

# Annales d'Anglais

Epreuves et corrigés de  
Sujets du BAC

Terminales A, C, D, E, F et G

GARBA Abdourahamane

*Editions*  
*Afrique Lecture* SA

2014 - 2015



Annales d'Anglais

Epreuves et corrigés

des

Sujets du BAC

GARBA Abdourahamane

*Conseiller Pédagogique d'anglais à l'ITEM de Konni  
Master en Administration et Planification de l'Education*

Afrique Lecture sa, novembre. 2014

## Table des matières

## Pages

Avant propos.....	6
Sujet.....	7
Sujet N°1.....	8
Sujet N°2.....	10
Sujet N°3.....	13
Sujet N°4.....	16
Sujet N°5.....	19
Sujet N°6.....	22
Sujet N°7.....	24
Sujet N°8.....	26
Sujet N°9.....	29
Sujet N°10.....	31
Sujet N°11.....	32
Sujet N°12.....	35
Sujet N°13.....	37
Sujet N°14.....	39
Sujet N°15.....	42
Sujet N°16.....	45
Sujet N°17.....	48
Sujet N°18.....	51
Précis de Grammaire.....	54

Answer Key.....	66
-----------------	----

Sujet °1.....	67
Sujet N°2.....	68
Sujet N°3.....	69
Sujet N°4.....	71
Sujet N°5.....	72
Sujet N°6.....	73
Sujet N°7.....	74
Sujet N°8.....	75



Sujet N°9.....	77
Sujet N°10.....	78
Sujet N°11.....	79
Sujet N°12.....	81
Sujet N°13.....	82
Sujet N°14.....	83
Sujet N°15.....	84
Sujet N°16.....	86
Sujet N°17.....	88
Sujet N°18.....	89
List of Irregular verbs.....	91



## AVANT-PROPOS

Une caractéristique essentielle des changements actuels en Afrique est l'ouverture du processus et des objectifs de l'éducation vers des formes caractérisées par le débat, la participation active et les ressources actives de l'extérieur de l'école. L'effort de l'élève apparaît de ce point de vue comme une donnée centrale pour assurer la qualité des apprentissages, le développement de la personnalité et des compétences.

Afin de contribuer à démystifier les préjugés d'inaccessibilité répandus autour de la langue anglaise et à développer la culture et l'esprit littéraire, « valeurs indispensables à une bonne intégration dans le monde », les Editions Afrique Lecture proposent, à travers la collection « Je m'exerce pour le BAC » une série d'annales offrant des exercices détaillés des épreuves du BAC des sessions couvrant la période 2006-2014.

La présente édition des annales d'Anglais procède de cette logique. Elle vient combler un vide et compléter la série des annales produites jusqu'ici. Elle est l'œuvre de Mr Garba Abdourahamane (*Conseiller Pédagogique d'anglais à l'IEM de Konni, Master en Administration et Planification de l'Education*). La rédaction des corrigés tient compte des nouveaux programmes.

L'éditeur

## Subjects

**Sujet N°1**

**Série : A4 Année 2006**

**I. Linguistic Competence.**

**Put the verbs in parenthesis in the right tense!**

1. I really do not \_\_\_\_\_ (to like) that teacher!
2. Last year he \_\_\_\_\_ (to be) very tough with his students.
3. Every year during the rainy season I \_\_\_\_\_ (to visit) my relatives who live in my village.
4. But next year I \_\_\_\_\_ (to spend) my holidays in Zinder.
5. Last year we \_\_\_\_\_ (to have) a good mathematics teacher.
6. I would call Abdou if I \_\_\_\_\_ (to know) his phone number.
7. We would have studied if we \_\_\_\_\_ (to know) about the quiz.
8. Fati \_\_\_\_\_ (to cook) when her mother came.
9. We \_\_\_\_\_ (to grow) millet in Niger.
10. It is required that we \_\_\_\_\_ (to read) all the texts for the exam.

**II. Reading**

**The nature of news**

The way we get the news-the media is undergoing tremendous change. For example, more and more people today have access to the internet, where they can choose what type of news to look at. These days, people are choosing "news you can use." Rather than looking for in- depth news stories about events in the world, they want news about their own needs and concerns. People want reliable information about the traffic on the roads near their house, where to buy the cheapest plane tickets or whether it's going to rain tomorrow. "News you can use" means accurate information that people can act on directly by taking a different route to work, by buying a plane ticket on line or by changing their weekend plans.



Another feature of today's news is its focus on analysis. In the past, the news gave people information about individual events. Today people depend on the news to get informed about how individual events happen together to affect the world, their work or their lives. They want to know what's happening, but they also want to know what it means for their lives. News reporters are constantly searching for groups of events that signal new trends. For example, a reporter in Chicago went to several supermarkets in one week. He noticed that they were all offering free childcare for their customers. Shoppers could leave their children in a supervised play area while they shopped. The reporter did not report on one store a dit new childcare feature. He reported on a new trend on part of the businesses to become parent-friendly. This kind of news analysis helps people to keep up with new trends and better understand how to adapt to them.

The news emphasis on practical news applies to every type of news medium-TV, print media, radio, and especially the Internet. With so many media choices, there is almost of "news you can use".

**A. Read the above text and answer the following questions in complete sentences.**

- 1) What does the term "news you can use" mean?
- 2) What kind of news do reporters search for now?

**B. Go back to the text and match the following 8 words with their definitions.**

Media, access, in-depth, reliable, accurate, feature, get informed, print.

- 1) Can be trusted\_\_\_\_\_.
- 2) Find out about.\_\_\_\_\_.
- 3) TV, radio, newspaper, the Internet.\_\_\_\_\_.
- 4) A way of entering, the reaching.\_\_\_\_\_.
- 5) With a lot of details.\_\_\_\_\_.
- 6) Writing that is in books or newspapers.\_\_\_\_\_.
- 7) An important or noticeable part of something.\_\_\_\_\_.
- 8) Careful and exact.\_\_\_\_\_.

**III. Writing.**

Give your view on the following question in a composition of 200 to 250 words. Which is more reliable, news in the newspaper or news on the Internet?

**IV. Translation.**

Translate the first paragraph of the reading text: from the beginning to "weekend plans".

**Sujet N°2**

Série : C et D Année 2006

**I. Linguistic Competence**

**A. Select the most appropriate answer to fill in the blank.**

- 1) My sister has her \_\_\_\_\_ company: she operates a House-cleaning service.  
a) big                      b) own                      c) different
- 2) How \_\_\_\_\_ employees work for her?  
a) much      b) numerous      c) many
- 3) There is \_\_\_\_\_ people offering the same service.  
a) much      b) many      c) a lot
- 4) I hate a noisy place. So, when I watch TV, I always turn \_\_\_\_\_ the volume.  
a) slow      b) down      c) up
- 5) Excuse me sir, \_\_\_\_\_ you tell where the nearest pharmacy is?  
a) will      b) could      c) might

**B. Put the verb in the correct tense.**

- 1) There \_\_\_\_\_ (be) several kinds of candy bars now.
- 2) I \_\_\_\_\_ (to finish) my work early yesterday.
- 3) Every year we \_\_\_\_\_ (to have) a party at the end of classes.
- 4) I \_\_\_\_\_ (to sleep) when my father came from work.



5) If we ————— (to make) the shop look nicer. We could get more customers.

## II. Reading

### The Effect of air Pollution on Children

The average adult breathes over 3,000 gallons of air every day. When you compare body weight and the size of their lungs, children breathe even more. It is not surprising then, that air pollution has a bigger negative impact on the children in any population than on the adults. Air pollution can cause breathing problems, disorders in the nervous system, and an increased risk of cancer later in life.

The American lung Association paints a picture of why children are so affected by air pollution. Children are generally more active than adults. As a result, they breathe more rapidly and take more pollution deep into their Lungs. Children also often breathe through their mouths, not through their noses. The mouth cannot filter out pollutants as well as the nose. Finally children generally spend an average of 50 percent more time outdoors than adults, especially during summer months. Air pollution levels are higher in the summer.

In the past thirty years, programs to improve air quality have made significant progress in reducing air pollution in the cities. Most of these air quality improvement programs have focused on getting factories to reduce the amount of pollution they put into the air. New programs, however, target air quality on a smaller scale. They want to improve the quality of air in children's daily lives. A good example of this is a new type of "no smoking" law. Its goal is to reduce *second hand smoke* cigarette smoke in the air that others breathe in.

Experts say that second hand smoke is just as dangerous outside as inside. More than seventy cities in the United States now prohibit smoking in all public places. Los Angeles, California, and Columbus, Ohio, for example, have banned smoking in public parks. Smokers have to pay a fine of \$100 to \$250 for smoking in any public outdoor recreation area, including city parks, gardens and sports fields.

Some city officials are in favor of the new laws because they want to reduce the amount of second hand smoke that children breathe.



Others want to help the environment in general. Most want both. "Those of us living in urban environment are constantly exposing ourselves to toxic substances" a city health official in San Francisco said.

"Anything that cleans up the environment, I'm in favor of it".

From lecture Ready by Peg Sarosy and Kathy Sherak, P57

A. For each statement, say whether it is true or false according to the text.

- 1) Adults breathe more air than children. \_\_\_\_\_
- 2) The nose filters out pollutants. \_\_\_\_\_
- 3) The "no smoking" laws aims at improving air quality—. \_\_\_\_\_
- 4) Second hand smoke is not dangerous outside. \_\_\_\_\_
- 5) City officials are against air pollution. \_\_\_\_\_

B. Circle the answer that correctly completes the definition of the word.

- 1) To measure the quality of something means learning how——it is.  
a) big or small      b) good or bad
- 2) When something is significant, it is \_\_\_\_\_.  
a) important      b) not important
- 3) A factory is a place where a company makes products in \_\_\_\_\_ quantities.  
a) small      b) large
- 4) A substance is \_\_\_\_\_ that has special characteristics.  
a) an idea or a plan      b) a type of solid, liquid, or gas.
- 5) The environment refers to the \_\_\_\_\_ around us.  
a) businesses b) factories, and offices c) air, water, and land.

### III. Writing. Guided composition

Using the points below as guide, write a short composition of 250 to 300 words about the most serious environmental problem Niger faces today.

- 1) In your own opinion, what is the environment problem Niger suffers most from?

- 2) Explain what it is exactly.
- 3) What are its consequences?
- 4) What are people doing to fight against this problem?
- 5) Do you think Niger will overcome the problem in the future?

### Sujet N°3

Série : A4 Année 2009

#### I. Linguistic Competence.

A. Fill in each blank with the appropriate verb from the list below; make sure you use the correct tense.

Hurt, teach, spend, sell, throw, catch, buy, cost, and break.

Example; I was hungry, so I bought a burger.

1. Tom's father ————— him how to drive when he was 17 years old.
2. Sue ————— down the stairs this morning and ————— her leg. Her young brother ————— himself last week going down the same slippery stairs.
3. We need money, so we ————— our car.
4. Ann ————— a lot of money yesterday. She ————— a dress that ————— 80 dollars.
5. Jim ————— the ball to Sue, who ————— it.

