

BACCALAURÉAT BLANC RÉGIONAL
SESSION : FÉVRIER 2023



Coefficient : 2
Durée : 3 h

ANGLAIS – LANGUE VIVANTE 2

SÉRIE : A2

Cette épreuve comporte quatre (04) pages numérotées 1/4, 2/4, 3/4 et 4/4.

PART ONE: READING (40 %)

Read the following text and do the activities that follow it.

George Floyd

On the evening of May 25, 2020, white Minneapolis police officer Derek Chauvin kills George Floyd, a Black man, by kneeling on his neck for almost 10 minutes. The death, recorded by bystanders, touched off what may have been the largest protest movement in U.S. history and a nationwide reckoning on race and policing. The 46-year-old Floyd, a Houston native and father of five, had purchased cigarettes at a Minneapolis convenience store. After a clerk suspected that Floyd had used a counterfeit \$20 bill in the transaction, the store manager called the police. When officers arrived, they pulled a gun on Floyd, who initially cooperated as he was arrested. However, Floyd resisted being placed in the police car, saying he was claustrophobic. Officers eventually pulled him from the car and Chauvin pinned him to the ground for nine minutes and 29 seconds. Floyd was unresponsive when an ambulance came and was pronounced dead at a local hospital.

After video of the incident was posted on Facebook, protests began almost immediately in Minneapolis and quickly spread across the nation. Demonstrators chanting “Black Lives Matter” and “I Can’t Breathe” took to the streets from coast to coast, and police departments around the country responded at times with riot-control tactics. Floyd’s murder came after protests over the killings of Ahmaud Arbery in Atlanta in February and of Breonna Taylor in Louisville in March, and also came in the third month of nationwide lockdowns due to the COVID-19 pandemic.

By early June, protests were so widespread that over 200 American cities had imposed curfews and half of the United States had activated the National Guard. Marches continued and spread throughout June, despite the restrictions on gathering during the COVID-19 pandemic and militarized resistance from federal and local law enforcement. The protests set off local and national dialogue about the role and budgets of American police departments, as well as intense discussions in schools and corporations about how to end racism and create inclusivity, equality and equity.

Chauvin, who had at least 17 other misconduct complaints lodged against him prior to killing Floyd, was arrested on May 29, 2020 and charged with second-degree and third-degree murder, as well as second-degree manslaughter. On April 20, 2021, after a trial, which was broadcast live online and on TV due to the pandemic, a jury found Chauvin guilty of all charges. He was later sentenced to 22 and a half years in prison.

Adapted from : <https://www.google.com/amp/s/www.history.com/.amp/this-day-in-history/george-floyd-killed-by-police-officer>

A- VOCABULARY CHECK 20 points

The words in column A are from the text. Match them with their definitions or meaning in column B. One meaning is not concerned. **Do it like in the example.**

EXAMPLE: 9: f

COLUMN A	COLUMN B
1) neck (line 2)	a) violent public disorder
2) bystanders (line 3)	b) confinements
3) touched off (line 3)	c) opposed resistance
4) convenience (line 5)	d) provoked with sudden intensity
5) claustrophobic (line 9)	e) the part of a person that connects the head to the body
6) riot (line 15)	f) caused the beginning
7) lockdowns (line 17)	g) abnormal fear of being in closed or narrow spaces
8) curfews (line 20)	h) designed for quick and easy preparation or use
9) set off (lines 23-24)	i) condemned
10) manslaughter (line 28)	j) people who are present but not taking part in a situation
11) sentenced (line 30)	k) regulations requiring that people be out of the streets by a particular time
	l) homicide

B-COMPREHENSION CHECK: 30 %

The assertions below are about the text. Read them and decide if they are true or false. Write **T** for true and **F** for false then justify your answers by indicating the lines. **Do like in the example**

Example: 10. T (line 26)

- 1) George Floyd was killed by suffocation.
- 2) This death brought about racial riots in the whole USA.
- 3) George Floyd was born in Minneapolis.
- 4) The police arrested him because he was buying cigarettes.
- 5) The whole incident was filmed and broadcast.
- 6) People stayed in their houses to protest.
- 7) The case of Floyd was not the only one in country.
- 8) The situation was so serious that federal authorities were obliged to take measures.
- 9) The protests were stopped by the COVID-19 pandemic.
- 10) The policeman incriminated was used to misconducting.
- 11) He was finally tried for homicide and sent in prison.

PART TWO: LANGUAGE IN USE 30%

TASK 1: (15 pts) The study of the text has caused a strong reflection about violence in human communities. The extract below aims at arguing about that topic. Select the most appropriate words from the box below to fill in the numbered gaps.

Write down your answer like this:

1 – humans

humans	–	sake	–	others	–	though	–	variation	–	violence
culpability	–		–	however	–	state	–	whereas	–	inherited

Condemned to violence?

Some argue that the propensity for violence or killing has always been inborn in (1) Supporters of evolution maintain that we come from wild animals and have simply (2) their violent characteristics. Such theories would leave us condemned to an endless cycle of (3) from which there is no hope of escape. (4) there is much evidence of the contrary. The theories mentioned above do not explain why in different cultures there are wide (5) in frequency and types of violence. They do not indicate why in some cultures responding with violence seems to be the norm, (6) other societies report with very little violence, with murder almost nil. Psychoanalyst Erich Fromm exposed cracks in the theories that we inherit aggression from primates by pointing that although some of them are violent as a result of physical needs or for self-protection, humans are the only ones who have been known to kill for the (7) of killing. In their book “The will to kill” Professors James Allan and Jack Levin (8): “Some individuals are more prone to violence than (9) The will to kill, (10) governed by numerous internal and external forces, still includes choice and human decision making, and thus accountability and (11)”

TASK 2: A good communication can help people avoid conflicts most of the time. Here is a series of phrases that can be useful if we know their meaning. Say what the speaker is doing. After each sentence write one the phrases from the box.

<i>asking for advice</i>	<i>giving an order</i>	<i>making a suggestion</i>
<i>refusing permission</i>	<i>expressing a wish</i>	<i>offering to help</i>
<i>asking for permission</i>	<i>inviting</i>	<i>making a request</i>
<i>offering food</i>	<i>inviting</i>	

Example: 1 = inviting

- | | | |
|----|--|-------|
| 1 | Would you like to have lunch with us? | _____ |
| 2 | Will you have a piece of cake? | _____ |
| 3 | May I sit down? | _____ |
| 4 | You must report to me every day. | _____ |
| 5 | What jobs should I apply for? | _____ |
| 6 | Would you like to spend the day with us? | _____ |
| 7 | Shall I do the washing up? | _____ |
| 8 | Shall we sit outside? | _____ |
| 9 | I'm sorry. You can't park here. | _____ |
| 10 | Could you fill in this form, please? | _____ |
| 11 | We really must have a nice big party. | _____ |

PART THREE: WRITING 30%

Sam Oni was a student at a Baptist mission school in Ghana who accepted the opportunity, in 1963, to study at a university in America. The university was in Georgia, one of the southern states, where racism was rife and the civil rights movement was at that very time struggling to end segregation. His story has inspired so many people fighting for racial equality that the university decided to honour him.

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Imagine you have been invited to a conference in that university this year to deliver a lecture about an assertion of Sam, saying: **'racism is a two-edged sword. It cuts savagely the victim as it does the racist himself.'**

In a 25 lines text, make a comment on this assertion by:

- Explaining in a first time how does racism hurt the victim,
- In a second time, pointing out its drawbacks on the racist.
- And finally stating your position about Sam's opinion.

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