

Sujets du bac 2014 corrigés

Thématique :

Mythes et héros

Sujet 1 : Dreams and ambitions
Pondichéry, LV1, séries générales

Thématique :

Espaces et échanges

Sujet 2 : Sea voyage
Métropole, LV1, séries générales

Thématique :

Lieux et formes de pouvoir

Sujet 3 : Native Americans
Polynésie, LV2, séries générales

Thématique :

L'idée de progrès

Sujet 4 : Successful women and men
Métropole, LV2, séries technologiques

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Mythes et héros

Sujet 1

BACCALAURÉAT GÉNÉRAL

SESSION 2014

ANGLAIS

LANGUE VIVANTE 1

Série L – Durée de l'épreuve : 3 heures – coefficient : 4

Série L LVA – Durée de l'épreuve : 3 heures – coefficient : 4

Série ES-S – Durée de l'épreuve : 3 heures – coefficient : 3

L'usage des calculatrices électroniques et du dictionnaire est interdit.

Dès que ce sujet vous est remis, assurez-vous qu'il est complet.

Ce sujet comporte 7 pages numérotées de 1 à 7.

Répartition des points

Compréhension de l'écrit	10 points
Expression écrite	10 points

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DOCUMENT A

“Mother, I’m not cut out for tramping fields and serving drunks.” He’d meant “drinks” but hadn’t bothered correcting himself. “I have an imagination.” The young, defiant artist was unrepentant.

“Are you saying your poor father had no imagination?”

5 “Strictly speaking, only artists have imagination, and I can’t afford to have mine stifled¹. This is not *me*.” He’d swept an arm majestically with that last remark, to encompass not only the Crowing Cock pub and their outlying farm but the entire population of Tailorstown and the mountains beyond.

10 “I’m very disappointed in you, Lorcan. Just so long as you remember that your father’s pub and the people of this town put food on our table and clothes on your back and funded your education.”

15 But he’d won the day nonetheless, had rented out the land to local farmers, employed a bartender to assist his mother, and returned to Belfast. After graduation, he’d pursued a career as a painter and printer before finally fetching up in the conservation room of the Ulster Museum.

Now thirty-seven and considerably wiser, he winced at the arrogance of that younger self, turned away from the window, and sat down before the Countess² once more. An act of justification, if nothing else.

20 These days, instead of toiling over his own canvases, he bent over the work of others. Not that he was bitter, for he was, quite literally, having a hand in the work of the great innovators. The Turners, the Reynoldses, the Laverys: all were revived under his expert hand. One week in the Barbizon, the next in the Rococo, Lorcan moved between schools and periods and styles with the ease of a quick-change artist. It was fulfilling—and lucrative—work.

25 He considered the image on the canvas once again, flexed the fingers of his right hand several times, and took a deep breath. Sufficiently calmed to continue, he laid a speck of cadmium on a soupçon of white and blended the minute quantities to the required hue before taking the brush to the canvas again.

30 The Countess was a plain woman whom Reynolds had flattered as far as he dared, his brush more forgiving than a camera lens could ever be. There was little the great painter could have done about that nose, though: much too long. Each time Lorcan contemplated it, the perfectionist in him wanted to shorten it, to make her perfect.

35 That was his problem and he knew it: the quest for perfection, that unattainable moving target. But the chase brought excellence, and that realization was *his* prize.

Christina McKenna, *The Disenchanted Widow*, 2013

¹ stifled (l. 6): restricted

² the Countess: subject of the painting

DOCUMENT B

Of all the young misfits from our little gang at college, Walker was the one who had struck me as the most promising, and I figured it was inevitable that sooner or later I would begin reading about the books he had written or come across something he had published in a magazine—poems or novels, short stories or reviews, perhaps
5 a translation of one of his beloved French poets—but that moment never came, and I could only conclude that the boy who had been destined for a life in the literary world had gone on to concern himself in other matters.

A little less than a year ago (spring 2007), a UPS package was delivered to my house in Brooklyn. It contained the manuscript of Walker's story about Rudolf Born (Part I of this book), along with a cover letter from Adam that read as follows:
10

Dear Jim,

Forgive the intrusion after such a long silence. If memory serves, it's been thirty-eight years since we last talked, but I recently came across an announcement that you'll be doing an event in San Francisco next month (I live in Oakland), and I
15 was wondering if you might have some free time to spend with me—perhaps dinner at my house, for example—since I'm in urgent need of help, and I believe you're the only person I know (or knew) who can give it to me. I say this not to alarm you but because of the enormous admiration I have for the books you have written—which have made me so proud of you, so proud to have once counted myself among your
20 friends.

