

AVANT-PROPOS

Cette « Collection de Textes en Anglais » a été élaborée dans le but de mettre à la disposition des professeurs et des élèves un manuel qui à la fois, répond au programme de la 12^{ème} SE & SExp et facilite l'accès à des séries d'exercices très pratiques et adaptés au niveau des élèves.

- Vous y trouverez non seulement des textes traitant à propos de tous les Thèmes de Discussion (Topics) mais aussi des questions précises qui feront ressortir clairement l'idée centrale ou générale du texte, voire du thème.
- Vous y découvrirez également des exercices sur la quasi-totalité des leçons d'Expressions Orales (Functions) et d'Expressions Ecrites (Writing Tasks).
- Des tests de niveau sur toutes les leçons de Grammaire (Structures) ont largement été pris en considération.
- La liste des verbes irréguliers n'a pas été négligée.

Toutefois, ce manuel ne saurait remplacer les cours dispensés en classe par le professeur.

En somme, l'élève est d'avance préparé et familiarisé avec les formes de sujets du Baccalauréat.

Issiaka Flazié DIALLO

PROGRAMMES OF TOPICS: (TSE/TSEExp)

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VOS CRITIQUES ET SUGGESTIONS AUX :

M. Issiaka Flazié Diallo

Tel: 66 77 64 18/76 77 64 18 dialloissiakaf@yahoo.fr

M. Souleymane Ouologuem

Tel: 66 24 96 53/ 76 24 96 53 soulevmaneuologuem38@yahoo.fr

Topic: Education: integration of TIC

Text: ICT in Education

Information and Communication Technology (ICT) in education includes a group of tools made and used to produce, treat, exchange and read digital documents linked to teaching and learning. It can contribute to universal access to education, equity in education, the delivery of quality learning and teaching.

For instance, Mobile Learning, or "m-learning", offers modern ways to support learning process through mobile devices, such as handheld and tablet computers, MP3 players, smart phones and mobile phones. Instruction can be delivered anywhere and at any time through it. Moreover, it is an aid to formal and informal learning and thus holds enormous potential to transform the delivery of education and training. Mobile learning is emerging as one of the solutions to the challenges faced by education: the achievement of Education for All.

In order to use ICT effectively, educators need to be trained in using technology and they need to develop a good understanding of it and to ensure that students get the full advantages of educational technology.

QUESTIONS (20 points)

I. READING COMPREHENSION

A. Multiple-choice questions: Copy the complete sentence containing the correct answers. (1pt)

1. **Thanks to ICT, ... can have access to education.**

- a. Everybody
- b. Boys
- c. Girls
- d. Children

2. **People can find lessons ... with Mobile Learning.**

- a. Everywhere
- b. Everybody
- c. Sometimes
- d. Somewhere

B. True or false questions: Copy the true sentences and correct the false ones. (2pts)

- 1. Information and Communication Technology tools are used to exchange and read messages.
- 2. There is no difference between "Universal access to education" and "Education for All".
- 3. Mobile learning can help to reach the objective "education for all."
- 4. Educators should buy technology in order to use ICT effectively.

C. Answer the following questions. (2pts)

- 1. What are ICT tools use to do?



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2. Cite two contribution of ICT in education.
3. What are the mobile devices mentioned in the text?
4. Identify the challenge faced by education.

II. LANGUAGE: (10pts)

- A. Copy each word from the list on the left with one from the right so as to make pairs of synonyms. (2pts)**

A	B
Universal	Justice
Equity	Success
Achievement	Educate
Train	Worldwide

- B. Use these expressions or verbs in your own sentences: (2pts)**

to be allowed to; to let; to be forbidden to; to be supposed to.

- C. Fill in the blanks with: some, any or no. (2pts)**

- 1- The police arrested thieves yesterday.
- 2- Do you have questions to ask?
- 3- I have questions because I understand everything.
- 4- She lives alone. She has husband.

- D. Translate into French: (2pts)**

From "Information and Communication Technology (ICT)..." to "... linked to teaching and learning."

- E. Translate into English: (2pts)**

L'intégration des TIC dans l'éducation signifie l'usage des TIC dans le système éducatif afin de produire un enseignement et un apprentissage de meilleure qualité.

III. COMPOSITION (5pts) NB : Choose only one topic

- A. Tell about the importance of ICT in education.**

- B. Mariam COULIBALY, TSExp, Lycée Optimum de Yirimadio, Bamako sends a postcard to her friend Mohamed DIARRA, Nurse in the Hospital Nianakoro Fomba of Ségou announcing him that she has got a scholarship to continue her studies in Technology in the USA.**

Write Mariam's postcard with the appropriate layout.

Topic: Biodiversity

Text:

The term biodiversity refers to the wide range of organisms—plants and animals—that exist within any given geographical region. That region may consist of a plot of land no more than a few square meters or yards, a whole continent, or the entire planet. Most commonly, discussions of biodiversity consider all the organisms that interact with each other in an extended geographical region, such as a tropical rain forest or a subtropical desert.

