

REPUBLIQUE GABONAISE

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

ANGLAIS – LV2 –série A2 - Durée : 3 heures – Coef.: 3

I- READING COMPREHENSION

Read the text carefully and answer the questions

Over 8pts

Text: Making women count

IT is easy to be cynical about government – and rarely does such cynicism go unrewarded. Take, for instance, policy towards women. Some politicians declare that they value women’s unique role, which can be **shorthand**¹ for keeping married women at home looking after kids. Others create whole ministries devoted to policies for women, which can be a device for parking women’s issue on the periphery of policy where they cannot do any harm. Still others, who may actually mean what they say, pass laws giving women equal opportunities to men. Yet **decreeing**² an end to discrimination is very different from bringing it about.

Amid this tangle of evasion, half-promises and wishful thinking, some policymakers have embraced a technique called gender budgeting. It not only promises to do a lot of good for women, but carries a lesson for advocates of any cause: the way to a government’s heart is through its pocket.

At its simplest, gender budgeting sets out to quantify how policies affect women and men differently.

		NE RIEN ECRIRE DANS CET ENCADRE		
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15 That seemingly trivial step converts exhortation about treating women fairly into the coin of
government: costs and benefits, and investments and returns. You don't have to be a feminist
to recognize, as Austria did, that the numbers show how lowering income tax on second
20 earners will encourage women to join the labour force, boosting growth and tax revenues. Or
that cuts to programmes designed to reduce domestic violence would be a false economy,
because they would cost so much in medical treatment and lost workdays.
As well as identifying opportunities and errors, gender budgeting brings women's issues right
to the heart of government, the ministry of finance. Governments routinely bar away sensible
policies that lack a champion when the money is handed out. But if judgments about what
makes sense for women are being formed within the finance ministry itself, then the battle is
25 half-won.
Gender budgeting is not new. Feminist economists have argued for it since the 1980s. A few
countries, such as Australia and South Africa, took it up, though efforts waxed and waned
with shifts in political leadership – it is seen as left-wing and anti-austerity. The Nordic
countries were pioneers in the West; Sweden, with its self-declared “feminist government”,
30 may be the gold standard. Now, egged on by the World Bank, the UN and the IMF, more
governments are taking an interest. They should sign on as the results are worth having.
Inevitably there are difficulties. Dividing a policy costs and benefits between men and women
can be hard. Sometimes, as with lost hours of school, the costs have to be estimated.
Redesigning the budgeting process upends decades of practice. If every group pressing for
35 change took the same approach, it would become unmanageable. In a way, though, that is the
point. Governments find it easy to pay lip-service to women's rights. Doing something
demands tough choices.

***The Economist* N°3, February 25th 2017; p.10**

Vocabulary:

1. shorthand = d'une manière sommaire.

2. decreeing = décréter

	Over 2pts
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A. GLOBAL COMPREHENSION

Tick the right answer

(0,5 x 4 = 2pts)

1. This text is taken from:

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

2. I.M.F in the text stands for:

- | | | | |
|--|--|---|---|
| <input type="checkbox"/> International
Mondial Founds | <input type="checkbox"/> International
Monetary Found | <input type="checkbox"/> International
Monetary Fund | <input type="checkbox"/> International
Money Funds |
|--|--|---|---|

3. The phenomenon the writer deals with is:

- | | |
|---|------------------------------------|
| <input type="checkbox"/> worldwide. | <input type="checkbox"/> in Asia |
| <input type="checkbox"/> noticed only in Africa | <input type="checkbox"/> in Europe |

4. This passage was written

- | | | | |
|------------------------------------|-------------------------------------|------------------------------------|--|
| <input type="checkbox"/> last year | <input type="checkbox"/> a year ago | <input type="checkbox"/> this year | <input type="checkbox"/> a year before |
|------------------------------------|-------------------------------------|------------------------------------|--|

B. DETAILED COMPREHENSION

	Over 6pts
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**1. Are the following statements true (T) or false (F).
your answers**

Justify

by quoting from the text. Mention the line(s).

(T/F=0,25pt;L=0,25pt;just=0,5ptx4=4pts)

	Statements	T	F	Justifications	Lines
a)-	Some governments have special institutions reserved to women.				
b)-	The budgeting policy emphasizes more the differences between men and women.				
c)-	One of the negative impact of feminist programmes is to lower medical costs.				
d)	Budgeting is a recent policy set by politicians in order to control women's rights				

2. Find in the text the synonyms of these words (0,5ptx4=2pt).

Words	/	Synonyms
a) taking care		
b) really		
c) gains		
d) fight		

II- PERSONAL PRODUCTION

	Over 6pts
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Free- production

Topic: Gender approach is a vision accepted by many countries. According to you can men and women have exactly the same jobs? Justify your answer with concrete examples. (100- 150 words).

Items to be marked	Mark	Over
Presentation (layout: heading, greetings, body, closing length...)		2
Ideas; syntax; linking words; expression of persuasion; examples.		3
<u>Grammar; vocabulary</u>		1
Total		6

III. LINGUISTIC COMPETENCE. (6 pts)

A. Put the verbs in brackets in the correct tense and form. (0,5ptx4=2pts)

1. I am looking forward to _____ you again. (to see)
2. She would rather Paul _____ tonight. (to ring)
3. Don't cross now! The train _____ near. (to get)
4. The children _____ dinner when their mother came. (to have)

B/. Rewrite the following sentences using the prompts given. (0,5ptx4=2pts)

1. The driver is testing the new car.

The new car _____

2. We wrote them a letter a week ago. We have not received a reply yet.

We look forward to _____ from them.

3. I regret having told the truth to dad.

I wish, I _____

4. "Bring your homework tomorrow" The teacher told the students.

The teacher told _____

C. Ask questions so as to have the underlined expressions as answers. (0,5ptx4=2pts)

- 1) ADA went to Port-Gentil to look for a job.

- 2) Their plane is going to take off at quarter to seven.

- 3) MAYILA goes to work with his father's car.

- 4) Jane will buy the black blouse.

Good Luck!