


خاص بكتابة الامتحان	 <b>الامتحان الوطني الموحد للبكالوريا</b> <b>الدورة الإستدراكية 2010</b> الموضوع	 <b>المملكة المغربية</b> وزارة التربية الوطنية والتعليم العالي وتكوين الأطر والبحث العلمي المركز الوطني للتقويم والامتحانات
رقم الامتحان: .....	الاسم الشخصي والعائلي: .....	
3	المعامل: .....	تاريخ و مكان الازدياد: .....
3 س	مدة الإنجاز: .....	اللغة الإنجليزية شعبة الآداب والعلوم الإنسانية: مسلك العلوم الإنسانية
		المادة: .....
		الشعب(ة): .....



خاص بكتابة الامتحان	النقطة النهائية على 20: اسم المصحح و توقيعه:	اللغة الإنجليزية شعبة الآداب والعلوم الإنسانية: مسلك العلوم الإنسانية
الصفحة: 1 على 4	ورقة الإجابة	C: RS11

Latifa became a disabled person due to a serious illness that caused her paralysis in her early childhood. When she was nineteen years old, she lived in a remote village in the Rif Mountains. As one of six children in a poor family of a labourer, she got married at the age of 16. At that time, she was hardly able to walk by herself. However, this marriage could not last for long. Very soon, Latifa's husband and his parents abandoned her, blaming her for her physical handicap. Later, her husband divorced her and got married again. With a sense of rejection and despair, she went back to her parents' home.

When her village was selected for a women literacy project, Latifa got in contact with the teachers in this project. When they talked to her and to some women in the village, she immediately joined literacy classes. This changed her life completely. Guidance, care, and affection of the teachers helped build her personality. She emerged as a leader of girls, helping them to study and come out of their isolation for a new life.

Later on, Latifa, who had to use a wheelchair to move, joined a programme organised by the Ministry of Youth and Sport for the benefit of the disabled. She learnt traditional embroidery in a two-month training programme, and began earning money from making tablecloths and napkins. Latifa became the breadwinner in her family.

Latifa took the initiative and set up an association of young boys and girls of her village. When drought hit the village and water became scarce, she wrote letters to German non-governmental organisations asking them for help. She cannot forget the day when a caravan of cars and trucks arrived in the village. She was cheered by the villagers when water started to pour out of a fountain designed by a German engineer.

One could see Latifa in her struggle for social justice, leading a group of young people with a sense of confidence in her voice and gestures. She stood up against arranged marriages in rural areas around the village and persuaded parents to send their children to school. She still walks with difficulty, but the confidence of her voice helps her overcome her physical handicap. For her, life has just begun. From a lonely, fragile figure, Latifa is now a good educator and a role model. When people ask her how her life has changed, she points with a smile of gratitude to her old classroom in the farthest corner of her village.

**I. COMPREHENSION (15 POINTS) BASE YOUR ANSWERS ON THE TEXT**

**A. CHOOSE THE BEST TITLE FOR THE PASSAGE. TICK THE APPROPRIATE BOX (2 pts )**

- ☐ The story of a desperate girl  
☐ The story of a disabled girl  
☐ The story of a careless girl

**B. ANSWER THESE QUESTIONS. ( 3 pts )**

1. How did Latifa become disabled? .....
2. Where did she live after her divorce? .....

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4. How did the German organisations know about the problem of water in the village? .....

**C. ARE THESE SENTENCES TRUE OR FALSE? JUSTIFY. (3 pts)**

1. Latifa hesitated a lot before joining literacy classes. ....
2. The training programme helped Latifa to earn money. ....
3. Latifa encouraged arranged marriages. ....

**D. COMPLETE THESE SENTENCES. (3 pts)**

1. Latifa's husband and his parents abandoned her because .....
2. Latifa's husband got married again after .....
3. The villagers were happy when .....

**E. WHAT DO THE UNDERLINED WORDS IN THE TEXT REFER TO? (2pts)**

1. they: .....
2. them: .....

**F. FIND IN THE TEXT WORDS THAT MEAN THE SAME AS: (2 pts)**

1. returned (paragraph 1): .....
2. an example to follow (paragraph 5): .....

**II. LANGUAGE (15 POINTS)**

**A. GIVE THE CORRECT FORM OF THE WORDS BETWEEN BRACKETS. (2 pts)**

In many developing countries, international organisations are making great efforts to fight (poor)..... and help (illiteracy)..... people to read and write.

**B. FILL IN EACH BLANK WITH AN APPROPRIATE COLLOCATION. (2pts)**

adult illiteracy – take place – equal opportunity - higher education - take care

1. After the Bac, students can continue their ..... at universities in Morocco or abroad.
2. The teachers' meeting will ..... in the library at 11 o'clock tomorrow.

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الصفحة: 3 على 4

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## C. REWRITE THESE SENTENCES BEGINNING WITH THE WORDS GIVEN. (3 pts)

1. Yassine had a terrible accident because he didn't stop at the red light.

If .....

2. "I learned English at a language centre," Jamal said to his teacher.

Jamal told his teacher .....

3. Scientists have recently discovered a new vaccine for H1N1.

A new vaccine for H1N1 .....

## D. PUT THE VERBS BETWEEN BRACKETS IN THE CORRECT TENSE. (3 pts)

After Karim (get) ..... his visa last month, he (go) ..... to France to start a new business. His wife (join) ..... him soon if she gets her visa.

## E. FILL IN THE BLANKS WITH THE APPROPRIATE WORDS FROM THE LIST. (1 pt)

whose – where – who – whom – when

1. This is the house ..... we used to live ten years ago.

2. The architect ..... designed this enormous building is Moroccan.

## F. MATCH THE SENTENCES WITH THE APPROPRIATE FUNCTIONS. (2 pts)

1. "You'd better revise your lessons regularly."

2. "I'm sorry to say this, but your dog was barking all night long."

- a. requesting
- b. complaining
- c. giving opinion
- d. advising

1→ .....

2→ .....

## G. JOIN THE PAIRS OF SENTENCES WITH THE LINKING WORDS GIVEN. (2 pts)

1. Mr Ferguson's car broke down on the way. He was late for work. (because)

.....

2. Sonia went to work yesterday. She was not feeling well. (although)

.....

- How did you feel about it? etc.