B. Choose the correct completion from the three options given.

1. Daniel does not feel well. He ————— see a doctor.  
a) should    b) ought    c) had
2. Daniel is sick. He ————— better see a doctor.  
a) should    b) ought    c) had
3. Janet ————— to take a French class next semester. It is a required course.  
a) have    b) has    c) must.
4. Christ and Anna ————— to stay after class this afternoon. Professor Irwin wants them to help him grade papers.



a) have      b) has      c) had

5. Mr. Smith, you ——— not be late today. The big boss is coming and you are the only one who can answer her questions about the new project.

a) must      b) had      c) has

**C. Put the verb in parentheses in the correct tense.**

1. Last night while I was going down stairs, I ——— (to fall down) and ——— (to break) my arm.

2. You will win if you ——— (to try) harder.

3. I ——— (to study) in this school for three years now.

4. The students would have passed their exam if they ——— (to study) hard.

5. While I ——— (to take) a shower when the phone ——— (to ring)

6. You will win if you ——— (to try) harder.

7. I'll give you the bag as soon as we ——— (to get) home.

8. I ——— (to know) Linda for five years.

9. The teacher will answer if you ——— (to ask) him.

**II. Reading. Read the text below and answer the questions in complete sentences.**

1. Does the Japanese constitution protect women's right to have a job?

2. How do the cultural practices differ from the constitution?

3. How is the woman who works in a company seen?

4. How is Yoko Narazaki fighting the injustice of the companies?

5. What does Kawate think of the court's decision about the case opposing NBN and Yoko Narazaki?

**Feminism: Thirty and out in Japan**

Japan's post war constitution clearly grants equal job opportunities to women; but in the society where a wife is still expected to call her husband go-shujin (master), legal technicalities tend to be swept away in the flood of male chauvinist piggery. Most Japanese companies arbitrarily fire all women employees when they reach 30 and some



issue pink slip at 25. Even at companies such as Toyota, where women can stay until 55, male executives complain that to "give women responsibility is very difficult". Women become inefficient after 30, their bosses claim. In any case, "a woman who wants to work after she reaches 30 cannot be so good", says Taiji Kawate, vice president of Nagoya Broadcasting Network (NBN). "She has duties at home with children". I had one woman who insisted on working and her husband asked me to fire her. "A woman's job in Japanese company," says a female Tsune Seseko, the manager of a public-relations firm, "is a shokuba no hana (office of flower). All she has to do is to meet guests, to be charming and young and to pour the tea. When she is over 30 she isn't so young and charming any more". Indeed, NBN's outspoken Kawate readily admits as much "I fired my female employees", he says, "because they weren't beautiful any more".

Slowly, however the women are beginning to insist on their rights. Yoko Narazaki, who will reach NBN's firing age next May, took to Tokyo's bustling Ginza last week to pass out leaflets in protest, against the company's policies. "I didn't join NBN just to be beautiful", she claims. Brown eyes flashing. Mrs. Narazaki says she'll sue the network to keep her job-and her chances of success are promising; the courts have told NBN it must continue to pay the salaries of two other fired women if it doesn't rehire them. But chauvinism doesn't die easily. The network says it will appeal the ruling to Japan's Supreme Court. To take the women back, explains Kawate, "would not be good for company morale. What is wrong is the law."

### III. Writing

In many societies women are expected to be beautiful. Thus, beauty becomes a strong asset (atout) in many things a woman decides to do. What is your opinion about this issue? Write a short composition (250-300) words to express your view.

### IV. Translation



1. Japan's post-war constitution clearly grants equal job opportunities to women.
2. Most Japanese companies arbitrarily fire all women employees when they reach 30.
3. Even at companies such as Toyota, where women can stay until 55, male executives complain that to "give women responsibility is very difficult".
4. Women become inefficient after 30, their bosses claim.
- 5- In any case, 'a woman who wants to work after she reaches 30 cannot be so good', says Taiji Kawate, vice president of Nagoya Broadcasting Network (NBN). "She has duties at home with the children".

### **Sujet N°4**

**Série : C et D Année 2009**

#### **I. Linguistic Competence**

##### **A. Complete the sentences with the appropriate preposition.**

1. Stop laughing \_\_\_\_ me.
2. This is my friend who's just arrived — London.
3. Tomorrow Patricia will go \_\_\_\_ school \_\_\_\_ bus.
4. We are talking \_\_\_\_ our plans.
5. I'm interested \_\_\_\_ history.

##### **B. Place the adverb in parenthesis in right place.**

1. Have you been to a foreign country? (ever)
2. It rains here in April. (often)
3. We are at home in the evenings. (usually)
4. I have seen a garden as beautiful as this. (never)
5. He goes to bed before midnight. (rarely).

#### **II. Reading**

**Read the text and answer the questions below.**

1. What is the result of the new survey concerning the environment?



2. How many people were interviewed during the survey?
3. Give two examples that show people are ignorant on environmental matters.
4. How can we explain that in the Soviet bloc countries' people are very ignorant about environmental questions?
5. Which countries came first in the survey?

### A bit green about the environment

Do you recycle your bottles? Buy CFC-free (without chlorofluorocarbon) aerosols? Take the bus instead of the car? A lot of people have changed their habits as a collective green conscience has swept Europe over the past decade - but a new survey suggests that many do not understand the reasons for their behavior.

In a two-year study, University of Chicago researchers asked 25,000 people from 20 countries, including 15 in Europe, a dozen basic questions on the environment and related issues. The answers provide an unusual insight (*aperçu*) into the public's acquaintance with-or ignorance of - current scientific thinking.

The researchers found, for instance, that many people still do not know where radioactivity comes from or how environmentally harmful the car is. There is even widespread confusion over two of the most widely debated environmental topics: global warming and ozone depletion. "It's not too surprising that people confuse them, although they are very different problems. People see a threat to the air they breathe as a single problem", says Raymond van Ermen of the European Environmental Bureau in Brussels. While the confusion over global warming and ozone holes was shared by many people, in overall knowledge there were sharp differences between countries. With the exception of eastern Germany, the old Soviet bloc countries fared badly (*ne pas réussir*) on most topics, a fact that Van Ermen attributes to the absence of awareness campaigns and a lack of coverage in media more concerned with crises at home.

"But even their knowledge of radioactivity is bad, despite the events at Chernobyl", he laments. Only 14 per cent of Poles and 23 per cent of Russians knew that radioactivity occurs naturally as well as being man-made.



Elsewhere, national concerns influence people's knowledge. Spain was bottom of the class in Western Europe, with Italy just ahead. Both fared badly on the question of radioactivity, probably because neither country has a nuclear industry. But while only one third of Spaniards knew that the car was an environmental hazard (danger), most did know about the extinction of plant and animal life because of the threats to the environment in Spain's mountainous regions.

Everyone seems to know about the long life of dangerous radioactive materials, but this was attributed to the number of futuristic American films that feature such facts.

Not surprisingly, says Van Ermen, overall knowledge was directly linked to the level of education. Norway, the UK and the Netherlands, where environmental matters are taught in all schools, came out ahead of other European countries. Now the European commission is working on legislation to make study of the environment a compulsory part of the curriculum in the EU.

*From Industrial Network by C. Beauchamp & F. Corbière-Lévy*

### III. Writing

Many environmentalists believe that environment issues should be the top priority preoccupation of all the countries in the world, including the underdeveloped countries which still have problems such as food crisis or acute poverty. What is your view on this issue?

Express it in a short composition of 250 to 300 words.

## Sujet N°5

Série : A4 Année 2010

**I. Linguistic Competence.**

**A. Put the verb in parentheses in the right tense. Past Continuous, Simple Present, Present Perfect, Future, Present Perfect Continuous, Simple Past.**

1. The boss is not in his office right now. He ——— (to go) to Maradi this morning.
2. I ——— (to work) for two hours now. I need some rest.
3. When the hot season ——— (to start) many people will sleep outdoors.
- 4) If I ——— (to have) air conditioning I would never sleep outside.
5. If my son does not come home in 10 minutes, I ——— (to go) to his school to see if everything is alright.
6. I ——— (to know) this teacher since I was a child.
7. The food is so delicious that I ——— (to have) some more.
8. As soon as we got home, he ——— (to start) to complain about how bad the trip was.
9. I found my sister's purse under the bed while I ——— (to clean) our room.
10. Professor Williams ——— (to teach) in our school a few years ago

**B. Complete the sentences below with since or for.**

1. Mr. Dogo has worked at SONOBANK ——— 2003.
2. They have been married ——— three years now.
3. Habi has not been in class ——— Monday.
4. I've been sick ——— a week now.
5. I have not seen the Doctor ——— the illness started.

**C. Choose the best completion from the following list:**

- a) As bad as she said it was;
- b) As fast as I could;
- c) As good as they looked;

- d) As much as possible;
- e) As often as I can;
- f) As soon as possible

**Example :** I have a lot of homework. I will finish as much as possible before I go to bed.

1. I'm sorry I'm late. I drove \_\_\_\_\_.
2. I saw some chocolate at the candy store. They looked delicious, so I bought some. They tasted just \_\_\_\_\_.
3. I need to finish working on this report, so go ahead and start the meeting without me. I will join you \_\_\_\_\_.
4. I am usually sitting at my desk all day. I need more exercise, so after work I try to walk \_\_\_\_\_.
5. My friend told me the movie was terrible, but I went anyway. My friend was right. The movie was just \_\_\_\_\_.

## II. Reading

Read the following text and say whether the statements about it are true or false.

### Center and trainees

Exotif's is a training centre agréé, that is, it obtained authorization from the TVET authorities to conduct training. Still, it only awards an in-house training certificate as there does not yet exist a government-recognized hairdressing diploma in Senegal. The salon is situated in the centre of Dakar and housed in a modern building. The salon is situated at the ground floor and the teaching facilities are located on the first floor. Taking into account all the different types of training offered, there are some 130-150 training places, in several shifts.

The trainees, all women, are usually between 18 and 35 years old, and have different socio-economic backgrounds. Initially a minimum middle-level education was required, but this was dropped as it became evident that not enough candidates met that criteria. The main selection criterion, therefore, remains the capacity to pay the training fees – in fact, many trainees drop out after the Tabaski, when their families have



spent all their savings on celebrations and cannot afford to pay for the training any longer.

Registrations take place all year round, every month. Trainees can choose between fulltime and part-time training. A full course takes one year to finish, but as it is modular, trainees can organize the training as they prefer. In addition to registration costs and tuition fees, they have to invest onto their own professional kit. All products and equipment are, of course, to be bought from Exodis (Mr Maillet's import company).

*From Training for Work in the Informal Micro-Enterprise Sector by Hans Christian Han, p 99*

### True or false

- 1) Exotif's students take a government-recognized exam before they obtain their diploma.
- 2) Most trainees of Exotif's are women.
- 3) After Tabaski the school gets a lot of registrations.
- 4) Paying the fees is a registration requirement.
- 5) A student can register any time she likes throughout the year.

### III. Writing

Some people claim that there are jobs that are more suitable for women while others claim that a woman can do any job if she has the required training.

Express your opinion on the issue in a 250/300 word-composition.

### IV. Translation

Translate the following sentences into French.

- 1) Exotif's is a training centre agréé, that is, it obtained authorization from the TVET authorities to conduct training.
- 2) The salon is situated in the centre of Dakar and housed in a modern building.
- 3) Still, it only awards an in-house training certificate as there does not yet exist a government-recognized hairdressing diploma in Senegal

## Sujet N°6

Série : D Année 2010

**A. Put the verbs in parenthesis in the right tense.**

- 1) The teacher often ——— (to give) a quiz on Monday.
- 2) When I ——— (become) an adult, I will treat well my children.
- 3) When ——— you ——— (to order) the dress for the bride? You have just one week left before the wedding.
- 4) This teacher ——— (to teach) here since the creation of the school.
- 5) I really ——— (to like) him as a teacher!

**B. Give the comparative and superlative forms of the adjectives below.****Example :** strongstronger thanthe strongest

1) Important

2) Soft

3) Wonderful

4) Good

5) Bad

**II. Reading****Where there is smoke there is fire**

It was not too long ago that smoking by adults was not viewed as dangerous. Its long-term effects were not visible and had not been conclusively demonstrated. Then, in 1964 the Surgeon General of the United States announced that smoking had been proven by scientific research to be detrimental, or harmful to health.

Since then, more and more evidence has accumulated to indicate that smoking is harmful. Smoking is related to many heart and circulatory ailments. The tobacco plant contains nicotine, a chemical that is poison in its pure form. It has been demonstrated that nicotine increases the rate of the heart, intensifies the effects of high blood



pressure, and causes the constriction or tightening of the blood vessels, thus contributing to heart disease.

Smoking is the most significant factor in respiratory diseases. It can damage the tiny hair (cilia) that line the breathing passages, thereby causing emphysema or chronic bronchitis. Research also confirms that the tar in cigarette smoke is carcinogenic, that is, it can produce cancer in any tissues it comes in contact with, such as the mouth, the throat, and the lungs.

There is a correlation between smoking and birth defects. The evidence indicates that pregnant women who smoke a pack of cigarettes a day have a greater likelihood of having miscarriage, a premature baby, a smaller-than-normal baby, or a baby with mental retardation or heart defects.