Concerns about biodiversity are relatively new. Only during the last quarter of the twentieth century did scientists begin to appreciate the vast number of organisms found on Earth and the complex ways in which they interact with each other and with their environments. Biologists have now discovered and named about 1.7 million distinct species of plants and animals. As many as 50 million species, however, are thought to exist.

Biodiversity in the tropics is of special interest since the richness of species found there is so great. According to some estimates, 90 percent of all plant, animal, and insect species exist in tropical regions. At the same time, surveys of organisms in the tropics have been very limited. Those studies that have been conducted provide only a hint of the range of life that may exist there. As an example, one study of a 108-square kilometer (42-square mile) reserve of dry forest in Costa Rica found about 700 plant species, 400 vertebrate species, and 13,000 species of insects. Included among the latter group were 3,140 species of moths and butterflies alone.

QUESTIONS

I. READING COMPREHENSION (5pts)

A. Multiple choice question: Copy the complete sentence containing the correct answer (1pt)

1. The term biodiversity refers to ... range of organisms.

- a. the wide
- b. the small
- c. the great
- d. the large

2. Biodiversity in the tropics is of special interest since ... of species.

- a. the poorness
- b. wealthiest
- c. the greatness
- d. The kindness

B. True/False questions: Copy down the true sentences and correct the false one (2pts)

- 1. Biologists have never discovered and named distinct species of plants and animals.

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2. Scientists begin to appreciate the vast number of organisms found on Earth in the end of the 20th century.
3. Surveys of organisms in the tropics have been less limited.
4. The term biodiversity refers to plants and animals that exist a given region.

C. Answer the following questions: (2pts)

1. What is biodiversity?
2. When did scientists appreciate organism?

II. LANGUAGE: (10pts)

A. Vocabulary: Match word in A with its possible synonyms in B (2pts)

A	B
Limited	plants & animals
Biologist	area
Plot	seldom
Organism	scientist

B. Write a short dialogue out of this situation (2 pts)

Nagnouma asks her father Naman for the permission to go to the concert but he doesn't accept.

Nagnouma : _____.

Naman : _____.

C. Turn the following sentences into the passive voice (2 pts)

1. We must protect our environment.
2. Fatou has bought a new shirt.
3. The farmer raises many animals.
4. Students listened to the report.

D. Translate into French: (2 pts)

The term biodiversity refers to the wide range of organism, plants and animals that exist within any given geographical region. That region may consist of a plot of land no more than a few square meters or yards, a whole continent, or the entire planet.

E. Translate into English: (2 pts)

La question de réduire la pollution est très complexe parce qu'elle est causée par des choses qui nous sont nécessaires. Par exemples, les moyens de transport qui facilitent nos déplacements, les usines qui non seulement offrent de l'emploi mais aussi fabriquent les marchandises.

III. COMPOSITION: (5pts) NB: Chose only one topic

A. Tel useful of the biodiversity (Not more than 10 line)

B. Aminata DIABY a student in TLL, Lycée Privé Carnot de Bamako has got a postcard from her cousin Mohamed DIAWARA, Trader in Dar Salam, BP 125 Ségou, announcing that his store caught fire and all his goods have been destroyed. A day after, she writes him back with words of sympathy.

Write both postcards with the appropriate layout

Topic: Careers in Science and Technology

Text: The Electronic Cottage

Advances in computer and telecom technologies – especially the advent of the personal computer – augur a radical transformation in white-collar work patterns. "Because of the low cost of almost powerful computers, many people's jobs are going to be independent of where they are physically," explains Jack Niles, director of information technology at the University of Southern California's Center for Future Research. By decade's end, Niles predicts that more than 10 million people may abandon fulltime office work for a life in the "electronic cottage."

But for some, the era of "telecommuting" is already at hand. Take science-fiction writer Arthur C. Clarke, author of more than 50 books, including "2001: A Space Odyssey."

Clarke lives in Colombo, Sri Lanka, half a world away from his business associates – editors, publishers and film producers. But for Clarke, 12,000-mile distance is no problem at all. "Because of the Indian Ocean satellite," he says, "I can get through to anywhere in the world as quickly as I can dial a number. I use a modem, connect my computer to the international telephone circuit, and send my articles to New York editors in seven minutes instead of seven days."

Notes: White-collar work: travail de bureau/ Pattern: schema/ At all: du tout/ Away from: loin de

QUESTIONS: (20 points)

I. READING COMPREHENSION: (6pts)

A. Multiple-choice questions: Copy the complete sentences containing the correct answer. (2pts)

1. Cottage means ... house.

- a. big
- b. small
- c. tiny
- d. huge

2. Jack Niles works at the ...

- a. electronic cottage.
- b. telecom technologies.
- c. information technology.
- d. University of California.

3. Arthur C. Clarke wrote ... books.

- a. science fiction
- b. electronic cottage
- c. computer and telecom
- d. computer science

4. Arthur C. Clarke lives in ...

- a. the Indian Ocean.
- b. the United States.
- c. Sri Lanka.
- d. Southern California.

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B. True/False questions: Copy the true sentences and correct the false ones. (2pts)

1. There is a big change in people's work because of computer and telecom technologies.
2. Jack Niles predicts that many people will work alone
3. One of Jack Niles books is called "200: A Space Odyssey."
4. Distance is a handicap for Clarke to send his articles.

