACKETS INTO THE RIGHT TENSE AND FORM. WRITE THE NUMBER AND ANSWER ONLY.

1. - Terrorists (to kill) people in Paris recently.
2. - Innocent people (to die) in the September 2001 attack.
3. - Let's think about how to prevent terrorists from (to kidnap) our children.
4. - Today many Muslims (to reject) the al Qaeda interpretation of Islam.

Item 5 : REPHRASE THE FOLLOWING SENTENCES USING THE PROMPTS GIVEN. DON'T CHANGE THEIR MEANING.

1. - We can join our forces to go against the villains.
 - How about.....?
2. - He has never heard about terrorism in Paris.
 - It's the
3. ~The time has come for them to stop violence.
 - It's time
4. - The Pakistan Taliban massacred many students and teachers.
 - Many students
5. - "We must stand united internationally and at home," says Obama.
 -Obama says that.....

Item 6 : TRANSLATE THE FOLLOWING PASSAGE FROM THE TEXT INTO FRENCH,

From: "In the face" "

Down to: "others to do so." (Paragraph 3)

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A Session normale

DUREE : 3 HEURES

NB : Prière écrire LV| sur la feuille de composition.

COMPETENCES À EVALUER

- I- Réaction appropriée à un message écrit.
- II- Production de textes de types et de fonctions variés.

L'EPREUVE

- I- Réaction appropriée à un message écrit.

A- Contexte

La discrimination du genre est manifeste, malgré l'existence des textes législatifs et des dispositions sociales prônant l'émancipation de la femme et l'égalité des sexes. Cette situation continue de reléguer la femme au second rang.

B- Support

Text: The Sex War

- 1- This is supposed to be an enlightened age, but you wouldn't think so if you could hear what the average man thinks of the average woman. Women won their independence years ago. After a long, bitter struggle, they now enjoy the same educational opportunities as men in most parts of the world. They have proved repeatedly that they are equal and often superior to men in almost every field. The hard-fought battle for recognition has been won, but it is by no means over. It is men, not women who still carry on the sex war because their attitude remains basically hostile. Even in the most progressive societies, women continue to be regarded as second-rate citizens. To hear some men talk, you'd think that women belonged to a different species!

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2- On the surface, the comments made by men about women's abilities seem light-hearted. The same tired jokes about women drivers are repeated day in, day out. This apparent light-heartedness does not conceal the real contempt that men feel for women. However many men sneer at women, their claims to superiority are not borne out by statistics. Let's consider the matter of driving, for instance. We all know that women cause far fewer accidents than men. They are too conscientious and responsible to drive like maniacs. But this is a minor quibble. Women have succeeded in any job you care to name. As politicians, soldiers, doctors, factory-hands, university professors, farmers, company directors, lawyers, bus-conductors, scientists and presidents of countries, they have often put men to shame. And we must remember that they frequently succeed brilliantly in all these fields *in addition to* bearing and rearing children.

3- Yet men go on maintaining the fiction that there are many jobs women can't do. Top-level political negotiation between countries, business and banking are almost entirely controlled by men, who jealously guard their so-called 'rights'. Even in otherwise enlightened places like Switzerland, women haven't even been given the vote. This situation is ridiculous! The arguments that men put forward to exclude women from these fields are all too familiar. Women, they say, are unreliable and irrational. They depend too little on cool reasoning and too much on intuition and instinct to arrive at decisions. They are not even capable of thinking clearly. Yet when women prove their abilities, men refuse to acknowledge them and give them their due. So much for a man's ability to think clearly!

4- The truth is that men cling to their supremacy because of their basic inferiority complex. They shun real competition. They know in their hearts that women are superior and they are afraid of being beaten at their own game. One of the most important tasks in the world is to achieve peace between the nations. You can be sure that if women were allowed to sit round the conference table, they would succeed brilliantly, as they always do, where men have failed for centuries. Some things are too important to be left to men.

ALEXANDER, L.G. (1984) FOR AND AGAINST. LONDON: LONGMAN,

page 6.

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C- Critères

Après avoir lu le texte ci-dessus, tu montreras que tu l'as compris en :

- reconnaissant des détails du texte ;
- manifestant ta maîtrise du vocabulaire du texte ;
- manifestant ta maîtrise de certaines structures grammaticales et fonctions de la langue anglaise ;
- reformulant certaines phrases ;
- traduisant un passage du texte en français.

D- Tâches

Item 1 : Are the following statements right or wrong according to the text ?

Write the number and answer only.