Smokers often become physically and emotionally dependant on their habit and suffer withdrawal symptoms if they attempt to stop. Even the onset of a smoking-related illness is not always sufficient to enable heavy smokers to quit. Despite all the information made available to the public since 1964, in 1985 the American Lung Association estimated that there were 250 000 premature deaths due to smoking in the United States per year.

*From English for Science by Fran Zimmerman, p 97-98*

A. Read the text and say whether the following statements are true or false

1. People have known about the harmful side of smoking for centuries now.
2. There is no connection between heart diseases and smoking.
3. After 1964, more evidences were found about the bad effects of smoking.
4. Nicotine is harmless.
5. Smoking can be the source of some respiratory ailments.
6. There is no evidence that cigarette smoke may damage some parts of the body.
7. It is easy to quit smoking.
8. After a smoking-related illness, smokers always quit.



9. Pregnant women may not hurt their babies when they smoke.
10. When people are informed about the danger of smoking all the smokers will quit smoking.

### III. Writing

Use the following points or questions to write a 250-300 word composition.

Today there is a lot of advertising for cigarettes and alcohol in Niger.

- 1) What are the consequences for such advertisements?
- 2) What should be done to fight against smoking and drinking?
- 3) Who are the people who should invest their time and energy in this fight? Parents? The government? Teachers?
- 4) How can each group participate effectively in this fight?

### Sujet N°7

Série : G Année 2010

#### I. Linguistic competence

Put the verbs in parenthesis in the correct tenses.

- 1) Tomorrow I \_\_\_\_\_ (to go) to Zinder.
- 2) They \_\_\_\_\_ (to get married) five years ago.
- 3) If I \_\_\_\_\_ (to know) her husband was taking a second wife, I would tell her.
- 4) Your husband will give you the money if you \_\_\_\_\_ (to ask) him.
- 5) Why \_\_\_\_\_ you \_\_\_\_\_ (not to ask) your wife to lend you the money?
- 6) Ask you teacher if you \_\_\_\_\_ (to go) out? —(permission to go out).
- 7) I \_\_\_\_\_ (to take) my bath when my boyfriend called.
- 8) I \_\_\_\_\_ (to teach) here for 10 years now.
- 9) \_\_\_\_\_ (to tell) me what happened!
- 10) She \_\_\_\_\_ (to go) to her mother's house every week.

#### II. Reading

Read the text below and say whether the following statements are true or false.

### **Dakar Nescafe Carts**

The Nescafe carts in Dakar underline the informatization of employment. They have been introduced by the Nestlé multinational as a marketing modality. They closely resemble and actually compete with the IME (informal Micro-Enterprise) sector. Essentially the carts refer to a large number of young boys and girls, often migrants (even from neighboring countries), who are selling cups of hot Nescafe coffee in the busy streets of the capital city.

The youngsters are equipped with rented carts in the form and colours of a large Nescafé tin with a small roof. The Nescafé boys and girls receive a one-day training from Nescafé on how to make Nescafe coffee, what cups to use and a bit on customer relation. They are not salaried workers as their earnings depend solely on their coffee sales, so that they are more self-employed workers who own no capital equipment but have to rent it every day. They work from dawn to dusk-earning only a few dollars per day.

From Training for Work in the informal Sector by Hans Christian Han, P 25

1. The Nescafé carts are not part of the informal aspect of employment in Dakar.
2. There is no similarity between the carts and the IME.
3. The youth is the target for the Nestlé Company.
4. The youth goes through a long training before they can have access to the carts.
5. Young people with the carts work hard for a small amount of money.

### **III. Writing**

Many people believe that the informal sector does not contribute to the development of a country. They argue that even if small vendors manage to earn a little bit of money everyday, this will never bring a change in the overall economy. Do you agree with this statement? Using the case of Niger, express your view, in a short composition of about 300 words.



The following questions may guide you in your writing:

1. What are the products that small vendors sell?
2. Where do they sell them? In markets, streets or work places?
3. What are the benefits of these services for the population or for the salesmen (saleswomen) themselves?
4. What are the drawbacks (*inconvenients*) of having such vendors?
5. What solutions can be found regarding this issue (question)?

### Sujet N°8

Série: A 4 Année 2011

#### I. Linguistic Competence

Put the verb into the correct tense: simple present, present continuous, simple past or past continuous.

1. We can go out now. It ——— (not/rain) anymore.
2. Jane ——— (wait) for me when I arrived.
3. What ——— (you/do) in your spare time? Do you have any hobbies?
4. "When I last ——— (see) you, you were thinking of moving to a new place."
5. Last night the phone ——— (ring) three times while we ——— (have) dinner.
6. When I first ——— (tell) Tom the news, he did not believe me. He ——— (think) I was joking.
7. I ——— (get) hungry. Let's have something to eat.
8. How fast ——— (the car/go) at the time of the accident.

Relative Clauses: select the appropriate answer.

1. I don't like stories ——— have unhappy endings.  
a) that                      b) they                      c) which ones
2. I did not believe them at first, but in fact everything ——— was true.  
a) they said              b) that they would say      c) what they said
3. We saw some people ——— car had broken.



a) their

b) which

c) whose

4. Brad told me about his new job, ——— very much.

a) that he's enjoying

b) which he is enjoying

c) he's enjoying

5. Sheila could not come to the party, ——— was a shame.

a) that

b) it

c) which

## II. Reading

Read the following text and say whether the statement below is true or false.

### Presidential Elections

This year Americans elect on a new president on November 4th. It's an important event that happens once every four years. Currently, the president is always elected from one of the two main parties in the United States: the Republicans and the Democrats. There are other presidential candidates. However, it is unlikely that any of these "third party" candidates will win. It certainly hasn't happened in the last one hundred years.

In order to become the presidential nominee of a party, the candidate must win the primary election. Primary elections are held throughout each state in the United States in the first half of any election year. Then, the delegates attend their party convention in order to nominate their chosen candidate. Usually, as in this election, it's clear who will be the nominee. However, in the past parties have been divided and choosing a nominee has been a difficult process.

Once the nominees have been selected, they campaign throughout the country. A number of debates are usually held in order to better understand the candidates' point of view. These points of view often reflect their party's platform. A party platform is best described as the general beliefs and policies a party holds. Candidates cross the country by plane, bus, train or by car giving speeches. These speeches are often called 'stump speeches'. In the 19th century candidates would stand on tree stumps to deliver their speeches. These stump speeches repeat the candidate's basic views and aspirations for the country. They are repeated many hundred of times by each candidate.



Many people believe that campaigns in the United States have become too negative. Each night you can see many attack ads on the television. These short ads contain sound bites which often distort the truth, or something the other candidate has said or done. Another recent problem has been voter turnout. There is often less than 60% turnout for national elections. Some people don't register to vote, and some registered voters don't show up at the voting booths. This angers many citizens who feel that voting is the most important responsibility of any citizen. Others point out that not voting is expressing an opinion that the system is broken.

1. Once elected, a President stays in office for three years before new elections are held.
2. There are three (3) major political parties in the USA
3. The third party often wins the elections.
4. There is only one election during which the presidential nominee of a party is chosen.
5. Political debates offer no opportunity to the candidate to express his views.
6. In the 19<sup>th</sup> century people did not have stump speeches.
7. Political campaigns have a negative dimension.
8. The political ads are always based on what is true.
9. Some registered voters do not vote.
10. Refusing to vote can be a political action.

### **III. Writing**

Many African countries have been experiencing the Western/modern type of democracy for more than two (2) decades now. Many of them have been facing post-election problems. Some people claim that African countries are not ready for democracy yet. Express your view on this issue in a short composition (about 300 words).

### **IV. Translation**

Translate the following sentences into French.



- 1) This year Americans elect on a new president on November 4th.
- 2) It is an important event that happens once every four years.
- 3) Currently, the president is always elected from one of the two main parties in the United States: the Republicans and the Democrats.
- 4) There are other presidential candidates.
- 5) It certainly hasn't happened in the last one hundred years.

## Sujet N°9

Série : D Année 2011

### I. Linguistic Competence

Put the verbs in parenthesis in the right tense

1. The rain has not stopped. It ——— (to rain) since lunchtime.
2. Sarah lives in Chicago. She ——— (to live) in Chicago since 1989.
3. The accident ——— (to happen) 20 mn ago.
4. He ——— (to go) to Dallas last week.
5. I ——— (not to be) to a party for many years now.

Fill in the blanks with either much or many.

1. There wasn't ——— rain this year.
2. Due to the drought, ——— animals died.
3. We do not have ——— money.
4. A lazy student does not do ——— homework.
5. Are there ——— boys in your class?

### II. Reading

Read the text below and say whether the statements are true or false.

#### Electricity

Electricity passes along some materials very easily and not along others. We say that some materials 'conduct' the electricity better than others. You can try an experiment with water. Dip the end of a metal spoon into boiling water. Very soon the other end also becomes hot.



The heat has been conducted along the spoon from one end to the other. Now dip a wooden spoon into boiling water. Does the handle become hot? No, wood is good 'insulator'. This means that the heat is not conducted through the wood. We use metal conductors to take electricity when we want it. Silver, copper, gold, tin, and aluminium are all good metal conductors. Copper wires are used to bring electricity into our homes.

Lightning conductors, which attract the electricity from lightning and carry it safely to the ground, are made of steel.

Electricity has changed the world. It provides light and heat and air conditioning. It helps to run machines, provides power for modern farming equipment and helps doctors in their attempts to discover the causes of illnesses. Electricity helps us to lead a more comfortable life.

**Kenneth Cripwell, English Africa / Seconde, p66.**

1. Electricity passes along all materials very easily.
2. No material can conduct electricity.
3. Some materials are not good conductors of electricity.
4. Both wood and metal are good insulators.
5. Metal conductors help us use electricity.
6. Silver, copper, gold, tin and aluminium are all good insulators.
7. Copper helps us use electricity in our daily life.
8. Lightning conductors are steel made.
9. People use electricity in their daily lives.
10. Electricity is a means for improving living conditions.

### **III. Writing**

Indeed science and technology have contributed a great deal to the happiness of mankind; but today when we look at how they are used against mankind, one wonders if countries should continue to invest a lot of money in them. Using the guiding questions below, express your view in a short composition of about 300 words.

In which fields have men benefited from science and technology?  
What are the fields in which science and technology are used against people?

Should all research be encouraged and financed?

How can people control technology?

### Sujet N°10

Série : G Année 2011

#### I. Linguistic Competence

Use the appropriate tag.

1. The Children are playing, \_\_\_\_\_?
2. She does not like to go out, \_\_\_\_\_?
3. You'd rather call your mother, \_\_\_\_\_?
4. You have never been there, \_\_\_\_\_?
5. You had gone to the party, \_\_\_\_\_?

Fill in the blanks with the correct tense.

1. Last night the phone — (ring) three times while we ——— (have) dinner.
2. When I first ——— (tell) Tom the news, he did not believe me.
3. I ——— (get) hungry. Let's have something to eat.
4. How fast ——— (the car/go) at the time the accident occurred,

#### II. Reading

Read the text and say whether the statements are true or false.

1. Monarch operates in 102 cities.
2. Hyper markets are as old as Mainline Stores.
3. Hypermarkets serve the traditional Monarch customer.
4. The Monarch Hypermarkets stores started in 1908.
5. In near future Hypermarkets will represent as much as mainline stores in sales.

Monarch Retail Stores has been in business since 1908. The Monarch currently operates 102 retail stores in 45 cities. These stores are of two types - the mainline stores and the Hypermarkets. The



Mainline stores are the older style Monarch stores. They sell groceries and a small variety of other items. These stores cater to individual neighbourhood preferences. Mainline stores account for 65% per cent of the sales. These stores serve the traditional Monarch customer.

The 16 hypermarket stores are five to seven times larger than Mainline stores. These stores were started in the early 1980's to serve as regional shopping centers in rapidly

### Sujet N°11

Série : A Année 2012

#### I. Linguistic Competence

A. Complete the following short dialog by using the words in parentheses and the appropriate tense.

For example:

1. A: (You, have) Do you have any plans for vacation?

B: Yes, I do. I (plan) am planning to go to New Orleans.