C. Answer the following questions: (2pts)

1. How many people may abandon fulltime office work for a life in electronic cottage?
2. Which Ocean separates Colombo from the rest of the world?

II. LANGUAGE: (10 pts)

A. Vocabulary: Copy down each word from the list on the left with one from the right so as to make pairs of synonyms. (1pt)

A	B
Cottage	Permanent
Advent	Call
Fulltime	Small house
Dial	Arrival

B. Fill in the blanks with : any/no/some or their appropriate compound (2pts)

1. We did not buy _____ presents last Easter.
2. This weekend, I am going to the night club with _____ friends.
3. You can use this empty bowl; it contains _____ coffee.
4. This machine is very easy to use. _____ can learn to use it very quickly.

C. What would you say in this situation ? Write a dialogue if necessary.
Kadi wants to know if Miryam prefers going to school or getting married and she reacts.

D. Translate into English: (2pts)

La technologie de l'information a fait des progrès. Une personne qui vit au Pôle Nord peut envoyer un message à une autre personne vivant au Pôle Sud. Les deux sont informées en moins d'une minute. L'Internet est un moyen rapide de communication.

E. Translate into French: (2pts)

From "Advances in computer ..." to "... white-collar patterns."

III. COMPOSITION (5pts)

NB: Choose topic only one.

- A. Tell about some advantages and disadvantages of science and technology in a ten lines essay.
- B. Tidio Koné is a pupil from TSE, Lycée Koné Danzié de Koutiala- LKDK sends a postcard to his friend Moriké Konaté, TSExp, Lycée Dougoukolo Konaré de Kayes -LDKK, giving him his travel plan for the coming holidays.

Write Tidio's postcard with the correct plan.

Topic: Genetic Engineering

Text: Positive Genetic Engineering

The potential of genetic engineering to cure medical conditions opens the question of exactly what such a condition is. Some view aging and death as medical conditions and therefore potential targets for engineering solutions. They see human genetic engineering potentially as a key tool in this. The difference between cure and enhancement from this perspective is merely one of degree. Theoretically genetic engineering can be used to drastically change people's genomes, which could enable people to regrow limbs and other organs, perhaps even extremely complex ones such as the spine. It could also be used to make people stronger, faster, smarter, or to increase the capacity of the lung, among other things. If a gene exists in nature, it could be brought over to a human cell. In this view, there is no qualitative difference (only a quantitative one) between, for instance, a genetic intervention to cure muscular atrophy, and a genetic intervention to improve muscle function even when those muscles are functioning at or around the human average (since there is also an average muscle function for those with a wit a particular type of dystrophy, which the treatment would improve upon).

Other feel that there is an important distinction between using genetic technologies to treat those who are suffering and to make those who are already healthy superior to the average. Though theory and speculation suggest that genetic engineering could be used to make people stronger, faster, smarter, or to increase lung capacity, the AAAS report finds that there is little evidence that this can currently be done without very unsafe and therefore unethical human experiments. Because different cells have different tasks, changing one cell to do a different job will not only affect that one task, it can affect many others too.

Source du texte: BAC-LV1 SB-SE 2010

Notes: spine: backbone/ lungs: poumons/ merely: simply

QUESTIONS: (20 points)

I. READING COMPREHENSION: (5pts)

A. Multiple-choice questions: Copy the complete sentences containing the correct answer. (1pt)

1. Genetic engineering is the ... of a living thing.

- a. constitution of elements
- b. description of elements
- c. science of changing genes
- d. science of describing genes

2. Genetic technologies can be used for ...

- a. incubation
- b. intervention
- c. treatment and cure
- d. treatment and care

B. True/False questions: Copy the true sentences and correct the false ones. (2pts)

1. There is little difference between cure and enhancement in genetic engineering.
2. Genes can be transported to a human.
3. Muscular atrophy can't be cured with genetic.
4. Changing the job a cell doesn't affect the body.

C. Answer the following questions: (2pts)

1. Give four examples of positive genetic engineering from the second paragraph.
2. Why can changing one cell to do a different job be dangerous?

II. LANGUAGE: (10pts)

A. Copy down each word from the list on the left with one from the right so as to make pairs of synonyms. (2pts)

A	B
Enhancement	Severely
Targets	Goals
Drastically	Dangerous
Unsafe	Improvement

B. What would you say in this situation?

Albertine wants to buy some tomatoes and oil in the market. How can she address to the shopkeeper?

Write two sentences to express this. (2pts)

C. Put the verbs between brackets in the correct form (gerund or infinitive)

1. Do you mind my (smoke) a pipe?
2. I think people prefer (ride) to (walk)
3. The police suspect him of (try) (sell) stolen goods.

D. Translate into English: (2pts)

Les progrès de la science ne sont pas mesurables. L'homme maîtrise beaucoup de choses. Les maladies incurables peuvent être traitées grâce à la génétique. Les cellules d'un sujet malade sont remplacées par celles d'un sujet sain.

E. Translate into French: (2pts)

From "It could also be used ..." to "... be brought over to human cell."