By way of anticipation, I enclose a still-not-finished draft of the first chapter of a book I am trying to write. I want to go on with it but seem to have hit a wall of struggle and uncertainty—*fear* might be the word I'm looking for—and I'm hoping that a talk with you might give me the courage to climb over it or tear it down. I should add (in
25 case you're in doubt) that it is not a work of fiction. [...]

Hoping for a response.

Yours in solidarity,

Adam Walker

Paul Auster, *Invisible*, 2009

COMPRÉHENSION

Les candidats traiteront le sujet sur la copie qui leur sera fournie et veilleront à

- respecter l'ordre des questions et reporter les repères sur la copie (lettre ou lettre et numéro ou lettre, numéro et lettre). Exemples : **1.** ou **1.a.** ;
- faire toujours suivre les citations du numéro de la ligne ;
- répondre à toutes les questions en anglais.

En l'absence d'indications spécifiques, le candidat répondra **brièvement** aux questions.

Lisez les documents A et B puis répondez aux questions.

DOCUMENT A

Read the whole text.

1. What do you learn about
 - a. the main character? (name; age; occupation)
 - b. that character's family and background?
2. Explain in about 30 words the role of the following places in the main character's life:

the Crowing Cock pub; Tailorstown; Belfast; the Ulster Museum

Read from line 1 to line 15.

3. a. "This is not *me*." (l. 6)

Explain the main character's dreams and ambitions and compare them to his mother's expectations.

(20 to 30 words)

- b. "But he'd won the day nonetheless" (l. 12)

Explain in your own words what steps he took to realize his ambition.

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Read from line 16 to the end.

4. a. What does the main character's job consist in precisely? Explain in your own words and justify by quoting one element from the text.
- b. Use two elements from the text to show that he has mixed feelings about this job. (30 to 40 words)

DOCUMENT B

Read the whole text.

5. a. Identify the two main characters and say how they know each other.
- b. When did they last meet?
- c. What do they have in common?
6. Who has written the letter? What for?
7. Which adjectives best describe the state of mind of the author of the letter?

cynical / doubtful / scared / scornful / self-confident

Justify in your own words.

8. a. Explain in your own words what the narrator had imagined about his friend's career before receiving the letter.
- b. What does that reveal about his own career?

DOCUMENT A AND DOCUMENT B

9. Now focus on the main character in document A.
With which of the two main characters in document B would you rather identify him? To what extent? (30 to 40 words)

10. Now focus on the narrator in document B.

In what respects is he different from the other male characters in documents A and B?

La question 11 ne sera traitée que par les candidats de LVA

Read the two documents again.

11. Show how, in both documents, painting and writing are viewed as art forms that provide a means of self-expression. Find two examples in each text.

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EXPRESSION

Les candidats des séries S, ES et L (**SAUF les candidats de LVA**) choisiront le sujet 1 **ou** le sujet 2.

SUJET 1

Today, on social networks we create our own portraits and profiles. To what extent do they reflect reality? (300 words)

SUJET 2

Le candidat traitera les deux parties a et b

- a. You've just created your own video game. You'd love to have it produced but you're not sure that it's good enough. You know an expert who could help you out. Write him or her a letter with the following opening lines:

"Dear,

I'm in urgent need of help, I was wondering..."

(150 words)

- b. "Only artists have imagination". Discuss and illustrate. (150 words)

Les candidats de LVA traiteront le sujet 3 **ou** le sujet 4.

SUJET 3

Can art be both fulfilling and lucrative? (300 words)

SUJET 4

"The young, defiant artist was unrepentant."
How far would you go to fulfill your dream? (300 words)

Corrigé du sujet 1

Compréhension écrite

Document A

1. **a.** The main character is called Lorcan and is now 37. His parents own land. They are farmers and pub owners and wanted him to take over. However he did not want to and returned to Belfast to become an artist, a painter. At 37, he restored great paintings at the Ulster Museum.

b. His father is dead. His mother owns a farm, farm land and a pub, the Crowing Cock pub in Tailorstown.

2. The crowing Cock pub is the pub his mother owns and where he should have been working. It is in Tailorstown. Belfast is where he probably studied and where he returned later to work. The Ulster Museum is where Lorcan is working. (42 words.)

3. **a.** Lorcan's dreams and ambitions are to become a painter and to use his imagination to the full whereas his mother would have loved him to stay with her tending the bar and farming. (33 words.)

b. Lorcan had to disappoint his mother, to insist for her to accept his decision. Then he made sure someone else would help his mother, thus he rented the land out to local farmers and hired a bartender.