A: (You, be ever) Have you ever been there before?

B: Yes, I have. I (be) was in New Orleans two months ago. My brother (live) lives there, so I (go) go there often.

2. A: Shhh. Irene is talking on the phone long distance.

B: Who (she talk) \_\_\_\_\_ to?

A: Her brother. They (talk) \_\_\_\_\_ for almost an hour. I think her brother is in some kind of trouble.

B: That's too bad. I hope it's nothing serious.

3. A: (you know) \_\_\_\_\_ Amy's new address?

B: Not off the top of my head. But I (have) \_\_\_\_\_ it at home in my address book. When I (get) \_\_\_\_\_ home, I will call and give you her address.

B. Underline the correct answer or answers. In some cases both answers are correct.



1. A bee is \_\_\_\_\_ big \_\_\_\_\_ a bird.  
a) Less \_\_\_\_\_ than                      b) not as \_\_\_\_\_ as.
2. Money is \_\_\_\_\_ important \_\_\_\_\_ good health.  
a) less \_\_\_\_\_ than                      b) not as \_\_\_\_\_ as.
3. The last exercise was \_\_\_\_\_ difficult \_\_\_\_\_ this one.  
a) less \_\_\_\_\_ than.                      b) not as \_\_\_\_\_ as.
4. I am \_\_\_\_\_ good at repairing things \_\_\_\_\_ Diane is.  
a) less \_\_\_\_\_ than.                      b) not as \_\_\_\_\_ as.
5. My nephew is \_\_\_\_\_ old \_\_\_\_\_ my niece.  
a) less \_\_\_\_\_ than                      b) not as \_\_\_\_\_ as.

## II. Reading

Read the text below and answer the following questions in the complete sentences.

### Myra's employment agency

At Myra's we help people find jobs. And we help companies, too, because we identify good workers for them. So, we offer an important service to both employees and employers. Of course, we have to be paid for our work. We make our money in two ways: sometimes the person who gets the job pays us for our help. Other times the companies pay us for finding suitable workers for them. However, we do not usually receive payment unless the worker stays in the job for at least six weeks.

Our company handles all kind of jobs and workers. We look for salespeople and for factory workers. Sometimes we look for executives to manage companies.

The people who work in this office are called job developers. They find companies that have jobs to fill. Then they try to match these jobs to qualified people who come to our agency looking for jobs. We try to find the right person for job.

It is often easier to find jobs for people who have some work experience or who had special training in particular kind of work. Currently, we had a job for a welder, but we do not have any job for candidate who has a training as a welder.



People who are looking for a job often bring us a resume. A resume is a list of all persons' work experience, training and education. A resume is an important tool in a job search. Our job developers can receive the resume to get a better idea of what the person can do. And companies can read the resume to see if the person is right for their job.

*From English for Success by Stephen Sloan, p 22*

1. What are the two groups of people who use Myra's agency?
2. What kinds of job does the agency handle?
3. What does a job developer do?
4. Who are the people that Myra's agency can easily help in finding them a job?
5. How do job developers and companies use the resume?

### III. Translate

Translate the following sentences into French.

1. At Myra's we help people find jobs. And we help companies, too, because we identify good workers for them.
2. So, we offer an important service to both employees and employers.
3. Of course, we have to be paid for our work.
4. We make our money in two ways: sometimes the person who gets the job pays us for our help.
5. Other times the companies pay us for finding suitable workers for them.

### IV. Writing

In most announcements it is required that candidates have some work experience.

Some people think that is discrimination towards young degree holders (young people who have just completed their studies). Express your view on this issue in a short composition (250-300 words)

**Sujet N°12**  
**Série : D Année 2012**

**I. Linguistic Competence**

**A. Underline the correct answer or answers. In some cases both answers are correct.**

Example: My nephew is ——— ambitious ——— my niece.

- a) less ——— than                      b) not ——— as.

**The two answers are correct.**

1. A bee is ——— big ——— a bird.

- a) less ——— than                      b) not as ——— as.

2. Money is ——— important ——— good health.

- a) less ——— less                      b) not as ——— as.

3. The last exercise was ——— difficult ——— this one.

- a) less ——— than.                      b) not as ——— as.

4. I am ——— good ——— repairing things ——— Diane is.

- a) less ——— than.                      b) not as ——— as.

5. My nephew is ——— old ——— my niece.

- a) less ——— than                      b) not as ——— as

**B. Fill in the blanks with one of the following words: so; too; neither; either.**

6. Amy likes milk, and ——— does Sue.

7. I don't like porridge, and ——— does my sister.

8. I don't like porridge, and my brother doesn't like—.

9. Ali has a beard, and ——— does Tom.

10. Jack has a bike, and Tom does——.

**II. Reading**

**Read the text below and say whether the following statements are true or false.**

**The history of Chemistry**

Primitive man found out by trial and error how to carry out a certain number of simple chemical changes, but under the ancient Egyptian civilization men learned how to work copper, tin, iron and precious



metals; knew how to make pottery, glass, soap and colouring agents, and how to bleach and dye textile fabrics. These arts were the beginning of chemical industries today.

The early scientific study of chemistry, known as alchemy, grew up in the first centuries A.D at Alexandria in Egypt. These two important things came together: one was the practical knowledge workers of the Egyptian workers in metals' pottery and dyes; the other was the learning of the earlier Greek philosophers such as Hippocrates and Aristotle. At the same time alchemy was much influenced by ideas from the East about magic and astrology-foretelling the future from the stars.

Greek philosophers regarded debate about the nature of matter as superior to experiment, and some held that all matter was made up of the same elements-earth, fire, air and water. Many people therefore thought that if these elements could be rearranged, one substance could be changed into another. For instance, a base metal could perhaps be changed into gold. The chief aim of the alchemists was to find a way of doing this.

*From Practical Faster Reading by Gerald Mosback p 55*

1. Primitive man knew nothing about chemistry.
2. The origin of chemistry goes all the way back to the time of the primitive man.
3. Primitive man succeeded in carrying out a few chemical processes.
4. Ancient Egyptians did not know how to work copper.
5. Alexandria was the first chemistry scientist.
6. Alchemy was once influenced by magic.
7. Greek philosophers influenced early scientific study of chemistry.
8. Water, air, fire and earth were once thought to compose all matter.
9. The ancient Greek thought discussing theories was more important than practical work.
10. Early chemists tried to change inexpensive metal into gold.

### III. Writing.

**Telling a story in the past**

You or your friend had an awful (very bad) dream. Write about the experience in 250 to 300 words.

**Sujet N°13**

Série : A4 Année 2012 2<sup>nd</sup> groupe

**I. Linguistic Competence**

Fill in the blanks with the appropriate word(s).

1. Ali \_\_\_\_\_ last year.

a) Reads    b) has a baby    c) got married

2. Every day I \_\_\_\_\_ to work.

a) study    b) go    c) went

much milk \_\_\_\_\_ your cat drink every day?

b) does    c) has

\_\_\_\_\_ you finish your home work?

b) did    c) are

teacher politely if you \_\_\_\_\_ go out.

a)    b) will    c) may

Read the following text and answer the questions below in complete sentences.

**Themes in Television entertainment**

Television gives viewers a wide variety of entertainment choices. Or does it? When we look at the broad pattern of characters and plots, we can see that most television entertainment in the U.S. includes the same favourite themes and messages. These can be summarized as follows:

**Money.** In the TV world, people usually have a lot of nice things: houses, cars, clothes. This sends a message that having a lot of nice things is normal and desirable. In advertising, we take this message for granted. Advertisers want to attract buyers to their product. Television



programs are now delivering a similar message for similar reasons: they want to attract their viewers to their shows. We see this in the number of programs featuring rich, beautiful characters living in homes and driving cars that a real person in their situation could not possibly afford.

**Danger.** The world, according to television, is risky and dangerous. Television programs like police drama show us a tremendous amount of violence and crime.

**Respect.** In TV life, people with professional jobs get more respect than people with service or manual jobs, such as waitresses or factory workers. This is true in all kinds of programs, especially comedy shows.

**Business.** Business people cannot be trusted, at least not on TV. program after program, business people cheat, lie, or use other people

**Fantasy.** TV programs reveal a strong desire in viewers for fantasy. People like to forget reality for an hour and imagine worlds that do not exist, life on other planets, and life after death. Even shows that are not fantasy try to include some piece of fantasy because they know it will attract viewers. An interesting aspect of fantasy is the way that they use people's natural fear of the unknown. Things that people cannot explain are usually presented as bad, dangerous, or evil.

**Self-interest.** People in the television world are extraordinarily interested in themselves. Many characters on TV think only about getting what they want. They are not conscious of other people's desires or needs. For example, one man tricks another man in order to win his girlfriend. He doesn't consider the other man's feelings at all or the girlfriend's. He wants that woman, so he does anything to get her.

These common themes from television are seldom true in real life and usually involve stereotypes of people: the lazy janitor, the lying

business person, the troubled teenager. These stereotypes can be funny, but they can also be insulting and untrue.

From Lecture Ready by Peg Sarosy and Kathy Sherak, P 79

1. What are the favourite themes of TV programs?
2. What kinds of people do we see in U.S television entertainment?
3. On TV shows what group of people get more respect?
4. What kind of people are the business people that are shown on TV?
5. Are the images of people on TV programs true most of the time?

### III. Writing

Using some of the ideas in the reading and your own ideas, write a short composition of 250-300 words in which you talk about the advantages or the disadvantages of TV for young people in Niger.

### IV. Translation

Translate the following paragraph of the reading text into French.

**Money.** In the TV world, people usually have a lot of nice things: houses, cars, clothes. This sends a message that having a lot of nice things is normal and desirable. In advertising, we take this message for granted. Advertisers want to attract buyers to their product. Television programs are now delivering a similar message for similar reasons.

## Sujet N°14

### C.S.P – ALGO – KONNI

#### **I. Linguistic Competence**

**A. Fill the blanks with the appropriate word from the list below:**  
"so, too, any, few, either, and neither, enough, very, some, no"

1. There are ..... trees in Sahara
2. This food is ..... hot, but I can eat it.



3. She likes to study ..... does her sister.
4. Do you have ..... pen to lend me?
5. He can't drive a car ..... does her sister.
6. The woman is pounding ..... millet.
7. The sauce is ..... hot, no one can eat it.
8. I don't have any money means I have ..... money.
9. She doesn't like fish. I don't .....
10. This food is cool ..... to eat

**B. Choose the correct completion from the three options given:**

1. People ..... are waiting for the bus are all tired.  
a) Whose      b) who      c) which
2. Djadi does not feel well. He ..... better see a doctor.  
a) Should      b) would      c) had
3. The boys went ..... yesterday.  
a) Fishing      b) to fish      c) fish
4. The thief ..... her not to shout.  
a) Asked      b) said      c) told
5. I would travel around the world if I ..... rich.  
a) Was      b) were      c) am

**C. Put the verbs in parentheses in the correct tense.**

1. My friend ..... (to come-not) from France. He .....  
(to come) from Germany.
2. Saratou ..... (to listen) to radio at the moment.
3. Ibrahim ..... (to stay-not) very long last week.
4. She didn't go to see the film last night because she ...  
(to see) it before.
5. I ..... (to own) this bicycle since I was fifteen.

**II. Reading:**

**A. Read the following text and say whether the statements below are true or false.**

**DEMOCRACY AND ITS PROBLEMS IN DEVELOPING COUNTRIES**

**Asghar Ali Engineer**  
**(Secular Perspective, May 1-15, 1999)**

Today what is happening in our country has raised many questions about democratic form governance also. The way coalition politics has created political instability today and various big and small parties are indulging in different combinations as per their own perceived interests. Because of these many people feel that politicians are totally unscrupulous and to promote their own interests do not care for the country. This is by and large true but politicians in a democratic policy have their own compulsions also. We would like to throw some light on democracy and its problems particularly from regional and minority perspective.

No doubt democracy is the best form of governance so far and particularly in modern times. Wherever there is dictatorship or monarchy, people there are aspiring for democratic form of government. Ideally speaking the power in democracy lies with the people and no government can rule without the consent of people. But such a form of governance also creates many complex problems and also provides opportunities to the ruling classes to manipulate situations in their favour.