III. COMPOSITION (5pts) NB: Choose only one topic.

- A. The doctor decides to replace the skin of the right foot of your brother Adama by one of a stranger to your family. Your brother accepts, but your father refuses. **Write two arguments to convince your father.**
- B. Adama Kamissoko a pupil of TSS, Lycée Biya de Niamana, wants to practise genetic alteration for crops. He sends a letter to his friend Oumar Coulibaly, TSExp- Lycée Optimum de Yirimadio BP 354 Bamako asking him for advice about the importance and the drawback of genetic engineering.

Write Oumar's letter of reply with the appropriate layout.

Text: Modern Agriculture

Text Study: Agriculture

Agriculture is a number of activities that transform the environment for the production of animals and plants for human use.

Traditional farming is an indigenous practice of cultivating land to grow and raise livestock. It manages natural resources in order to produce nutritious and continual food supply. Traditional farming needs not external contribution; it simple uses self-reliance and locally available resources. In Nigerian, for instance, farming has been the way of life for several generations people grow many crops and raise some domestics' animals for food. This not only for survival means but also to bring families together the celebrate the planting and the harvesting season, to share ideas on how to maintain a farm land fertility and ward off pests without the use of external chemicals.

Modern agriculture is similar to traditional farming in the aspect that it involves food production by land cultivation and raising livestock. This farming has been modified with the introduction of heavy machineries, chemical fertilizers and genetic alteration of crops to ensure the highest yield of food production with less manual labor.

Questions

I. READING COMPREHENSION (5pts)

A. Multiple choice question : Copy the complete sentence containing the correct answer (1pt)

1. Traditional farming is done with
 - a. scientific
 - b. chemical
 - c. manual
 - d. genetic
2. Modern and traditional farming both use
 - a. Chemical fertilizers.
 - b. Land and livestock.
 - c. External chemical.
 - d. Heavy machinery.

B. True False questions : copy the true sentences and correct the false ones (2pts)

1. Agriculture transform the environment.
2. Traditional farming needs external contribution.
3. Modern agriculture use heavy machinery.
4. Modern agriculture needs more manual labor.

C. Answer the following questions : Referring to the given text, answer briefly the following questions (2pts)

1. What is agriculture?
2. Why do people grow crops and raise animals in Nigeria?



II. LANGUAGE (10 pts)

A. Vocabulary : Copy down each word from the list on the left with one from the right so as to make pairs of synonyms. (2pts)

A	B
Agriculture	Harvest
Livestock	Farming
Traditional	Indigenous
Production	Animals

B. Write a dialogue out of these situations? (2pts)

1. Aminata told to her friend Awa that she is suffering from stomach ache and she told her see a doctor.
2. Your friend Kadir inform you that he wants to abaddon school to abroad and you convince him to stay.

C. Replace « get » by it appropriate equivalent (2pts)

1. They left early ; they may get in Sikasso before 12 o'clock.
2. Mary is so happy because she got 14 average in the test.
3. Mariam has got a letter from London.
4. Adamo got his phone at 85000F CFA.

D. Translate into English (2pts)

1. Si j'étais à ta place, je ne chômerais jamais les cours.
2. Il est interdit aux élèves de tricher pendant les évaluations.
3. Nous aimerions que cette crise malienne prend fin rapidement.
4. Mariam a besoin de se reposer après une journée pénible.

E. Translate into French (2pts)

Agriculture is a number of activities that transform the environment for the production of animals and plants for human use. Modern agriculture is similar to traditional farming in the aspect that it involves food production by land cultivation and raising livestock.

III. COMPOSITION (5pts)

NB : Choose only one Topic

- A.** In our village, public health worsens because of the excessive use of the chemicals products in agriculture. You want to intervene on this subject. **What do you do?**
- B.** Lamissa Sanogo, Cultivator in N'kourala-Sikasso uses manual tools and doesn't produce much. Now, he wants to do modern agriculture. He writes to his friend Adama Diarra, Agriculture Technician, Office of Sikasso, PoBox : 758 SKO Mali to ask him for advice.

Write Adama's letter with of reply with the appropriate layout.

Topic: The Conquest of Space

Text: The Solar System

Since 1970, scientists have worked hard to find out more about the planets of the solar system. They have already landed equipment on Venus and Mars. They have not landed any on Mercury yet; but they hope to do soon. They have sent up spacecraft to photograph the surface of the furthest planets. The American launched two crafts, Pioneer 1 and Pioneer 2, in the 1970s. These have already sent us photographs of Jupiter and Saturn. They have not reach Uranus and Pluto yet; but one day, they will be sending us photos of those planets, too.

Most people want to know two things about the other planets. Firstly, are there plants or insects on them? Scientists say that the answer is probably "No". If there were water on Mars or Venus, some kind of life could exist. But the equipment that landed there discovered no moving water.

The second question is: will men be able to land on the planets? Scientists do not think so. They say that the largest planets are too far away. Even if they were nearer, men could not land on them, because they are only huge balls of gas. And if a man flew close to Saturn, pieces of rock and ice from the planet's rings would hit his crafts.

The nearer planets are solid, but they have difficult climates. If a man landed on Mercury, he would need to survive in temperatures, which go from minus 200°C to 400°C. Even if the planets had temperature like those on the earth, men would need to take food with them.