- 1 W o m e n didn't take any active part in their emancipation.
2. - Women didn't have equal opportunities as men.
3. - In some European countries women are still discriminated.
4. - Women are better professionals than men in some fields.
5. - Men conduct political negotiations among countries.
6. - The text shows that women can do everything men do.
7. - It's impossible to be wives, mothers and successful career women at the same time.
8. - The situation depicted in the text is called sex discrimination. > /

Item 2- : Answer these questions on the text.

- 1- What shows that women won their independence years ago?
- 2- Do you think that developed countries value women better than developing countries? Justify your answer.
- 3- Find in the text a passage which illustrates women's abilities to do as well as men.
- 4- Why do men maintain the idea that women can't do certain jobs?

Item 3: Find in the text the words meaning the same or almost the same as the following ones. Write the numbers and answers only.

1. - Aggressive (Paragraph 1)
2. - Have no respect for (Paragraph 2)

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3. - Unreasonable and outrageous (Paragraph 3)
4. - periods of 100 years (Paragraph 4)

Item 4: Use the words in brackets to form words that fit in the blanks. Write the number and words only.

1. Men are(gratitude) to women despite their helpful actions in the household.
2. Our.....(economy) problems can only be solved with women's help.
3. Gender discrimination should not be(toleration) in our societies.
4. A survey shows that women often conduct négociations.....
(to succeed).

Item 5: Correct whatever is wrong in the following sentences. Write the numbers and corrections only.

- 1- This candidate will appoint many ladies ministers as soon as he will be elected president.
- 2- Hardly had he been elected than he showed his misogyny.
- 3- Few women than men are nominated chief executives.
- 4- My aunt will be made apply for the position of organizer.

Item 6 : Rephrase these sentences using the prompts given. Do not change their meaning.

- 1- Right after his election, he expelled all the women from the board of directors.
• No sooner.....
- 2- We all know that women cause fewer accidents than men.
• Women.....
• Men.....
- 3- Everybody is equal, yet men go on maintaining the concept that women can't do certain jobs.
• Despite.....
- 4- It's important to achieve peace between nations.
• It's high time peace.....

Item 7: Translate the following passage into French
(Paragraph 3)

From: “Yet men go on maintaining.....”

Down to: “..... This situation is ridiculous!”

II- Production de textes de types et de fonctions variés,

A- Contexte

La société a besoin de tous ses enfants pour un développement harmonieux. Toute forme de discrimination n'est que source de désorganisation et est susceptible d'hypothéquer leur épanouissement.

B- Critères d'évaluation

Tu montreras ta compétence à produire un texte argumentatif en anglais en :

- respectant le contexte et le type de texte ;
- respectant la logique interne du texte ;
- construisant des phrases significatives et grammaticalement correctes ;
- utilisant l'orthographe, la ponctuation et le vocabulaire appropriés.

C- Tâches

Writing: Do you agree with this statement?

«The development of the society relies on everyone's contribution, regardless their gender, religious faith and political opinion. » As a militant of a Human rights organization, write a coherent paper to sensitize the government on the problem of discrimination.

(Not more than 20 lines)

END

B Session normale

DUREE: 3 HEURES

NE : Prière écrire LV| sur la feuille de composition.

Compétences à évaluer

CD2 : Réaction appropriée à un message écrit.

CD3 : Production de texte de types et de fonctions variés.

L'EPREUVE

I- La réaction à un message écrit

A-/ Contexte

De nos jours, philosophes, "coaches" et autres spécialistes du développement personnel à travers le monde mettent à la disposition du public des règles de conduite et des stratégies pour permettre aux femmes et hommes d'actions d'améliorer leur existence et de réussir leur vie.

B-/ Support

Text : Attitudes to Life.

- 1- As a human being you have the choice of three basic attitudes to life. You may approach life with the philosophy of the turnip, in which case your life will consist in being born, eating, drinking, sleeping, maturing, growing old, and dying. Of human turnips there is no end, and theirs is a calm contentment undisturbed by the problems of this world. They require neither books nor teaching, since vegetation is the be-all and end-all of the human turnip's life.
- 2- The second basic attitude is to look at life as if it were a business. A great many so-called successful men and women believe that life is a business, and they arrange their conduct and behaviour accordingly.

If you believe that life is a business, your first question on life naturally is “What do I get out of it?” and your first reaction to any new experience is “How much is this worth to me?”. In a world based on this attitude, happiness becomes a matter of successful competition, and this is the method of choice in the animal world. The stronger eat the weaker. Life becomes a matter of aggressive offence and successful defence. Every animal shifts for himself, and living alternates between savage victory and abject defeat.