The first requirement of success of democracy is well informed public opinion. In the ideal situation the public should not only be hundred percent literate but also well informed about all the problems facing the country. But it is hardly so. Let alone in India even in highly developed countries like USA the people are not well informed about the problem and vested interests manipulate public opinion through media. The media, therefore, plays a very vital role. The media is often controlled by powerful vested interests (with honourable exceptions, of course) and hence the role of media is also far from healthy for a clean democracy and properly informed public opinion. The regional press, be it the Shah Bano movement, or Ramjanambhoomi movement or communal riots situation, plays openly partisan role and if any thing aggravates the situation further. Many communal riots would not have



aken place but the false stories deliberately planted in regional news papers.

1. A well informed public opinion is required for the success of democracy.
2. In USA all the people are informed about the problems facing the country.
3. Democracy is the worst form of governance in modern time.
4. Any demonstrations would not have taken place if false stories had not been written in news papers.
5. The media play a very important role in democracy.

**B. Read the text again and answer these questions**

1. Why do people think that politicians are unscrupulous?
2. What is the ideal definition of democracy in this text?
3. Enumerate a few problems of democracy from the text.

### **III. Writing:**

Many people think that the top priority change of our government is to fight food crisis and acute poverty. What is your view on this issue? Express it in a short composition of 250 words.

### **Sujet N ° 15**

**BAC 2013**

#### **I. Linguistic Competence**

*Put the verbs in parentheses in the right tense: present continuous, present perfect progressive, past progressive, simple present, simple past, future with going to.*

1. The children were sleeping when it \_\_\_\_\_ (start) to rain.

2. I wanted to visit you yesterday, but you \_\_\_\_\_ (not to be) at me.

Sh...! Be quiet. The baby \_\_\_\_\_ (to sleep).

There are a lot of clouds! It \_\_\_\_\_ (to rain) soon.

The sun \_\_\_\_\_ (to rise ) in the East.

How long -you \_\_\_\_\_ (to teach) in this school?

While the doctor \_\_\_\_\_ (to examine) Mr. Jones, his wife was waiting outside this morning.

I \_\_\_\_\_ (to wait) for my girlfriend for two hours now.

After he had seen the film on TV, he \_\_\_\_\_ (decide) to buy the book.

10. Wait a minute, I \_\_\_\_\_ (to carry) this book for you.

*Complete the sentences below with the correct form, singular or plural, of the given nouns.*

1. I've just brought the \_\_\_\_\_ (chair) for the ceremony.

2. I bought some \_\_\_\_\_ (furniture).

3. I had some \_\_\_\_\_ (corn) for dinner.

4. \_\_\_\_\_ (vegetable) are good for your nutrition.

5. This book has a lot of \_\_\_\_\_ (information).

*Complete the sentences below with the infinitive or gerund of the words in parentheses.*

Example 1: I need to study (to study) tonight.

Example 2: I like cooking (to cook) gourmet meals.

1. Sally started \_\_\_\_\_ (to talk) about her problem.

2. Idi and Awa have decided \_\_\_\_\_ (to get) married.

3. We finished \_\_\_\_\_ (to eat) around seven.

4. Are you planning \_\_\_\_\_ ( to take) a vacation this year?

5. I like \_\_\_\_\_ ( to meet) new people.



**II. Reading: Read the text below and answer the questions in complete sentences.**

### **The Olympic Games Origins**

The ancient Greeks first had the idea of getting men together every four years to hold and witness sporting events (in those days women did not participate, though they had their own, independent, events). The idea was to have the best athletes from all over Greece gather in one field and compete every four years. All wars and fighting had to stop while the athletes and their supporters came together in the town of Olympia for a few days to compete in a few events, mostly related to warfare (throwing the javelin, running, wrestling, boxing and chariot racing).

The first written reference to the Games is 776 BC. They lasted until 389 AD. The idea of having the modern Games was suggested in the mid 19<sup>th</sup> century but they weren't a world event until 1896. Besides being postponed because of wars, they have been held since then every four years in different cities around the world.

### **Symbols**

The Olympic Games have many important symbols that most people recognize. The five rings that appear on the Olympic flag (colored yellow, blue, green, blue, black and red) were introduced in 1914. They represent the five continents of Africa, the Americas, Australia, Asia and Europe. The flag is raised in the host city and then flown to the next one where it is kept until the next Games. The Olympic torch, a major part of the ancient Games, was brought back in 1928 and is carried with great fanfare and publicity to the host city where it lights the burning flame of the Games. It is kept burning until the close of the



Games. The torch symbolizes purity, the drive for perfection and the struggle for victory.

Presentations & Public Speaking in English/ Josef Essberger, 1999

1. How often did the ancient Greek organize sporting events?
2. What Olympic sports did ancient Greek women participate in?
3. What activities were not allowed during the sporting events?
4. What are the important symbols of the Olympic Games?

III. Writing: Some people think there are some sports that both men and women can do. But there are some that are not suitable (*convenables*) for women. Express your view on this issue in a short composition. (300 words).

IV. Translation: Translate the sentences below into French.

1. The idea was to have the best athletes from all over Greece gather in  
one field and compete every four years.
2. All wars and fighting had to stop.
3. The Olympic Games have many important symbols that most people recognize.
4. The flag is raised in the host city and then flown to the next one where it is kept until the next Games.
5. The torch symbolizes purity, the drive for perfection and the struggle for victory.

Sujet N ° 16

Série A4 BAC 2014

I. Linguistic Competence:

A. Select an appropriate modal to fill in the blank: can, may, should, ought to, must not, would rather, had better.



1. Example: It is 2:00 AM. You hear a strange noise in your neighbor's house. It may be a burglar.
2. You are speaking to your teacher. You want to leave class early today and you meet my doctor at 4:00 \_\_\_\_\_ may I leave before the end of class?"
3. Your friend wants to improve his English. He \_\_\_\_\_ take English classes at the American Cultural Center.
4. Your sister bought a new toaster. It does not work. She \_\_\_\_\_ return it to the store where she bought it.
5. Your mother is talking to your three-year-old brother: "Jerry, you \_\_\_\_\_ touch the stove. It is dangerous!"
6. "Ali said he was going to the swimming pool. I wonder if he \_\_\_\_\_ swim."

B. Complete the sentences by using the names of your classmates (camarades de classe). Add too (if the verb is affirmative) or either (if the verb is negative) to the end of the sentences.

Number 1 and 2 are done as illustrations.

Amina has a pen with blue ink, and Samira does too. \_\_\_\_\_

Ali doesn't speak Chinese, and Roberto doesn't either. \_\_\_\_\_

\_\_\_\_\_ isn't married, and \_\_\_\_\_

\_\_\_\_\_ sits in the same seat every day, and \_\_\_\_\_

\_\_\_\_\_ is wearing jeans today, and \_\_\_\_\_

\_\_\_\_\_ walked to class today, and \_\_\_\_\_

\_\_\_\_\_ was in class yesterday, and \_\_\_\_\_

C. Give the comparative and the superlative forms of the following adjectives: clean, bad, expensive, yellow, complex, good

Example: clean \_ cleaner—the cleanest.

D. Give the past and the past participle forms of the following verbs: live, speak, feed, steal, quit, stand.

Example: live: lived- lived

II. Reading: read the text below and say whether the following statements are true or false.

### World Tourism Day

World Tourism Day is on September the 27<sup>th</sup>. It has been going since 1980 and was started by the United Nations World Tourism Organization (UNWTO). The purpose of this day is to raise awareness of the role of tourism internationally. The UNWTO hopes to highlight how tourism affects societies, cultures and economies worldwide. Since 1997, a host country acts as a partner to the UNWTO to celebrate World Tourism Day. There is a different theme each year. The first theme, in 1980, was tourism's contribution to the preservation of cultural heritage and to peace and mutual understanding. Other themes have included youth tourism, tourism as a force for world peace and climate change.

Tourism is one of the biggest industries in the world. It employs millions of people and generates billions of dollars. Many developing countries rely on tourist dollars for their survival. In recent decades tourism has boomed. People are richer, air travel is cheaper and many closed borders are coming down. The collapse of communism has seen millions of new tourists coming out of Russia and the former communist countries. This increase in tourism does create problems. In many of the world's top tourist destination, there is a strain in the environment. The huge number of tourists is in danger of destroying



the reason for sites being so popular. World Tourism Day is a good time to look at our global responsibilities as tourists.

1. The celebration of World Tourism Day has been going on for centuries now.
2. One of the goals of the UNWTO is to show that tourism does not really have an impact on societies worldwide.
3. Since 1997 the theme of World Tourism Day has remained tourism's contribution to the preservation of cultural heritage.
4. Tourism has never known a significant development in the world.
5. Tourism represents a significant development in the world.
6. The collapse of communism opened doors for many tourists.
7. The development of tourism can be a problem in many countries.
8. There is a link between the development of tourism and environmental problems.
9. The top tourist destinations are having environmental problems.
10. World Tourism Day should make us think about the role we play as tourists in the world.

**III. Writing:** in a short composition (250- 300 words), talk about what Niger should do to develop its tourism.

### **Sujet N ° 17**

#### **Série D, F1, F3 et F4 BAC 2014**

##### **I. Linguistic Competence**

Complete the following sentences with **who**, **whom**, **which**, **whose**, or **that**.

##### **A. Complete the questions below**

Numbers 1 and 2 are done for you as illustrations.

- 1) People who live in New York City are called New Yorkers.
- 2) Tina likes the present that I gave her for her birthday.

- 3) George Washington is the president \_\_\_\_\_ picture is on the one-dollar bill.
- 4) I like the people with \_\_\_\_\_ I work.
- 5) Have you seen the movie \_\_\_\_\_ is playing at the Fox theatre?
- 6) A stenographer is person \_\_\_\_\_ can write shorthand.
- 7) I have a friend \_\_\_\_\_ father is a famous artist.

B. Give the past and past participle forms of the following verbs.

Buy	_____	_____
Do	_____	_____
Quit	_____	_____
Be	_____	_____
See	_____	_____
Fall	_____	_____
Feel	_____	_____
Play	_____	_____
Live	_____	_____
Think	_____	_____

II. Reading: read the text below and say whether the following statements are true or false.

### Louis Pasteur

In 1822 Louis Pasteur was born in the east of France, near Switzerland. His father had been a sergeant-major in Napoleon's army, but at the time of Louis' birth, he was a tanner, a man who turned the skin of an animal into leather. Louis, having shown special skill in art and science at the local school, went to the Royal College at the provincial centre at Besançon. In 1843 he entered the Ecole Normale in Paris. While he was studying there, he became interested in crystals, the form taken by certain substances when they change from a liquid into a solid. A few



years later, in 1848, he made an important discovery about the properties of crystals in relation to light.

From the 1850s on, after being approached by an alcohol manufacturer, he became interested in fermentation. On experimenting with sour or fermented milk, he found very small bodies, the ferments, with the help of a microscope. This discovery led to Pasteur's famous work on germs or microbes. For many centuries people had believed in "spontaneous generation", i.e. that life could start from nothing. In his work on fermentation in wine and beer, Pasteur, however, was able to show that life was always present in the form of germs, but that the number of germs in the air varied in different places and under different conditions.

Following on from this work on fermentation, Pasteur began to study other infections and diseases. He demonstrated the importance of a sterile environment, obtained through cleanliness and heat. Before his death in 1895, he had made many important contributions to science and his discoveries had saved the lives of many people. In English and other languages, his name was given to the process of heating milk in order to kill the disease-carrying bacteria: pasteurization.

From Think and link by Cooper, p 12

1. When Louis was born, his father was already working in Napoleon's army.
2. After his studies Louis became interested in crystals.
3. Louis' 1848 discovery was about crystals and light.
4. An alcohol manufacturer found very small bodies, the ferments, thanks to a microscope.
5. People used to believe that life can start from nothing.
6. Pasteur demonstrated that life can start from nothing.
7. No matter the place and the conditions there is the same amount of germs in the air.
8. Cleanliness and heat can lead to a sterile environment.
9. Pasteur's discoveries did not make a significant contribution to science.