A scientist suggested that perhaps men could live on Venus. There are poisonous gases round Venus, which make it hot. If we turned the gases into oxygen, the planets would cool and men could live there.

QUESTIONS (20pts)

I. READING COMPREHENSION (5pts)

A. **Multiple Choice Questions:** Copy the complete sentence containing the correct answer. (1pt)

1. **Scientists' answer to people's questions is ...**

- a. Not, certainly.
- b. Yes, definitely.
- c. Yes, of course.
- d. Not at all.

2. **The nearer planets are...**

- a. Venus, Mars and Jupiter.
- b. Uranus, Pluto and Mercury.
- c. Mercury, Mars and Venus.
- d. Jupiter, Saturn and Uranus.

B. **True/False questions:** Copy down the true sentences and correct the false ones. (2pts)

- 1. Americans launched two crafts in 1970.

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2. Life doesn't exist on Mars and Venus.
3. Saturn is liquid.
4. Life can be possible on never planets.

C. Answer the following questions. (2pts)

1. What are the planets of the solar system?
2. What did Pioneer1 and Pioneer2 do?
3. What do people want to know about planets?
4. What are the largest planets like?

II. LANGUAGE (10pts)

A. Find words in the text, which mean the same as these words(2pt)

- to the greatest extend
- to set in motion with force
- to arrive at
- of great size

B. Insert: getting worse; get in; got back; get on with as appropriate in these sentences (2pts)

1. I can hear a foot step at the door. Tell him to Please.
2. After spending three years in Spain, my uncle
3. The situation is ... for him since his marriage. He can't even pay his debt now
4. As result he doesn't at all his wife.

C. Translate into English: (2pts)

Grâce aux différentes missions des astronautes nous pouvons avoir des photos de la perspective de l'espace. Nous pouvons aussi voir des films documentaires sur la terre et son environnement.

D. Translate into French: (2pts)

From "Since 1970..." to "... the surface of the furthest planets."

III. COMPOSITION: (5pts)

NB: Choose only one topic

- A. Many people say that the developed countries waste vast sums of money to conquer space while ignorance and diseases stalk the earth.

Do you think these people are right? Give reasons to support your ideas.

- B. A Canadian NGO, World Environment, BP 20002, Bamako, has advertised in English in "L'Essor N° 3422 du 24 octobre 2016" for a project assistant able to speak French, Bambara and English, used to living in the bush and working with animals, and willing to learn to use a computer. Issiaka FLAZIE, Darsalam-Segou, Tel: 76 77 64 18, write a letter to the Personal Officer applying for the job and saying why he thinks he would be suitable.

Write Issiaka's letter of application for him with the appropriate layout.



Topic: Democracy: Political Instability

Text: Political Instability in Africa

Political instability is defined as the process whereby the political atmosphere of a country changes or fails. Political instability retards the development and progress of a country. In order for a country to develop and move forward there should be a stable political atmosphere.

In Africa, we are not poor as the world as whole portrays us. We only lack a good vision to see the continent through political turmoil that has always affected the growth in infrastructure, housing and industrialization.

With several countries facing political instabilities, Africa has remained underdeveloped because some of its natural resources are either being illegally mined to fund long time wars, foreign companies funding wars in order to benefit from illegal activities in the continent, bad leaders taking insecurity as a tool to enrich themselves or because being naïve that Africa cannot do better without help from western and eastern countries.

Mostly, internal wrangles in African countries are fueled by notorious businessmen who only use that advantage for their own benefits. However, we have to blame ourselves (leaders and common citizens) for allowing such deals that only destroys people's livelihood and paves way into unnecessary bloodshed and insecurity within the continent.

A good example is Libya, once a very strong country in Africa, in fact that was the only country that enjoyed the full benefits of its natural resources. Even though its leaders, the late president Muamar Gadaffi was accused dictatorship, he cared for his nation and was ready to stand against anyone touching on his people. But what really happened? He was eliminated because someone was getting a raw deal in oil from Libya.

Countries like Democratic Republic of Congo (DRC), Central African Republic (CAR) and other warring countries and juggling their fate because on the mineral deposits, corruption and greediness that runs deep people's minds. That is the reason why diplomacy never works in these countries. War does not solve our differences, remember! The only chance to survive and embrace people is by working together for the common goals. Africa is rich, united and with high chances of becoming the leaders in future. We only have to play our cards well.

Source : <https://blogjob.com/what-causes-political-instability-in-african>

QUESTIONS: (20pts)

I. Reading Comprehension (5pts)

A. Answer the Following Questions: (2pts)

1. What is political instability?
2. What are the major causes of political instability in a country?
3. What can African do to be the leader of the future?

B. True False Questions: Copy down the true sentences and correct the false one (2pts)

1. In order to survive African have to work separately for the common goals.
2. Muamar Gadaffi was seen as a dictator in the world.
3. Political instability slow down the development of a country.
4. In Africans are wealthy as the worldwide has portrayed.