4. **a.** Lorcan's job consists in restoring the paintings of famous artists such as Reynolds. Lines 19 & 20: "These days, instead of toiling over his own canvasses, he bent over the work of others."

b. Lorcan wanted to be a painter ("he'd pursued a career as a painter" on line 14) but is only restoring great works of art so he is not bitter ("Not that he was bitter" on line 20) although this cannot seem prestigious. However, this type of work is also "fulfilling – and lucrative – work." (53 words including quotes).

Document B

5. **a.** The two main characters are the narrator, Jim, a published writer and Adam Walker, a former friend of his when they were young.

b. They last met 38 years before Jim received the package.

c. They are both writers.

6. Adam Walker has written the letter to ask Jim for a meeting: he needs help to finish his book.

7. He is doubtful about his ability to finish writing his book.

He is also scared of not being able to finish it.

8. **a.** The narrator had imagined that he would become a famous writer and that he would find his books in bookshops or his articles in magazines.

b. He must be a famous author as Adam knows about his books.

Documents A and B

9. I would rather identify him with Adam as he has tried to follow his dreams and ambitions but has not completely managed to do so yet. He restores paintings instead of painting while Adam has started writing a book which he is so far unable to finish. (47 words)

10. Jim is different from the other male characters insofar as he is successful and is not doubtful about his success and career.

11. In both documents writing and painting are indeed viewed as art forms that provide a means of self-expression. It is shown clearly in the following quotes:

Document A:

“I have an imagination.” (line 2)

“Strictly speaking, only artists have imagination, and I can’t afford mine to be stifled. This is not *me*.” (lines 5 and 6)

Document B:

“a still-not-finished draft of the first chapter of a book I’m trying to write” (line 21): writing is a process in which you give so much of yourself, in which you want to express yourself in the best possible way. (lines 21-22)

“I want to go on with it but seem to have hit a wall of struggle and uncertainty” (lines 22-23)

Expression écrite

Sujet 1

Today, on social networks we create our own portraits and profiles. To what extent do they reflect reality (300 words).

Today, most teenagers and young adults have created their profiles on one of the social networks at least once. To what extent do they reflect reality? Can they reflect reality? Do they need to reflect reality?

Most teenagers have Twitter or Facebook accounts as well as numerous other social network accounts where they publish pictures, videos, comments or links and anything they feel like posting and sharing with their loved ones and their friends.

But to what extent do their profiles reflect reality?

On the one hand, creating a profile (yours or even someone else’s) can only be a subjective process. Whenever anything is published, a conscious or even unconscious level of censorship is involved. Some information is left out either because it is embarrassing or uninteresting. It does not show any unusual or interesting stance on life and it would be pointless to publish it.

Similarly, some students will love to share silly pictures of themselves which will not be representative of their true self.

All they want is to impress their friends. They do not think about the future consequences but about their popularity at school.

Most profiles are either part of the person's personality (only what allows them to be seen in a good light. Why should we share embarrassing information about ourselves? Why should we publish inappropriate photographs of ourselves when we can select those we post among dozens? Why should we share silly facts about ourselves when we can sound/look interesting, cultured, clever?) or deliberate lies in order to seem better than we actually are.

Sometimes, these profiles are just a collection of facts, pictures and videos which are quite unrelated to each other and which are added when the person has time and thinks about doing it with no link whatsoever and with blanks between events. In that case, there is no desire to edit one's real life: it is just disinterest in the means of sharing one's life.

What can be construed from such incomplete profiles? And more importantly, is it so important that social networks should reflect reality?

341 words.

Sujet 2

a.

Dear Tom,

I'm in urgent need of help, I was wondering if you would accept to meet me to discuss my problem.

I know we have not seen each other for five years but I am sure you remember how strong our friendship was.

I have followed your career as you became more and more important in the computer science domain and I am so proud of your success!

I have also been planning to study ICT at university and have tried to create my first video game. It is only a first draft of the game but is fully working.

I doubt it is good enough and need your professional advice to keep working on it and ultimately have it produced when it is ready.

I am visiting Denver next weekend and could visit you if you agree to meet me and help me get on with my project.

I am looking forward to hearing from you.

Kind regards,

Lee

160 words.

b. "Only artists have imagination." Of course Lorcan was young, petulant and unrepentant and as many young people do, he had very clear-cut opinions.

But can we really state that only artists have imagination?

It would seem that you cannot become an artist if you do not have any imagination because you keep creating. For instance when you play jazz, you have to improvise on the spot during the concert. For instance, Charlie Parker revolutionized jazz and was very imaginative.