10. Pasteurization refers to the obtained sterile environment.

Sujet N ° 18

Série G BAC 2014

## I. Linguistic Competence

A. Complete the following sentences using the appropriate tag-questions.

- A. Democracy is a hard experience, \_\_\_\_\_?
- B. John has finished his homework, \_\_\_\_\_?
- C. You can speak English, \_\_\_\_\_?
- D. She speaks Chinese, \_\_\_\_\_?
- E. Sam had been to England twice, \_\_\_\_\_?

B. Give the past and the past participle forms of the following verbs.

Fall	_____	_____
Feel	_____	_____
Fly	_____	_____
Live	_____	_____
Think	_____	_____

II. Reading: read the text below and say whether the following statements are true or false.

### Sales in recessions

Sales figures are often used as evidence of the general health of the economy. In a recession, any rise in high street sales is quoted by government ministers as evidence of the increase in consumer confidence that is the first step on the road back to economic growth.



In free market terms, sale figures reflect the state of local market forces at any one place and at any one time. They show the amount of a product that the public wants to buy at the current price.

To a large extent, this is true. At times of falling sales, high street shops are forced to reduce prices without off-season sales, special offers and even "closing down" sales. Newspapers are full of advertisements for special offers on consumer durables, cars, for example, or computers and video recorders.

The reason for these goods being the ones that are most frequently discounted in times of recession is that they are the most expensive in terms of their opportunity cost – their relative value of alternative goods and services on which they may want to spend that same amount of money. If you have £X, you can buy a CD player or go on a short holiday, but you cannot do both.

Even more important, perhaps, is the consumer's fear of his or her personal future. In recessions comes job losses and increase reluctance to spend; it is expensive luxuries such as videos that are the first items to be cut from household budgets. People feel the need to save against the possible future loss of income. In recession, a greater proportion of the public's income is saved than in times of economic growth.

The effect of all this on manufacturers can easily be seen. Falling sales lead to production cut-backs. This results in the under capacity of plant and machinery. Since fixed other heads remain basically the same, other ways of cutting back on costs and thus of reducing prices have to be found. Almost always, this is achieved through cutting back on jobs.

1. One may know about a given economy from information on its sales.
2. An increase in high streets sales is a sign of economic growth.
3. Sales figures are not used as indicators of local market forces.
4. With a decrease in sales most high street shops increase their prices.

5. With a decrease in sales, consumers get various types of price reduction.
6. Discounted products are generally expensive ones.
7. Recession rarely comes with consumer problems such as joblessness and fear to spend money.
8. Because consumers feel unsecured in times of recession, they spend a lot of money.
9. In times of recession, expensive products are generally the first to be removed from family budget.
10. The bottom line of the consequences of recession is job losses.



**Précis de Grammaire:**

## Tenses review:

### 1. Simple Present

a. Use: For habitual actions, facts or general truths.

b. Examples: - She practices at night. - I teach in this school. - The sun rises in the east.

c. General Form: Subject + Simple Form of Verb. NB: for the 3<sup>rd</sup> person singular (he, she, it), add "ES" to verbs ending in "ch, sh, ss, o, x, z"; "IES" to verbs ending in "y" preceded by a consonant; "S" to other verbs. Eg: - 'to teach'! She teaches. - 'to carry'! It carries. - 'to work'! He works.

Interrogative and Negative forms: Use the auxiliary "Do/Does" with the Simple form of Verb. Eg, -Do I study in this school? -Does she practice in the morning? When does she practice? -I do not (don't) study in this school. - She does not (doesn't) practice in the morning.

d/Time Expressions: - Every(-day, -week, -Wednesday...), -On (-Mondays, -weekends, -Tabaski...), -In (-the morning, -afternoon...), -At (-8 o'clock, -noon...), Adverbs of frequency : (always, usually, sometimes, often...)

### 2. Present Progressive/Continuous

a. Use: For an action taking place at the moment of speaking.

b. Example: -The teacher is explaining, -We are listening.

c. Form: Subject+present of to be (am, is, are) +present+ Participle/ING form.

Interrogative and Negative forms: (am, is, are +S+ V+ING form) - (S+ am, is, are +not +V + ING)

Eg: -Is the teacher reading? -Are we writing? -What is he doing?

-The teacher is not reading. -We are not writing.

d. Time expressions: -At this moment, now, presently, look, listen, wait!



**NB:** Certain verbs are not used in progressive. Eg: To like, want, know, need, own, cost, understand, prefer, believe, hear, see, belong to, owe, etc...

### 3. Simple Future:

- a. Use: For future intentions, plans, and arrangements.
- b. Examples: -I will/shall come to school tomorrow.-She will travel next weekend.
- c. Form: Subject+will/shall+Simple form of Verb.  
Interrogative and Negative examples: (will/shall+S+Simple form) - (S+will/shall not (won't/shan't) +Simple form).  
 Eg:- Will we come to school next Sunday ? -Will she travel tomorrow?  
 - We will not (won't) come to school next Sunday.-She will not travel tomorrow.
- d. Time Expressions: -Tomorrow, Next (- Monday,-week,-vacation...) -In (-2days, - weeks...), or a date or time in the future.

### 4. Simple past:

- a. Use: For an action that took place at a given, precise, definite time in the past.
- b. Example: We enjoyed the film last night. He worked in a restaurant two years ago.
- c. Form: Regular Verbs: Subject + Verb + " ED, D or IED"  
 Eg: 'to score': scored; 'to live': Lived; 'to study': Studied.  
**NB:** For Irregular Verbs see the list of Irregular verbs. Eg: 'To see': Saw; 'to go': Went.  
Interrogative and Negative forms: Use the auxiliary "Did" with the simple form of Verb.  
 Eg: Did we enjoy the film?- Did he work in a hotel? When did you last see him?
- d/ Time expressions: Yesterday, Last (-week,-year,-Sunday) - ago (2 days,-weeks,-years -), or a date or time in the past.

### 5. Past Progressive/Continuous :

- a. Use : For a longer action that was happening in the past.
- b. Example: I was waiting for the bus yesterday. We were watching the news when the phone rang.
- c. Form: Subject + was/were + present participle(ING form).  
Interrogative and Negative forms: (was/were + S + V + ING)/  
 (S + was/were + not + V + ING).  
 Eg: Was I waiting for a taxi? Were we watching a film when the phone rang?  
 What were you doing at six o'clock yesterday?  
 I was not waiting for a taxi. We were not watching a film when the phone rang.
- d. Time expressions: After those used with the simple past, the idea of the sentence indicates the tense.

### 6. Present Perfect

- a. Use: For an action that began in the past at no precise time, where it may continue up to the present time.
- b. Examples: I have cleaned my shoes. Mr. Ali has bought a new car.
- c. Form: Subject + have/has + Past Participle (pp).  
Interrogative and Negative forms: (Have/has + S + pp)/ (S + have/has + not + pp)  
 Eg: Have I cleaned my books? Has Mr. Ali bought an old car? How long have you lived here?  
 I have not (haven't) cleaned my books. Mr. Ali has not (hasn't) bought an old car.



d. Time expressions: For; during; since; already; just; yet; ever; never; recently; once; twice; how long; today; this week; lately; several times...

### 7. Past Perfect

- a. Use: For a completed action before another action or time in the past.
- b. Examples: The bus had already left when he arrived. After we had finished the work, we went out.
- c. Form: Subject + had + past participle (pp).  
Interrogative and Negative forms: (Had + S + pp) (S + had + not (hadn't) + pp).  
 Eg: Had he found the bus when he arrived? Did we leave before we had finished the work?  
 He had not (hadn't) found the bus. We did not leave before we had finished the work.
- d. Time expressions: When; after; before; already; until; yet; since...

### TAG- QUESTIONS

A tag question consists of a statement and a tag. Eg: You are wrong, aren't you? Statement tag

Tag = Auxiliary/Modal + Subject

Form: Affirmative Tag + Negative Statement .Eg: He has left, hasn't he?

Negative Statement + Affirmative Tag. Eg: He hasn't left, has he?  
 Note: With ordinary/main verbs, use the Auxiliaries Do/Does/Did in the Tag.

Eg: He works here, doesn't he? She visited her friend, didn't she?

Special Cases: Examples: I am a student, aren't I? Close your book, will you? (Imperative).

Everyone/somebody knows the answer, don't they? Nobody loves her, do they? (Negative statement).

She is never late, is she? (Negative statement).

### COMPARISONS: Comparatives and Superlatives of Adjectives

Adjective/Adverb	Superiority	Inferiority	Equality	Double comp.
Short Adjective	Er than Eg Bigger than	Less — than Less big than	As — as As big as	- er and - er Bigger and bigger
Long Adjective	More — than Eg More important than	Less — than Less important than	As — as As important as	More and more More and more important
Irregular cases Good/well Bad Far Many/Few + count noun Much/Little + non-count noun	Better than Worse than Farther/further than More — than fewer — than More — than	Less good than Less bad than Less far than — Less — than	As good as As bad as As far as As many/few as As much/little as	Better and better Worse and worse Farther and farther More/fewer and more/fewer More/less and more/less



## Passive Voice

**Active voice:** The subject does the action. Eg: The hunter killed the lion.

**Passive voice:** The subject receives the action. Eg: The lion was killed by the hunter.

a. **Form:** To be (am, is, are, was, were, has/have been, had been) + Past participle of the verb.

b. **Four(4) changes to turn from active to passive:**

1. Subject	Object
2. Verb tense	Tense of to be
3. Verb	Past participle
4. Object	Agent

c/ **Examples:**

**Simple present:** Active: The hunter kills the lion.  
Passive: The lion is killed by the hunter.

**Present progressive:** A: The hunter is killing the lion.  
 P: The lion is being killed by the hunter.

**Simple future:** A: The hunter will kill the lion.  
 P: The lion will be killed by the hunter.

**Simple past:** A: The hunter killed the lion.  
 P: The lion was killed by the hunter.

**Past progressive:** A: The hunter was killing the lion.  
 P: The lion was being killed by the hunter.

**Present perfect:** A: The hunter has killed the lion.  
 P: The lion has been killed by the hunter.

**Past perfect:** A: The hunter had killed the lion.  
 P: The lion had been killed by the hunter.

**Modal: eg, Can:** A: The hunter can kill the lion.  
 P: The lion can be killed by the hunter.

## REPORTED SPEECH

a. Use: Direct speech: To repeat the speaker's exact words.

Indirect speech: To repeat the speaker's meaning without using the exact words.

b. Form: Change the Persons, Tense, Adverbs, and Punctuation.

### 1. Tense change:

#### Direct

Simple present  
Present progressive  
Simple future  
Simple past  
Past progressive  
Present perfect  
Must

#### Indirect

Simple past  
Past progressive  
Conditional  
Past perfect  
Past perfect progressive  
Past perfect  
Had to

### 2. Person change

#### Direct

I/you  
We/you  
Me/you  
Us/you  
My/your  
Our/your  
Mine/yours  
Ours/yours

#### Indirect

He/she  
They  
Him/her  
Them  
His/her  
Their  
His/hers  
Theirs



### 3. Adverbs change

<u>Direct</u>	<u>Indirect</u>
This/that	These/those
Here	There/at that place
Now	Then/at that moment (time)
Today	That day
Yesterday	The day before
Last (week...)	The (-week...) before
Ago (2 days-)	(2 Days-) before
Tomorrow	The following day

### 4. Punctuation change

In Indirect Speech, the "inverted commas" disappear.

#### A. Reported Statement:

- Form: Speaker + Said that + Subject + Verb
- Example: Ali said, "I am tired now because I have worked this morning".  
: Ali said that he was tired at that time because he had worked that morning.

#### B. Reported Questions:

- Yes/No questions
  - Form: Speaker + Asked + (Person) + if/whether + Subject + Verb
  - Example : Fati said, "Did you see him yesterday?"  
Fati asked if I had seen him the day before.
- "Wh" questions:
  - Form: Speaker + Asked + (Person) + "wh" + Subject + Verb
  - Example: Idi said, "When will you travel?"  
Idi asked me when I would travel.