- 3- The great majority of human beings today look at life as if it were a business. Their basic philosophy is one of aggressive competition and personal efficiency. Our skyscrapers, our “rush hours” and super motor-cars are all the laudable results of personal competition. So also, are slavery, war, class conflicts, despotism, serfdom, and the exploitation of smaller nations by their more powerful neighbours. The belief that might is right is the direct result of a “strictly business” attitude to life.
- 4- The third attitude to life is the approach of the artist. Here, the underlying philosophy is “What can I put into this?” and the basic relation of the individual to his fellow-men is one of cooperation and common sense. If we have recourse to history as a test of the validity of this attitude, we find as confirmation of this point of view that history remembers best those who have contributed most richly to the welfare of their fellow-men. And when we examine the lives of these great contributors, we find that their genius was never one of aggressive self-seeking, but one of contribution to the welfare of their fellows. The more we investigate and the more we learn about living, the more we become convinced that the artistic attitude is the only one which is consistent with human happiness.

WOLFE, W. Beran (1999) "How to be happy though human." In Last but not Least, New York: Routledge, P. 108.

C-/ Critères d'évaluation

Après avoir lu le texte, tu montreras que tu l'as compris en:

- reconnaissant certains de ses détails ;
- répondant à certaines questions de façon approfondie ;
- prouvant ta maîtrise du vocabulaire utilisé ;
- reformulant certaines phrases du texte ;
- démontrant ta capacité à construire des phrases en anglais ;
- traduisant un passage du texte en français.

NB : Tu traiteras les items en anglais, à l'exception de la traduction.

D-/ Tâches

Item 1 : Find the convenient information in the text to complete the following sentences. Write the number and the missing word or phrase only,

- are the characteristics of the human turnip's life.
- 1. - and are unnecessary in the human turnip's life.
- 2. - In the business attitude to life.... is the result of successful competition.
- 3. - The artistic approach to life is based on and.....
- 4. " The artistic attitude to life is said to be

Item 2 : Answer these questions on the text.

1. - Give four consequences deriving from the second attitude to life.
2. - Why do the great majority of human beings today, look at life as if it were a business?
3. - Which attitude to life does the author show a preference for? Justify your answer by quoting a sentence from the text.

Item 3 : Find in the text, words or expressions meaning almost the same as the following.

- | | |
|----------------|---------------|
| 1.- unaffected | (Paragraph 1) |
| 2.- of course | (Paragraph 2) |
| 3.- heartless | (Paragraph 2) |
| 4.- admirable | (Paragraph 3) |
| 5.- strength | (Paragraph 3) |

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Item 4 : Rephrase the following sentences using the prompts given. Don't change their meanings.

1. - Why don't we take into account the three attitudes to life?
- Why aren't the three attitudes to life.....
2. - Despite the fierceness of the second attitude to life, the great majority of human beings adopt it.
- Although.....
3. - It's a pity! The three attitudes to life were unknown to many people.
- If only
4. - What about campaigning for the artistic attitude to life?
- Why not.....?

Item 5 : Order the following words so as to have meaningful sentences.

- 1- b u s i n e s s / the / life / attitude / to / based / is / competition / on / a / fierce / . /
2. - not / is / for / attitudes / the author / to life / to find / three / the / easy/ i t / . /
3. - people / aggressive / are / many / fond of / attitude / because of / self- seeking / the second / their / to life / . /
4. ~ you / ever / read / have / about / three / the / attitudes / life / to / ? /

Item 6 : Translate the following passage into French

From: " If we have recourse down to:.....welfare of their fellows." (paragraph 4)

II- Production de textes de types et de fonctions variés.

A-/ Contexte

La réussite dans l'entrepreneuriat n'est pas le fruit du hasard. Elle est l'aboutissement d'une somme d'expériences, de qualités et de principes qui sont aujourd'hui objets d'étude et de promotion dans nombre de pays.

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A1 & A2 Session normale

DUREE : 2 HEURES

NB : Prière écrire LV₂ sur la feuille de composition

COMPETENCES A EVALUER

CD2 : Réaction appropriée à un message écrit.

CD3 : Production de textes de types et de fonctions variés.

L'EPREUVE

I- Réaction appropriée à un message

écrit

A-/ Contexte

L'importance de l'école, aussi bien pour l'individu que pour la société, n'est plus à démontrer. Cependant le chemin qui y conduit est jonché d'obstacles et de défis que les générations qui passent s'emploient à surmonter.

B-/ Support

Text : Education

1. Africa has become the continent in which children learn about war. In Sudan, Sierra Leone, Liberia, Somalia, few children know the meaning of peace. These wars produce children who have never learnt to read and write, who spend their days practicing with weapons, growing larger, stronger and more brutalised every day.

