

1.2.2. EPREUVE D'ANGLAIS LV1-SERIES A1/A2/B

REPUBLIQUE GABONAISE

DIRECTION GENERALE DES
EXAMENS ET CONCOURS

DIRECTION DU BACCALAUREAT

Baccalauréat _____ Session _____

N°: _____

Nom(s) : _____

Prénom(s) : _____

Date de naissance : _____

Nom et signature des correcteurs

Ne rien
écrire
dans cet
encadré

NOTE SUR/ 20	COEFFICIENT	NOTE DEFINITIVE

2016 – ANGLAIS – LV1 séries A1-A2-B – Durée : 3 heures – Coef.: 3 (A1&B) ; 4(A2)

I- READING COMPREHENSION

(Read the text carefully and answer the questions)

	over 8pts
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Text: Universities: Engines of innovation.

Africa's youth is dynamic and entrepreneurial. This exciting, fizzing generation's drive needs to be **channelled**¹ into powerful innovation for the economy and society. Youth, like fish, does not keep. But, unlike fish, it cannot be stored in the deep freezer for future use. Reaping the benefits of the demographic dividend requires deliberate policy to prepare the youth for changing work and equip them with the necessary skills. It is for this reason that the 10-year Science, Technology and Innovation Strategy for Africa (STISA-2024) focuses on higher technical training, especially in the engineering and entrepreneurial fields.

Reforming African universities to bring them in line with STISA-2024 will be one of the most challenging tasks in Africa's technological transformation. Much of today's progress will soon reach its limits because of the low level of investment in higher technical training and research.

NE RIEN ECRIRE DANS CET
ENCADRE

15 The current policy agenda has tended to focus on allocating at least 1% of each country's **GDP**² to research and development. The figure is politically appealing and easy to include in conference recommendations. But the focus on 1 % of GDP fails to account for the magnitude of the challenges – for many countries 1% of GDP is a small figure. Also, other options to harness Knowledge for broader development are required as 1% of GDP may be a large proportion of government spending. In Nigeria it would take up about 20% of the federal budget.

20 Poor institutional arrangements for research and higher education in most African countries are holding the continent back. Africa is saddled with higher education systems that were created in the early 1960s to train functionaries. Very few of the universities have curricula or use teaching methods that promote innovation.

25 In many African countries universities do little research, which is mainly performed in national research institutes. This approach is dysfunctional for two main reasons. First, universities do not normally use latest research findings for teaching. The result is graduates with outdated worldviews. Second research institutes do not have students so they lack the student power that helps to bring their new knowledge into the economy through business applications.

30 African leaders need to find creative ways to bring research teaching and entrepreneurship under one roof. This would help Africa create the next generation of research and entrepreneurial universities. There are several opportunities that can help to achieve the goal of creating universities for innovation. It is time to move away from post-colonial university models that train people in the fields that have no
35 immediate relevance.

Calestous Jumo; *New African* N^o 552; July 2015; p.78.

Vocabulary:

1. **Chanelled**: canaliser

2. **G.D.P.**: Gross Domestic Product (PIB)

A. GLOBAL COMPREHENSION

	over 2pts
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Tick the right answer

(0.5 x 4 = 2 pts)

1. This text is taken from:

- a booklet
- a newspaper
- a journal.
- a magazine.

2. This passage was written in :

- the 18th century
- 19th century
- 20th century
- 21st century

3. This passage is:

- argumentative
- informative.
- lyrical
- philosophical

4. In this passage universities are seen asof innovation.:

- killer
- booster
- delayer
- distracter

B. DETAILED COMPREHENSION

	over 6pts
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1. Are the following statements true (T) or false (F). Justify your answers by quoting from the text. Mention the line(s).

(T/F = 0.25 pt; L = 0.25 pt; Just = 0.5 pt x 4 = 4 pts)

	Statements	T	F	Justifications	Lines
a)-	Good training for African youth should be a priority for leaders.				
b)-	The rate allowances reserved to research in Africa is enough to sustain it..				
c)-	The African continent is partly underdeveloped because of poor research				
d)-	.African universities train youth into up-to-date subjects.				

2. Find in the text the **synonyms** of these words. (0.25 pt x 4 = 1 pt).

Words	/	Synonyms
a)-development		
b)- programme		
c)-number		
d)-aim		

3. Tick the correct answer (0.5 x 2 = 1 pt)

A/. In the text STISA stands for:

- a) Science Technology Initiation in South Africa.
- b) Science and Technology Institute of Africa
- c) Science Technology and Innovation Strategy for Africa.

B/. "its" (l. 11) refers to:

- a) transformation.
- b) Progress
- c) STISA

II- PERSONAL PRODUCTION

	over 6pts
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Free-expression.

Topic : According to you how can university be an instrument for the development of a country? (150 -200 words)

Items to be marked	Mark	Over
Presentation; length; intro + body + conclusion		2
Ideas; syntax; linking words; examples		2
Grammar; vocabulary		2
Total		6

III-LINGUISTIC COMPETENCE. (6pts).

A. Fill in the blanks with the appropriate indefinite article (a or an)

(0.5 pt x 4 = 2 pts)

1. My brother is looking for university where he can study next year.
2.S.O.S has been sent to save children from slavery.
3. The doctor made X-ray to see what Allan was suffering from.
4. This is honest man, he did what he said.

B. Rewrite the following sentences using the prompts given. (0.5 pt x 4 = 2pts)

1. During the strike many students were arrested by the police.

The police

2. People told me about it.

I

3. "Where will you spend your holidays ?" Dad asked me.

Dad asked me

4 I want to buy a bicycle but I don't have any money.

If I

C. Fill in the chart below with the appropriate missing words. (0.25 pt x 8=2pts)

Noun	Adjective	Adverb
poverty		
	competitive	
		friendly
success		

Good Luck!