C. Multiple Choice Questions: Copy the complete sentence containing the correct answer (1pt)

1. Political instability is the process whereby the political atmosphere is ...
 - a. favorable
 - b. happy
 - c. certain
 - d. uncertain
2. ... was the only African country that enjoyed the full benefits of its natural resources.
 - a. Nigeria
 - b. Mali
 - c. Libya
 - d. Ghana

II. LANGUAGE:(10pts)

A. Find words in the text which means the same as the following words: See/Objectives/Advantages/Killed (2pts)

B. Write short dialogues out of these situations (2pts)

1. *Ami wants to know if Kadi likes going to the beach and she says yes.*
2. *Bouba wanted to know if Aliou liked playing cards and he said that he disliked.*

C. Fill in the blanks with the correct modals (2pts)

2. The sky is cloudy ; you ... take an umbrella.
3. Mariam wore a new trouser, she ... have won the jackpot.
4. ... I use your phone ? Please
5. You... leave small objects lying around. Such objects be swallowed, causing serious injury or even death.

D. Translate into French (2pts)

In Africa, we are not poor as the world as whole portrays us. We only lack a good vision to see the continent through political turmoil that has always affected the growth in infrastructure, housing and industrialization.

E. Translate into English (2pts)

La stratégie des terroristes est très compliquée à contrarier et même en cas de renforts il n'est pas dit que la région puisse être totalement débarrassée des risques existants. Un véritable défi pour les forces en présence.

III. COMPOSITION : (5pts)

NB : Choose only one topic

A. Despite democracy, Coup d'Etats are more and more frequent in Africa. What do you think about that ?

B. Aminata Togola is a student in TSEco, Lycée Biya de Niamana. She was born in May 18th, 1998 at Nièna Sikasso. She studied in Groupe Scolaire Kèlètiguè Berthé from 2004-2013 where she succeeded in CEP and DEF. She speaks Bambara and French very well. She is Muslim. She lives in Yirimadio Rue 204 – Porte 40 Bamako. She likes reading music and sportive events. Her phone number is 66 77 64 18

Write Aminata's CV.

Topic: International Organizations

Text: Blue Helmets: The Story of United Nations Peacekeeping

In 1948, with the world still reeling from the tremors of World War II, the United Nations dispatched its first "army of peace" to the strife-torn Middle East. The goal of the small collection of United Nations soldiers was to calm tensions by standing between the warring parties. Almost 60 years later, the United Nations' Blue Helmets are still working worldwide to keep the peace.

Blue Helmets: The Story of United Nations Peacekeeping, narrated by the Reverend Jesse Jackson, examines the lofty aims and sometimes rocky history of this ambitious endeavor. In addition to exploring the much debated efforts of the Blue Helmets in the Middle East, the 90-minute program chronicles the role of the United Nations peacekeepers in other significant historical events: the chaos of the Congo, the hostilities between Cyprus' rival Greek and Turkish communities, and the long struggle to achieve independence in Namibia, Africa's last colony.

Even those embroiled in a conflict "respect someone who is there to help them," says Canadian Major Scotty Alexander, who served as a peacekeeper in Cyprus. "They're looking for a way to get out of that ultimate decision of killing each other." With restrictions on the use of their weapons, the peacekeepers must rely on ingenuity to bring about calm. Says Canadian colonel John Gardam, "All you've got really is the kindness in your eyes and the tone of your voice." Sometimes that just isn't enough. In the course of pursuing peace, hundreds of Blue Helmets have lost their lives. Their sacrifices, and successes, were finally acknowledged in December 1988, when the Nobel Peace Prize was awarded to the United Nations peacekeeping forces.

Blue Helmets includes rare archival and newsreel footage, along with home movies taken by the peacekeepers themselves. Throughout the program, former United Nations Undersecretary-General Brian Urquhart offers the unique perspective of one who has lived through the evolution of peacekeeping. During a 41-year United Nations career, the highly respected Urquhart was involved in virtually every international crisis.

SOURCE : <http://peacemedia.usip.org/resource/blue-helmets-story-United-nations-peacekeeping>

QUESTIONS (20 points)

I. READING COMPREHENSION: (5pts)

A. True or false questions: Copy the true sentences and correct the false ones. (2pts)

1. Major Scotty Alexander talked about the story of Blue Helmets.
2. There was war in Congo and Namibia.
3. The blue Helmets works to keep peace everywhere.
4. The Blue Helmets obtained the Nobel Prize in 1948.

B. Answer the following questions. (2pts)

1. What was the objective of the Blue Helmets at its creation?
2. When did the Blue Helmet get the Nobel Prize?

C. Multiple-choice questions: Copy the complete sentence containing the correct answer. (1pt)

1. Blue Helmets has been created for ... years now.

- a. 60
- b. 68
- c. 90
- d. 41

2. The objective of the Blue Helmets was to ...

- a. Secure civilians.
- b. Combat warriors.
- c. Fight against terrorists.
- d. Prevent warriors to fight.

II. LANGUAGE: (10pts)

A. Copy each word from the list on the left with one from the right so as to make pairs of synonyms. (2pts)

A	B
Peace	UN armed force
Endeavor	Attempt
Peacekeeper	Award
Prize	Tranquility

B. What would you say in these situations: (2pts)

1. You see a nice shirt in a shop but you don't have enough money to buy it.
2. It's 5 a.m., your brother is seriously ill. You must take him to the hospital. Your family has no car. You are very sorry.