2. They have been denied the right to education. The consequences of this crime are profound, even potentially life-threatening. Ensuring the right to education is a matter of morality, justice and economic sense. There is an unmistakable correlation between education and mortality rates, especially

child mortality. The implications for girl's education are particularly critical. A 10% increase in girl's primary education can be expected to decrease infant mortality by 4.1 deaths per 1,000.

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3, The denial of the right to education hurts people's capacity to work productively, to sustain and protect themselves and their families. Even the cause of democracy and social progress is hampered. Illiteracy makes it more difficult for people to make their way in society as adults in a spirit of understanding, peace and gender equality among all peoples and groups.

4« We gladly welcome the call, made by different organizations, for the so-called 'debt swap", that is. the cancellation of the external debt of the developing countries in exchange for a commitment from the debtor governments to mobilize domestic resources for education.

5. It is not enough, however, to ensure that children attend school. Quite often, what is taught and learned turns out to be of little relevance to children's daily life.

6. Assane, a 10-year-old shoeshine boy in the Senegalese city of Ziguinchor, makes the case clear. "I don't need to go to school. What can I learn there? I know children who went to school. Their family paid for the fees and the uniforms and now they are educated. But you see them sitting around. Now they are useless to their family. They don't know anything about farming, or trading, or making money"

7. Yes, let us do whatever we can to send all our children to school. Let us invest more resources in education. But let us also offer our children a form of education that initiates them to real life in Africa, not in a world which exists only thousands of kilometers away. Let us stop pushing them through education systems and foolish programmes elaborated in other parts of the world whose net result is to make them into schizophrenic persons, alienated from their own culture and identity.

Muriithi, Francis (1999)
"Education" In **New People** N° 62
P. 1

C-) Critères d'évaluation

Après avoir lu le texte ci-dessus, tu montreras que tu l'as compris en :

- reconnaissant des détails du texte ;
- répondant à certaines questions de façon appropriée ;

- prouvant ta maîtrise du vocabulaire ;

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- reformulant certaines phrases du texte en tenant compte des amorces ;
- traduisant un passage du texte en français.

NE: Tu traiteras tous les items en anglais, à l'exception de la traduction.

D-/ Tâches

Item 1: SAY WHETHER THE FOLLOWING STATEMENTS ARE 'TRUE' OR 'FALSE' ACCORDING TO THE TEXT. WRITE THE NUMBER AND ANSWER ONLY.

1. Children feel ill at ease in Africa.
2. The call for debt swap is hated in developing countries.
3. Assane is proud of the school programmes and education systems implemented or taught in Africa.
4. The author is claiming a reform of the education systems in Africa.

Item 2: ANSWER THESE QUESTIONS ON THE TEXT.

Why does the author qualify the denial of education to African children as a crime?

What is expected from the debtor government as far as debt swap is concerned?

Is the author for or against the foreign education systems and programmes taught in Africa? Justify your answer by quoting a sentence from the text.

Item 3: FIND IN THE TEXT. WORDS OR EXPRESSIONS MEANING ALMOST THE SAME AS THE FOLLOWING.

1. -guns (paragraph 1)
2. -refused (paragraph 2)
3. -happily (paragraph 4)
4. -mentally affected (paragraph 7)

Item 4: REPHRASE THE FOLLOWING SENTENCES USING THE PROMPTS GIVEN. DON'T CHANGE THEIR MEANINGS.

1. They have been denied the right to education.
- People-----
-
2. "Ensuring the right to education is a matter of morality, justice and economic sense", the donors said.

The donors said that-----
3. "Let's invest more resources in education" , the author suggested.
The author suggested (that)-----

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Item 5 : TRANSLATE INTO FRENCH.

From: "..... Let us stop"

Down to: "their own culture and identity" (Paragraph 7)

II-/ Production de textes de types et de fonctions

A-/ Contexte

Une personne qui a connu et qui comprend les bienfaits de l'école ne saurait rester indifférente face à des cas de refus ou d'abandon d'école. Une telle personne a en fait l'obligation morale de sensibiliser le monde autour d'elle.

B-/ Critères d'évaluation

Tu montreras ta compétence à rédiger une lettre familière en anglais en :

- respectant le type de texte et le contexte ;
- veillant à sa logique interne ;
- construisant des phrases grammaticalement correctes ;
- utilisant le vocabulaire adéquat, l'orthographe et la ponctuation appropriées.

C-/

Tâches

Writing

One of your uncles has suddenly decided that his son should abandon school and learn to be a trader.

Write a letter to the uncle to show him that education is not only important for trade but also for the growth of the individual himself.

NB: Not more than 15 lines

Do not include names and address in the letter.

END