### C. Reported Commands :

#### i. Imperatives:

- a. Form: Sp + Told + person + (not) + Infinitive (to + V).
- b. Example: The teacher said, "Sit down and don't talk, Mina".  
The teacher told Mina to sit down and not to talk.

#### ii. Requests:

- a. Form: Sp + Asked + person + (not) + Infinitive (to + V).
- b. Example: Djadi said, "Give me your pen, please".  
Djadi asked me to give him my pen.



**CONDITIONAL CLAUSES**

<b>Tenses Type of condition</b>	<b>Tense in the Cond./If Clause</b>	<b>Tense in the Main Clause</b>
<b>Type 1</b>	<u>Simple Present</u> Eg: If I have money,	<u>Simple Future</u> I will go to Mecca.
<b>Type 2</b>	<u>Simple Past</u> If I went to Mecca,	<u>Conditional</u> (would +SF) I would visit the Ka'aba.
<b>Type 3</b>	<u>Past Perfect</u> (Had+pp)  If I had done the Pilgrimage, or, Had I done the Pilgrimage,	<u>Conditional Perfect</u> ((would (not) have +pp)) I would have become an Elhadj. I would have become an Elhadj.

## GERUND

Gerund is the present participle used as a noun (verb +ING).

### 1. Gerund after certain Verbs:

List of verbs followed by Gerund:

To avoid, like, enjoy, finish, imagine, keep, mind, miss, practice, risk, stop, suggest, start, begin, love, hate, advise, forgive, etc... Example:

She enjoys cooking to people who like eating.

### 2. Gerund after certain expressions:

Expressions followed by Gerund:

Can't help, can't stand, can't stop, it's no use, it's no good, it's worth, instead of, in spite of, do you mind, look forwards to, be good/bad at, be keen on, be fond of, used to, be used to, etc...

eg: It's no good planting trees if you don't take care of them.

### 3. Gerund in subject position:

At the beginning of a sentence as the subject

Eg: Planting trees can stop desertification. Cutting trees destroys the environment.

BN: The Infinitive can also be use. Eg: To plant trees can stop desertification. To cut trees...

### 4. Gerund after a preposition :

Used after a preposition as an object.

Prepositions followed by gerund: Without, after, before, about, for, by, in, at, of, while, on, etc...

Eg: Thanks for coming. She left without eating.

### 5. Gerund with possessive case:

Example: I like her singing. Ali's falling makes us laugh.



**Answer Key**

Corrigé N°1

Série: A4 Année 2006

**I. Linguistic Competence :**

1. Like;
2. Was;
3. Visit;
4. Will spend;
5. Had;
6. Knew;
7. Had known;
8. Was cooking;
9. Grow;
10. Read.

**II. Reading:**

**A.**

1. Accurate information that people can act on directly
2. Groups of events that signal new trends.

**B.**

1. Media TV, radio, newspaper, the internet.
2. Access—a way of entering or reaching.
3. In-depth—with a lot of details.
4. Reliable—can be trusted.
5. Accurate—careful and exact.
6. Feature—an important part of something.
7. Get informed—find out about.
8. Print—writing that is in books or newspapers.

**III. Writing:**

(Views can vary). Pay attention to the paragraph techniques, the style (Indentation, link words or connectors: first, second, ...), punctuation and spelling.



**IV. Translation:**

Le moyen par lequel nous obtenons les informations- le média est entrain de subir d'importants changements. Par exemple, de plus en plus de gens de nos jours ont accès a internet, ou ils peuvent choisir quel type d'information à regarder. A présent, les gents choisissent "Infos utiles". Au lieu de regarder des histoires de nouvelles approfondies dans le monde, ils préfèrent des informations qui concernent leurs besoins et préoccupations.

**Corrigé N°2**

Série : C et D Année 2006

**I. Linguistic Competence :**

- A.
1. Own;
  2. Many;
  3. A lot of;
  4. Down;
  5. Could.

- B.
1. Are;
  2. Finished;
  3. Have;
  4. Was sleeping;
  5. Made.

**II. Reading:**

- A.
1. False;
  2. True;
  3. True;

4. False;

5. True.

**B.**

1. Good or bad;

2. Important;

3. Large;

4. Type of solid, liquid, or gas;

5. Air, water, and land.

### **III. Writing:**

(Views can vary). Pay attention to the paragraph techniques, the content, the style (Indentation, link words or connectors: first, second, finally...), punctuation and spelling.

## **Corrigé N°3**

**Série : A4 Année 2009**

### **I. Linguistic Competence :**

**A.**

1. Taught;

2. Has fallen—broke—hurt;

3. Sold;

4. Spent—bought—cost;

5. Throws—caught.

**B.**

1. Should;

2. Had;

3. Has;

4. Have;

5. Must.

**C.**

1. Tell down—broke;

2. Try;



3. Have studied/have been studying;
4. Had studied;
5. Was taking/rang
6. Try
7. Get;
8. Have known;
9. Ask.

## **II. Reading:**

1. No, it doesn't.
2. In the society companies arbitrarily fire all women employees when they reach 30.
3. As an office flower, all she has to do is to meet guests, to be charming and young and to pour the tea.
4. To pass out leaflets in protest, against the company's policies and she'll sue the network to keep her job.
5. That to take back the women would not be good for the company's moral, what is wrong is the law.

## **III. Writing:**

(Opinions can vary). Pay attention to the paragraph techniques, the content, the style (Indentation, link words or connectors: first, second, finally...), punctuation and spelling.

## **IV. Translation:**

1. La constitution post-guerre du Japon a clairement garanti l'égalité aux postes d'emploi aux femmes.
2. La majorité des entreprises japonaises chassent toutes les femmes qui ont atteint l'âge de 30 ans.
3. Même dans les entreprises comme Toyota ou les femmes peuvent rester jusqu'à 55 ans, les décideurs se plaignent que "donner une responsabilité aux femmes serait très difficile".
4. Les femmes deviennent inefficaces après 30 ans, soutiennent leurs patrons.

5. Dans tous les cas, "une femme qui veut travailler après 30 ans ne pas bien faire" a dit Taiji Kawate, vice président du NBN. "Elle a des devoirs au foyer envers ses enfants".

## Corrigé N°4

Série : C et D Année 2009

### I. Linguistic Competence :

A.

1. At;
2. From;
3. To — by;
4. About;
5. In.

B.

1. Have you ever been;
2. It often rains;
3. We are usually at home;
4. Have never seen;
5. He rarely goes.

### II. Reading:

1. Many people do not understand the reasons for their behavior.
2. 25,000 people.
3. Many people still do not know where radioactivity comes from or how environmentally harmful a car is.
4. Because of the absence of awareness campaigns and a lack of coverage in media.
5. Norway, the UK and the Netherlands.



**III. Writing:**

(Views can vary). Pay attention to the paragraph techniques, the content, the style (Indentation, link words or connectors: first, second, finally...), punctuation and spelling.

**Corrigé N°5**

Série : A4 Année 2010

**I. Linguistic Competence:****A.**

1. Has gone;
2. Have been working;
3. Started;
4. Had;
5. Will /shall go;
6. Have known;
7. Have;
8. Would;
9. Was cleaning;
10. Taught.

**B.**

1. Since;
2. For;
3. Since;
4. For;
5. Since.

**C.**

1. As fast as I could;
2. As good as they looked;
3. As soon as possible;
4. As often as I can;

5. As bad as she said it was.

## **II. Reading:**

1. False;
2. False;
3. False;
4. True;
5. True.

## **III. Writing:**

(Opinions can vary). Pay attention to the paragraph techniques, the content, the style (Indentation, link words or connectors: first, second, finally...), punctuation and spelling.

## **IV. Translation:**

1. L'Exotif est un centre de formation reconnu, c'est-à-dire il a obtenu son autorisation des autorités du TVET pour mener sa formation.
2. Le salon est situé au centre de Dakar et logé dans un immeuble moderne
3. Néanmoins, il délivre uniquement un certificat local car il n'existe pas encore de diplôme de coiffure au Sénégal.
4. Les apprenants, toutes des femmes, sont d'habitude entre 18 à 35 ans d'âge et de divers profils socio- économiques.
5. Le principal critère de sélection demeure le paiement des frais d'étude.

Corrigé N ° 6

Série : D'Année 2010

## **I. Linguistic Competence:**

A.

1. Gives;
2. Become;



3. Will order;
4. Has been teaching;
5. Like.

**B.**

1. More important than — the most important
2. Softer than — the softest
3. More wonderful than — the most wonderful
4. Better than — the best
5. Worse than — the worst.

**II. Reading:**

1. False;
2. False;
3. True;
4. False;
5. True;
6. False;
7. False;
8. False;
9. False;
10. False.

**III. Writing:**

(Opinions can vary). Pay attention to the paragraph techniques, the content, the style (Indentation, link words or connectors: first, second, finally...), punctuation and spelling.

**Corrigé N° 7**

**Série : G Année 2010**

**I. Linguistic Competence:**

1. Will go;
2. Got married;

3. Knew,
4. Ask;
5. Don't—ask; didn't — ask;
6. May go;
7. Was taking;
8. Has taught/has been teaching;
9. Tell;
10. Goes.

## II. Reading:

1. True;
2. False;
3. True;
4. False;
5. True.

## III. Writing:

(Opinions can vary). Pay attention to the paragraph techniques, the content, the style (Indentation, link words or connectors: first, second, finally...), punctuation and spelling.

Corrigé N ° 8

Série : A4 Année 2011

## I. Linguistic Competence:

1. Is not raining;
2. Was waiting;
3. Do you do?
4. Saw;
5. Had rung- were having?
6. Told -thought;
7. Am getting;



1. Was the car going?

### Relative clauses:

1. That;
2. They said;
3. Whose;
4. That he's enjoying;
5. Which.

### II. Reading:

1. False;
2. False;
3. False;
4. True;
5. False;
6. False;
7. True;
8. False;
9. True;
10. True.

### III. Writing:

(Views can vary). Pay attention to the paragraph techniques, the content, the style (Indentation, link words or connectors: first, second, finally...), punctuation and spelling.

### IV. Translation:

1. Cette année les Américains éliront un nouveau président le 4 Novembre.
2. C'est un événement important qui arrive une fois toutes les quatre années.
3. Très souvent, le président est toujours élu dans l'un des deux principaux partis aux Etats Unis : les Républicains et les Démocrates.

4. Il existe d'autres candidats présidentiels.
5. Ce n'est certainement pas arrivé durant ces derniers cent ans.

## Corrigé N ° 9

Série : D Année 2011

### I. Linguistic Competence:

1. Has been raining;
2. Has been living/has lived;
3. Went;
4. Happened;
5. Have not been.

### Much or Many

1. Much;
2. Many;
3. Much;
4. Much;
5. Many.

### II. Reading:

1. False;
2. False;
3. True;
4. False;
5. True;
6. False;
7. True;
8. True;
9. True;
10. True.



**III. Writing:**

(Views can vary). Pay attention to the paragraph techniques, the content, the style (Indentation, link words or connectors: first, second, finally...), punctuation and spelling.

**Corrigé N ° 10**

**Série : G3 Année 2011**

**I. Linguistic Competence: Appropriate tag:**

1. Aren't they?
2. Does she?
3. Wouldn't you?
4. Have you?
5. Hadn't you?

**Correct Tenses:**

1. Had rung- were having?
2. Told;
3. Am getting.
4. Was the car going?

**II. Reading:**

1. False;
2. False;
3. False;
4. True;
5. True.

**III. Writing:**

(Views can vary). Pay attention to the paragraph techniques, the content, the style (Indentation, link words or connectors: first, second, finally...), punctuation and spelling.

## Corrigé N ° 11

Série : A4 Année 2012

**I. Linguistic Competence :**

A.

2. B: Who is she talking to?  
A: They have been talking.
3. A: Do you know.  
B: I have- I get.

B.

1. a) less ...than. b) not as...as.  
2. a) less...than. b) not as...as.  
3. a) less...than. b) not as...as.  
4. b) not as...as.  
5. a) less...than. b) not as...as.

**II. Reading :**

1. Employees and employers.
2. All kinds of jobs. They look for salespeople, for factory workers, and sometimes for executives to manage companies.
3. They find companies that have jobs to do, and then they try to match the jobs to qualified people.
4. People who have some job experience or who had special training in a particular kind of work.
5. Job developers can review the résumé to get a better idea of what the person can do, and companies can read the résumé to see if the person is right for the job.