C. Complete the sentences with the right expressions: compulsory, need to, have to, should have.

2. Ali has got a bad cough he see a doctor.
3. Majo is fettle now. There is no ... see doctor.
4. It is ... for everybody to respect the law.
5. I ... stepped down the power if I had failed the election.

D. Translate into French. (2pts)

Even those embroiled in a conflict "respect someone who is there to help them," says Canadian Major Scotty Alexander, who served as a peacekeeper in Cyprus.

E. Translate into English. (2pts)

Les casques bleus interviennent au Mali depuis 2012. Leur mission est de restaurer et de maintenir la paix.

IV. COMPOSITION (5pts) NB : Choose only one topic.

- A.** Identify three institutions of the United Nations and talk about their missions.
- B.** Bandiougou Diarra would like to go to the France to work as trader. He was born on Monday October 24th, 1990 in Sikasso. He lives in Bougouni, rue 364, porte 58, Niarela. His phone number is 80808080. He is a retailer at lorry-park of Bougouni. He has got a wife and one child. He goes to the church every Sunday. He speaks Bamanankan and French. He likes football and music.

**Collections de Textes en Anglais – Domain : Langue et Communication--
Classes : Terminales Sciences Exactes et Expérimentales**

Fill a form for him covering surname, first name, date of birth, place of birth, sex, religion, family status, address, contact phone number, languages, work experience, hobbies and career ambitions.

BONUS Compositions

Composition Amadou Daou, is a former pupil of TSEco, Lycée Optimum de Yirimadio. Now he is studying Accountant at IUG, USSG BP: 376 Bamako, Mali. He sends a letter to The Manager of Ecobank-Mali, Agency of Badala, PoBox: E 2756 Bamako, Mali, to ask him to open an account for him in his bank. He says why he needs a bank account the he apologizes for bothering him.

Write Adama's letter with the appropriate layout.

Composition: Assi Sam, a student at FAST, Bamako, is single. She was born on May1st, 1990 in Kayes. She is a Muslim and lives in Kayes Liberté, Rue 222 – Porte 10, Kayes. Her contact phone number is 26 30 01 00. She attended the fundamental school in Hamdallaye in Kayes and passed the CEPE in 2002, her DEF in 2005. She passed her Baccalaureate exam in 2008 in Lycée Dougoukolo Konaré de Kayes, 12ème SExp. She speaks Fulfuldé, Khasonké, Soninké and French. She reads and writes English and German. She can use word processor, excel. She likes cycling, jogging and cooking. She wants to study at University of Columbia, California (USA).

Complete the form bellow for her using the information.

- 1- Name:.....Family name:.....
 - 2- Date of birth:.....Place of birth:.....
 - 3- Sex:.....Family status:.....
 - 4- Religion:.....Contact phone number:.....
- Current address:.....
- Schools attended:.....
- Exams passed:.....
- Languages:.....
- Skills:.....Hobbies:.....
- Career ambitions:.....

IRREGULAR VERB GROUPS

A. SIMPLE PAST: The vowel changes to a
PAST PARTICIPLE: vowel changes to u

PRESENT	PAST	PARTICIPLE
BEGIN	BEGAN	BEGUN
Drink	Drank	Drunk
Ring	Rang	Rung
Run	Ran	Run
Sing	Sang	Sung
Sink	Sank	Sunk
Stick	Stack	Stuck
Swim	Swam	Swum

D. SIMPLE PAST: The vowel changes to o
PAST PARTICIPLE: vowel is o, ends in en

PRESENT	PAST	PARTICIPLE
BREAK	BROKE	BROKEN
Choose	Chose	Chosen
Forget	Forgot	Forgotten
Freeze	Froze	Frozen
Speak	Spoke	Spoken
Steal	Stole	Stolen
Wake up	Woke up	Woken up

B. SIMPLE PAST: vowel reduction
PAST PARTICIPLE: vowel reduction

PRESENT	PAST	PARTICIPLE
FEED	FED	FED
Bleed	Bled	Bled
Lead	Led	Led
Light	Lit	Lit
Meet	Met	Met
Shoot	Shot	Shot
Sweep	Swept	Swept

E. SIMPLE PAST: The vowel changes to ew
PAST PARTICIPLE: ends in own

PRESENT	PAST	PARTICIPLE
BLOW	BLEW	BLOWN
Fly	Flew	Flown
Grow	Grew	Grown
Know	Knew	Known
Throw	Threw	Thrown

C. SIMPLE PAST: no change
PAST PARTICIPLE: no change

PRESENT	PAST	PARTICIPLE
CUT	CUT	CUT
Bet	Bet	Bet
Cost	Cost	Cost
Hit	Hit	Hit
Hurt	Hurt	Hurt
Let	Let	Let
Put	Put	Put
Read	Read	Read
Set	Set	Set
Shut	Shut	Shut
Spread	Spread	Spread