Lorcan is highly imaginative and an artist, nonetheless, he can only use it when he toils on his own canvasses, not when he works on other artists' works and he regrets that, especially when he cannot improve the portrait of the Countess. Jim, the narrator of the second document, is a renowned writer and obviously needs imagination. Yet, his friend Adam seems to lack imagination as he only writes non-fiction and is only able to write the draft of one chapter.

We can wonder if some concert artists who content themselves with interpreting famous and renowned music are imaginative. To what extent can we say that they need imagination? Of course, a good interpreter needs to feel what he is playing. His rendering is moving, original and personal.

To conclude, I do believe that of course you need to be highly imaginative to become an artist to some extent and with some exceptions, especially when you create art, but it would be a somewhat dull world if only artists had an imaginative mind!

251 words.

Sujet 3

Can art be fulfilling and lucrative?

This question is interesting as these two adjectives can seem contradictory. Let us illustrate our different points with examples.

Art can be fulfilling but not lucrative. Even world-famous painters, and artists who changed the world with their vision, such as Modigliani, lived in utter poverty.

Art can also be fulfilling and lucrative. Quite a few famous people were renowned even when they were alive.

Le Corbusier, a famous architect, or Picasso, were famous and wealthy.

One day, Picasso went to a restaurant with some of his friends and he did not have any money with him, so when it was time to pay the bill, he drew something on the paper tablecloth. The restaurant owner arrived and he asked him: "Won't you sign it Mr Picasso?" and Picasso answered: "I'm paying for the meal, not for the whole restaurant!"

But of course it can be quite lucrative and not fulfilling at all. For instance, some painters, or writers, ... may need to make money and have to adapt to people's tastes, and to what is being actually bought.

This is extremely difficult for them as they do not treasure what they do. They do not create, they duplicate, and they do something they do not believe in. It is particularly true nowadays. One of my aunts is a potter, one of my uncles is a painter and both have to adapt to what people want to buy to be able to live from their art.

We can add to that list Lorcan and all the artists who restore works of art and do not live from their own art. He says he is not bitter but it does not seem to

be true. It is likely he does not want to confront his own feelings. They must be too painful to be shared.

To conclude, there is no set answer to this question. All kinds of combinations are possible.

319 words.

Sujet 4

Choosing one's future job amounts to choosing one's life. So much of it is spent working that it is of the utmost importance we enjoy it thoroughly and go to work happily and expectantly

How far would I go to fulfil my dream? That is an excellent question and it is hard to answer but it is interesting to ponder over it and try and figure out what I would be ready to do.

Lorcan went very far. He did everything he could to fulfil his dream even if he did not exactly reach it. He left his family, and managed to avoid being caught up in the family businesses even if it meant breaking his mother's heart. He remained strong and pursued the career he had chosen because he had a lot of imagination and wanted to become a painter.

As for me, I would like to become a vet. This will be very hard and will mean that I will have to concentrate on extremely hard studies instead of relaxing and enjoying time with my friends on Saturday nights for instance. I will have to focus on my goal and keep in mind that it is my passion and that it is worth all the sacrifices I will have to accept.

It also means I will have to leave my family and I might have to leave my country but I am ready to do anything I need to do to fulfil my dream.

To conclude, I would go as far as possible to fulfil my dream because my whole life and my happiness depend on it.

265 words.

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Espaces et échanges

Sujet 2

BACCALAURÉAT GÉNÉRAL

SESSION 2014

ANGLAIS

MERCREDI 18 JUIN 2014

LANGUE VIVANTE 1

Série L – Durée de l'épreuve : 3 heures – coefficient : 4

Série L Langue Vivante Approfondie (LVA) – Durée de l'épreuve : 3 heures – coefficient : 4

Séries ES-S – Durée de l'épreuve : 3 heures – coefficient : 3

L'usage des calculatrices électroniques et du dictionnaire est interdit.

Dès que ce sujet vous est remis, assurez-vous qu'il est complet.
Ce sujet comporte 6 pages numérotées de 1/6 à 6/6.

Répartition des points

Compréhension de l'écrit	10 points
Expression écrite	10 points

Lisez les documents A et B.

Document A

[The narrator recalls his sea voyage to England as a child.]

