

PART THREE: LANGUAGE IN USE (20%)

A/ Fill in the blanks with the appropriate words from the box. There are more words than blanks.
Write your answers like the example. Example: 1- to

wandering – bothered – quickly – mine – pick – to – stare – embarrassing – next to – enough – caught – aside

My husband has roving eyes

We have been married for five years. He is a very good-looking man. My husband is a wonderful man, a good father (1) ... our two children. (2) ... from being my husband, he is also a friend.

My problem is that my husband loves to (3) ... at other women. He can stare so hard that it can be (4) Well if he does it when I am not with him, then I wouldn't be (5)...; but he sometimes seems to forget I exist when I am standing (6) ... him.

Once he came to (7) ... me from work but I wasn't ready, so he had to wait and I (8) ... him looking sparkly-eyed at a co-worker of (9) ... I felt so bad. He does that all the time and now I am beginning to think I am not good (10) ... for him. How do I get him to keep his eyes from (11) ...?

From "ASK ME DOT COM"
In Graphic Showbiz, oct. 25-31, 2007, p.23.

B/ Choose the correct word or form of the word to fill in the gaps in the letter below.

Number 1 is an example: 1 - would

Dear Martha,

(1) ... (would/will/should) you rather he looked at other men? Who said your husband can't look at other women just because he is married to you? The next time you catch him (2) ... (stare/staring/stares), block his vision with a wave of your hand in front of his eyes to make him (3) ... (knowing/to know/known) you are around. You need to have a frank chat with him – Aside from (4) ... (giving/give/to give) the impression he is flirting with the women, it (5) ... (was/is/has been) rude to stare. Let him know (6) ... (which/what/how) his actions bother you. It's important you make your stand clear to him. You need to emphasize that if he (7) ... (was/were/is) to flirt, you are not going to take it laying down.

(8) ... (Furthermore/In addition/However) you need to give him the benefit of the doubt, maybe he just doesn't mean to stare, and is unaware if he (9) ... (do/does/did). I guess he (10) ... (has been looking/looks/is looking) at beautiful women, so he is just (11) ... (appreciate/appreciating/appreciates) God's creations.

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BACCALAURÉAT
SESSION 2011

Coefficient : 2
Durée : 3 h

LANGUE VIVANTE 2 : ANGLAIS

SERIE : A2

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

Read the text below and do the tasks that follow.

Help for Poor Children !

Up until some eighteen months ago -- before I was given the great privilege of becoming a volunteer for UNICEF, I used to be overwhelmed by a sense of desperation and helplessness when watching television or reading about the indescribable misery of the developing world's children and their mothers.

5 If I feel less helpless today, it is because I have now seen what can be done and what is being done by UNICEF, by many other organizations and agencies, by the churches, by governments and most of all, with very little help, by people themselves. [...]

10 The question I am most frequently asked is: "What do you really do for the UNICEF?" Clearly, my task is to inform, to create awareness of the need of children.

15 I have known UNICEF a long time. For, almost forty-five years ago, I was one of the tens of thousands of starving children in war-ravaged Europe to receive aid from UNICEF, immediately after our liberation. That liberation freed us from hunger, repression and constant violence. We were reduced to near total poverty, as it is in the developing world today. For it is poverty that is at the root of all their suffering -- the not-having: not having the means to help themselves. That is what UNICEF is all about -- helping people to help themselves and giving them the aid to develop [...]

20 So today I speak for those children who cannot speak for themselves: children who are going blind through lack of vitamins; children who are slowly being mutilated by polio; children who are wasting away in so many ways through lack of water; for the estimated 100 million street children in this world who have no choice but leave home in order to survive, who have absolutely nothing but
25 courage and their smiles and their dreams; for children who have no enemies yet are invariably the first tiny victims of war -- wars that are no longer confined to the battlefield but which are being waged through terror, intimidation and massacre -- children who are therefore growing up surrounded by the horrors of violence; for the hundreds of thousands of children who are refugees. [...]

30 UNICEF's mandate is to protect every child against famine, thirst, sickness, abuse, and death. But today we are dealing with an even more ominous threat, 'man's inhumanity to man' with the dark side of humanity that is polluting our skies and our oceans, destroying our forests and extinguishing thousands of beautiful animals. Are our children next?

*Adapted from Audrey Hepburn, an Elegant Spirit,
by Sean Hepburn Ferrer, 2003.*

COMPREHENSION CHECK

A. Vocabulary: Match the words or expressions from the text in column A with their meanings in column B. There are more meanings than words. Write your answers like the example.

Example: 3. task = h. duty, mission

Column A

- 1- overwhelmed (L.2)
- 2- desperation (L.3)
- 3- task (L.10)
- 4- create awareness (L.10)
- 5- starving (L.13)
- 6- root (L.16)
- 7- going blind (L.21)
- 8- wasting away (L.22)
- 9- waged (L.27)
- 10- tiny (L.26)
- 11- threat (L.31)

Column B

- a- feeling of no hope
- b- very small
- c- dying of hunger
- d- losing weight, growing thinner
- e- main cause, source
- f- made, fought
- g- danger, menace
- h- duty, mission
- i- shocked, devastated
- j- make people know or hear about
- k- losing their eyesight, cannot see anymore
- l- suffering

B. True/False Statements: Read the text again and say whether the following statements are true (T) or false (F). Then give the line(s) of the text to justify your answers.

Example: 5.F (L 10-14)

- 1- In the past, the narrator used to be shocked by pictures of poverty in the world.
- 2- Nowadays, the narrator understands the mission of the UNICEF better.
- 3- Raising money for poor children is the principal task of the narrator.
- 4- The narrator was assisted by UNICEF in the past.
- 5- The person speaking in the text is from a developing country.
- 6- The aim of UNICEF is to help people to help themselves.
- 7- The narrator is speaking for children who cannot speak, see nor hear.
- 8- According to the narrator, street children are children born in the streets of big cities.
- 9- For the narrator, children are war victims although they have no enemies.
- 10- Armed conflicts make children grow up in an atmosphere of terror and horrors of violence.
- 11- The narrator seems to think that "man is a permanent danger for man."

PART TWO : WRITING

40 %

Choose only one of these tasks below and do it on your answer sheet.

Task 1:

After reading the text about the missions of UNICEF, your teacher gives you the following Chinese proverb to discuss: "Give a man a fish and feed him for a day. Teach him how to fish and he'll feed himself for a lifetime". Do you agree with that proverb? Support your arguments with concrete examples. (20 to 25 lines)

Task 2:

As a member of the NGO "SOS for Children", write a letter to the UNICEF representative in your country, asking him or her to provide some help to the street children in your country. The ideas below may help you:

- clearly state the objective of the letter;
- give a detailed description of the situation of street children in the country;
- say clearly what you expect of UNICEF. (20 to 25 lines)

Tournez la page S.V.P.