F. SIMPLE PAST: The vowel changes
PAST PARTICIPLE: ends in a / en

PRESENT	PAST	PARTICIPLE
FALL	FELL	FALLEN
Bite	Bit	Bitten
Draw	Drew	Drawn
Eat	Ate	Eaten
Forgive	Forgave	Forgiven
Give	Gave	Given
Hide	Hid	Hidden
See	Saw	Seen
Shake	Shook	Shaken
Take	Took	Taken
Tear	Tore	Torn
Wear	Wore	Worn

G. SIMPLE PAST: The vowel changes to a
PAST PARTICIPLE: no change

PRESENT	PAST	PARTICIPLE
BECOME	BECAME	BECOME
come	Came	Come

J. SIMPLE PAST: The vowel changes to o
PAST PARTICIPLE: vowel is i, ends in en

PRESENT	PAST	PARTICIPLE
DRIVE	DROVE	DRIVEN
Ride	Rode	Ridden
Rise	Rose	Risen
Write	Wrote	Written

H SIMPLE PAST: ends in -t
 PAST PARTICIPLE: ends in -t

PRESENT	PAST	PARTICIPLE
BUILD	BUILT	BUILT
Bend	Bent	Bent
Burn	Burnt	Burnt
Dream	Dreamt	Dreamt
Feel	Felt	Felt
Keep	Kept	Kept
Learn	Learnt	Learnt
Lend	Lent	Lent
Lose	Lost	Lost
Mean	Meant	Meant
Send	Sent	Sent
Sleep	Slept	Slept
Smell	Smelt	Smelt
Spell	Spelt	Spelt
Spend	Spent	Spent

I THE SAME PAST AND PARTICIPLE

PRESENT	PAST	PARTICIPLE
HAVE	HAD	HAD
Dig	Dug	Dug
Find	Found	Found
Get	Got	Got
Hang	Hung	Hung
Hold	Held	Held
Leave	Left	Left
Make	Made	Made
Sell	Sold	Sold
Shine	Shone	Shone
Sit	Sat	Sat
Stand	Stood	Stood
Tell	Told	Told

guide
03/05
2018

Modal auxiliaries

What are modal verbs?

Modals (also called modal verbs, modal auxiliaries, verbs, modal auxiliaries) are special verbs which behave irregularly in English.

They are different from normal verbs like "work, play, visit". They give additional information about the function of the main verb that follows it.

They have a great variety of communicative functions.

Here are some characteristics of modal verbs =

- 1- They never change their form -
You can't add "s", "ed", "ing"
- 2- They are always followed by an infinitive without "to" (e.i. the bare infinitive).
- 3- They are used to indicate modality, allow speakers to express certainty, possibility, willingness, obligation, necessity, ability -

List of modal verbs

Here is a list of modal verbs = can - could, May - might, Will - would, Shall - should, Must.

• The verbs or expressions: dare, ought to, had better, need not behave like modal auxiliaries to a large extent and may be added to the above list.

Remember

Modal verbs are followed by an infinitive without "to", also called the bare infinitive. Examples = • You must stop when the traffic lights turn red. • You should see the doctor.

Use of modal verbs =

Modal verbs are used to express functions such as:-

- 1 - Ability
- 2 - Obligation
- 3 - Prohibition
- 4 - Permission
- 5 - lack of necessity
- 6 - advice
- 7 - possibility
- 8 - probability

Examples of modal verbs

List of modal verbs with examples

Modal Verb	Expressing	Examples
1 Must	strong obligation	You must stop when the traffic light turn red -
Must	Logical conclusion / certainty	He must be very tired - He's been working all day long -
2 Must not	Prohibition	You must not smoke in the hospital
3 CAN	Ability	I can swim -
	Permission	* Can I use your phone please?
	Possibility	Smoking can cause cancer -
4 COULD	Ability in the past	When I was younger I could run fast.
	Polite Permission	Excuse me, could I just say something?
	Possibility	* It could rain tomorrow!
5 MAY	Permission	* May I use your phone please?
	Possibility, Probability	* It may rain tomorrow!
6 MIGHT	Polite Permission	Might I suggest an idea?
	Possibility, Probability	I might go on holiday to Australia next year -
7 NEED NOT	Lack of necessity Absence of obligation	I need not buy tomatoes - There are plenty of tomatoes in the fridge -
8 SHOULD	ADVICE	You should / You ought to } revise your lessons -
9 OUGHT to	Logical Conclusion	He should / He ought to } be very tired; He's been working all day long
10	50% obligation	I should / I ought to } see a doctor. I have a terrible headache
11	ADVICE	You'd better revise your lessons -

FORM FILLING

A - What is a form?

B - The Layout:

* The identity

* Education

example of form

* Your school principal wants to establish Niamy Diakité's Card as a new student - Use the following information to fill in this card for him - Niamy Diakité is a student at Lycée Benno 12th ~~SECO~~ ^{LL}. He was born on April 5th 1992 in San - He is 1.95 meter tall - He likes computer games and playing football - He studied in Collège Benno then continued in Lycée Benno - He plans to be a pilot

Niamy's Form (card)

- 1 - Name
- 2 - Family name
- 3 - School
- 4 - Date of birth
- 5 - place of birth
- 6 - Height
- 7 - class
- 8 - hobbies
- 9 - Schools attended
- 10 - Future plans