### **III. Translation:**

1. Chez Myra nous aidons les gens à trouver du travail. Et nous aidons les entreprises aussi parce que nous leur trouvons des travailleurs qualifiés.
2. Donc, nous offrons un service important à la fois aux employés et aux employeurs.
3. Bien sûr nous sommes payés pour notre travail.
4. Nous gagnons notre argent de deux manières : quelques fois la personne qui gagne l'emploi nous paye pour notre service.
5. Des fois les entreprises nous payent pour leur avoir trouvé des travailleurs convenables.

### **IV. Writing:**

(Views can vary). Pay attention to the paragraph techniques, the content, the style (Indentation, link words or connectors: first, second, finally...), punctuation and spelling.

**Corrigé N ° 12****Série: D Année 2012****I. Linguistic Competence:****A.**

(Same as I. B. Série A4).

**B.**

6. So;

7. Neither;

8. Either;

9. So;

10. Too.

**II. Reading:**

1. False;

2. True;

3. True;

4. False;

5. False;

6. True;

7. True;

8. True;

9. True;

10. False.

**III. Writing:**

(Views can vary). Pay attention to the paragraph techniques, the content, the style (Indentation, link words or connectors: first, second, finally...), punctuation and spelling.



**Corrigé N ° 13**

**Série: A4 Année 2012 2<sup>nd</sup> groupe**

**I. Linguistic Competence:**

1. Got married;
2. Go;
3. Does;
4. Did;
5. May.

**II. Reading:**

1. Money, danger, respect, business, fantasy, and self-interest.
2. Rich and beautiful.
3. People with professional jobs.
4. Entrusted people who cheat, lie, or use other people.
5. No, they aren't. They are seldom true.

**III. Writing:**

(Composition can vary). Advantages of TV: Entertainment, internet, culture, education, news, sport, hobby, leisure, pastime, development, etc... Disadvantages of TV: Waste of time, copying others, juvenile delinquency, dreaming, surrealism, propaganda, etc...

**IV. Translation:**

L'argent. Dans le monde de la télévision, les gens ont souvent des belles choses: villas, voitures, vêtements. Cela signifie qu'avoir beaucoup de belles choses est normal et désirable. Dans la publicité nous prenons cela comme étant vrai. Les publicités veulent attirer les acheteurs vers

leurs produits. Les programmes télévisuels délivrent à présent un message similaire pour des raisons similaires.

## Corrigé N ° 14

Série : A4 et D C.S.P- ALGO- KONNI 2012

### I. Linguistic Competence :

A.

1. Few;
2. Very;
3. So;
4. Any;
5. Neither;
6. Some;
7. Too;
8. No;
9. Either;
10. Enough.

B.

1. Who;
2. Had,
3. Fishing,
4. Told,
5. Were.

C.

1. Doesn't come-comes.
2. Is listening.
3. Did not stay,
4. Had seen,
5. Have owned.

## II. Reading:

A.

1. True;
2. False;
3. False;
4. True;
5. True.

B.

1. Because the way coalition politics has created political instability and various big and small parties are indulging in different combinations as per their own perceived interests.
2. The power lies with the people and no government can rule without the consent of people.
3. People's illiteracy and sometimes lack of information; manipulation of public opinion through media.

## III. Writing:

- ∞ (Views can vary). Pay attention to the paragraph techniques, the content, the style (Indentation, link words or connectors: first, second, finally...), punctuation and spelling.

Corrigé N ° 15

BAC 2013

### **I. Linguistic Competence**

Put the verbs in the right tense:

1. Started;
2. Were not;



3. Is sleeping;
4. Is going to rain;
5. Rises;
6. Have you been teaching?
7. Was examining;
8. Have been writing;
9. Decided;
10. Am going to carry.

**Complete with the correct form singular or plural:**

1. Chairs;
2. Furniture;
3. Corn;
4. Vegetables;
5. Information.

**Complete the sentences with Infinitive or Gerund:**

1. To talk/talking;
2. To get;
3. To eat/eating;
4. To take;
5. To meet/ meeting.

## **II. Reading:**

1. Every four years;
2. In those days women do not practice sports;

- . Wars and fighting;
- 4. Throwing the javelin, running, wrestling, boxing and chariot racing;
- 5. The five rings, the flag and the Olympic torch.

### III. Writing:

Ideas can vary. Remember the paragraph plan techniques:

Introduction, Development and Conclusion. Indent each paragraph and use connectors. Be careful with the grammar, vocabulary and punctuation. Give good ideas and illustrate them.

### IV. Translation:

1. L'idée était d'avoir les meilleurs athlètes de toutes la Grèce sur un même terrain et compétir tous les quatre ans.
2. Toutes les guerres et querelle devaient cesser.
3. Les Jeux Olympiques ont plusieurs symboles importants reconnus par la plupart des gens.
4. Le drapeau est hissé dans la ville hôte et flottera dans la prochaine où il est conservé jusqu'aux prochains jeux.
5. La flamme symbolise la pureté, la voie vers la perfection et lutte pour la victoire.

Corrigé N ° 16

Série A4 BAC 2014

1. Linguistic Competence

A.

2. May;

3. Had better/should/ought to;
4. Had better/should/ought to;
5. Must not;
6. Can.

**B.**

3. Isn't either;
4. Does too;
5. Is too;
6. Did too;
7. Was too.

Bad: worse than—the worst  
 Expensive: more expensive—the most expensive  
 Yellow: more yellow—the most yellow  
 Complex: more complex—the most complex  
 Good: better than—the best

C. Speak: spoke spoken  
 Steal: stole stolen  
 Stand: stood stood  
 Feed: fed fed  
 Quit: quit quit/quitted

**II. Reading**

1. False;
2. False;
3. False;
4. False;
5. True;
6. True;
7. True;
8. True;
9. True;
10. True.



### III. Writing: Ideas to develop

Invest more in the sector of tourism. Reinforce security in touristic sites. Improve transportation and communication means and ways. Build more hotels and restaurants. Create new sites. Make advertisings. Reduce tourism taxes.

### Corrigé N ° 17

Série D, F1, F3, et F4 BAC 2014

#### I. Linguistic Competence

A.

3. Whose;
4. Whom;
5. That/which;
6. Who;
7. Whose.

B.

Buy	Bought	Bought
Do	Did	Done
Quit	Quit	Quit/quitted
Be	Was/were	Been
See	Saw	Seen
Fall	Fell	Fallen
Feel	Felt	Felt
Play	Played	Played
Live	Lived	Lived
Think	Thought	Thought

**II. Reading**

1. False;
2. True;
3. True;
4. False;
5. True;
6. False ;
7. False;
8. True;
9. False;
10. True.

**Corrigé N ° 18****Série G BAC 2014****I. Linguistic Competence****A.**

- a. Isn't it?
- b. Hasn't he;
- c. Can't you;
- d. Doesn't she?
- e. Hadn't he?

**B.**

Fall

Fell

Fallen

Feel	Felt	Felt
Fly	Flew	Flown
Live	Lived	Lived
Think	Thought	thought

## **II. Reading**

1. True;
2. True;
3. False;
4. False;
5. True;
6. True;
7. True;
8. False;
9. False;
10. True.



## LIST OF IRREGULAR VERBS

Infinitive	Past	Past Participle	Translation
Be	Was/were	Been	Etre
Beat	Beat	Beaten	Battre
Begin	Began	Begun	Commencer
Bite	Bit	Bitten	Mordre
Blow	Blew	Blown	Souffler
Break	Broke	Broken	Casser
Bring	Brought	Brought	Apporter
Build	Built	Built	Construire
Burn	Burnt	Burnt	Brûler
Buy	Bought	Bought	Acheter
Catch	Caught	Caught	Attraper
Choose	Chose	Chosen	Choisir
Come	Came	Come	Venir
Cost	Cost	Cost	Coûter
Cut	Cut	Cut	Couper
Deal	Dealt	Dealt	Traiter
Dig	Dug	Dug	Creuser
Do	Did	Done	Faire
Draw	Drew	Drawn	Dessiner
Dream	Dreamt	Dreamt	Rêver
Drink	Drank	Drunk	Boire
Drive	Drove	Driven	Conduire
Eat	Ate	Eaten	Manger
Fall	Fell	Fallen	Tomber

<b>Infinitive</b>	<b>Past</b>	<b>Past Participle</b>	<b>Translation</b>
Feed	Fed	Fed	Nourrir
Feel	Felt	Felt	Sentir
Fight	Fought	Fought	Se battre
Find	Found	Found	Trouver
Flee	Fled	Fled	Fuir
Forbid	Forbade	forbidden	Interdire
Forget	Forgot	Forgot	Oublier
Freeze	Froze	Frozen	Gêler
Forbid	Forbade	Forbidden	Interdire
Get	Got	Got	Obtenir
Go	Went	Gone	Aller
Grow	Grew	Grow	Grandir
Have	Had	Had	Avoir
Give	Gave	Given	Donner
Hear	Heard	Heard	Entendre
Hide	Hid	Hidden	Cacher
Hit	Hit	Hit	Frapper
Hold	Held	Held	Tenir
Hurt	Hurt	Hurt	Blesser
Keep	Kept	Kept	Garder
Know	Knew	Known	Connaitre
Lay	Laid	Laid	Poser
Lead	Led	led	Diriger
Learn	Learnt	Learnt	Apprendre
Leave	Left	Left	Quitter
Lend	Lent	Lent	Prêter

<b>Infinitive</b>	<b>Past</b>	<b>Past Participle</b>	<b>Translation</b>
Let	Let	Let	Laisser
Lie	Lay	Lain	Se coucher
Lose	Lost	Lost	Perdre
Make	Made	Made	Faire
Meet	Met	Met	Rencontrer
Put	Put	Put	Mettre
Read	Read	Read	Lire
Ride	Rode	Ridden	Monter
Ring	Rang	Rung	Sonner
Rise	Rose	Risen	Se lever
Run	Ran	Run	Courir
See	Saw	Seen	Voir
Seek	Sought	Sought	Chercher
Sell	Sold	Sold	Vendre
Send	Sent	Sent	Envoyer
Shoot	Shot	Shot	Tirer
Sing	Sang	Sung	Chanter
Sit	Sat	Sat	S'asseoir
Sleep	Slept	Slept	Dormir
Smell	Smelt	Smelt	Sentir
Speak	Spoke	Spoken	Parler
Spend	Spent	Spent	Dépenser
Stand	Stood	Stood	Se lever
Steal	Stole	Stolen	Voler
Sweep	Swept	Swept	Balayer
Swim	Swam	Swum	Nager



Take	Took	Taken	Prendre
<b>Infinitive</b>	<b>Past</b>	<b>Past Participle</b>	<b>Translation</b>
Teach	Taught	Taught	Enseigner
Tear	Tore	Torn	Déchirer
Tell	Told	Told	Dire
Think	Thought	Thought	Penser
Throw	Threw	Thrown	Jeter
Wake	Woke	Woken	Reveiller
Wear	Wore	Worn	Porter
Win	Won	Won	Gagner
Write	Wrote	Written	Ecrire

**Achevé d'imprimer au Niger  
sous les presses des Editions Afrique Lecture SA  
Dépôt légal 4<sup>e</sup> trimestre 2014**

## Dans la même collection

### *Pour la classe de troisième :*

- Annales de mathématiques 3<sup>ème</sup> ;
- Annales de Physique et Chimie 3<sup>ème</sup> ;
- Annales de Français 3<sup>ème</sup> ;
- Annales de SVT 3<sup>ème</sup> ;
- Annales d'Anglais 3<sup>ème</sup> ;
- Annales d'Histoire géographie 3<sup>ème</sup> .

### *Pour les classes des terminales :*

- Annales de mathématiques TD ;
- Annales de Physique et Chimie TD ;
- Annales de SVT TD ;
- Annales de Français T<sup>les</sup> ;
- Annales d'Histoire géographie T<sup>le</sup> A ;
- Annales de mathématiques TA ;
- Annales de Philosophie T<sup>les</sup> .