- His name was Mr Fonseca and he was travelling to England to be a teacher, I would visit him every few days. He knew passages from all kinds of books he could recite by heart, and he sat at his desk all day wondering about them, thinking what he could say about them. I knew scarcely a thing about the world of literature, but he welcomed me with unusual and interesting stories, stopping abruptly in mid-tale and saying that someday I should find out what happened after that. 'You will like it I think. Perhaps he will find the eagle.' Or, 'They will escape the maze with the help of someone they are about to meet...' Often, during the night, while stalking the adult world with Ramadhin and Cassius, I'd attempt to add to the bare bones of an adventure Mr Fonseca had left unfinished. [. . .]
- 10 I tried to coax him up on deck a few times, but his porthole and what he could see through it seemed enough nature for him. With his books [. . .] as well as a few family photographs, he had no need to leave his time capsule. I would visit that smoky room if the day was dull, and he would at some point begin reading to me. It was the anonymity of the stories and the poems that went deepest into me. And the curl of a rhyme was something new. I had not thought to believe
- 15 he was actually quoting something written with care, in some far country, centuries earlier. He had lived in Colombo¹ all his life, and his manner and accent were a product of the island, but at the same time he had this wide-ranging knowledge of books. He'd sing a song from the Azores or recite lines from an Irish play.
- I brought Cassius and Ramadhin to meet him. He had become curious about them, and he made me tell him of our adventures on the ship. He beguiled² them as well, especially Ramadhin. Mr Fonseca seemed to draw forth an assurance or a calming quality from the books he read. [. . .]
- 20 Mr. Fonseca would not be a wealthy man. And it would be a spare life³ he would be certain to lead as a schoolteacher in some urban location. But he had a serenity that came with the choice of the life he wanted to live. And this serenity and certainty I have seen only among those who have the armour of books close by.
- 25

Michael Ondaatje, *The Cat's Table*, 2011

¹ *Colombo* : capital of Sri Lanka (formerly Ceylon)

² *beguiled* = charmed

³ *a spare life* = a simple life

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Document B

Together they focused on the film.

Pembe watched *The Kid* with wide-open eyes, the look of surprise on her countenance deepening with each scene. When Chaplin found an abandoned baby in a rubbish bin, and raised him like his own son, she smiled with appreciation. When the child flung stones at the neighbours' windows so that the tramp—disguised as a glazier—could fix them and earn some money, she chuckled. When social services took the boy away, her eyes welled up with tears. And, finally, as father and son were reunited, her face lit up with contentment, and a trace of something that Elias took to be melancholy. So absorbed did she seem in the film that he felt a twinge of resentment. What a funny thing it was to be jealous of Charlie Chaplin.

Elias observed her as she unpinned her hair, and then pinned it back. He caught a whiff of jasmine and rose, a heady, charming mixture. Only minutes before the film came to an end, he found the nerve to reach out for her fingers, feeling like a teenager on his first date. To his relief, she didn't move her hand away. They sat still—two sculptures carved out of the dark, both scared of making a move that would disrupt the tenderness of the moment.

When the lights came back on, it took them a few seconds to grow accustomed to real life. Quickly, he took out a notepad and wrote down the name of another cinema in another part of the town. "Next week, same day, same time, will you come?"

"Yes", she faltered.

Before he'd found a chance to say anything else, Pembe leaped to her feet and headed towards the exit, running away from him and everything that had taken place between them, or would have taken place, had they been different people. She held in her palm the name of the place they were to meet next time, grasping it tightly, as if it were the key to a magic world, a key she would use right now were it in her power to decide.

And so it began. They started to meet every Friday at the same time, and occasionally on other afternoons. They frequented the Phoenix more than any other place, but they also met at several other cinemas, all far-away from their home, all unpopular. [. . .] In time he found out more things about her, pieces of a jigsaw puzzle that he would complete only long after she had gone. [. . .]

Slowly he was beginning to make sense of the situation. This unfathomable, almost enigmatic attraction that he felt for her, a woman so alien to the life he had led, was like a childhood memory coming back.

Elif Shafak, *Honour*, 2012

NOTE AUX CANDIDATS

Les candidats traiteront le sujet sur la copie qui leur sera fournie et veilleront à :

- respecter l'ordre des questions et reporter les repères sur la copie (lettre ou lettre et numéro ou lettre, numéro et lettre). Exemples : **A.** ou **A.1.** ou **A.1.a.** ;
- faire toujours suivre les citations du numéro de la ligne ;
- recopier les phrases à compléter en **soulignant** l'élément introduit.

Répondez en anglais aux questions

COMPRÉHENSION DE L'ÉCRIT

Document A

Tous les candidats traiteront les questions suivantes.

A. Pick out three of Mr Fonseca's activities during the voyage. Say what they have in common. Justify with at least three quotations.

B. Which four adjectives best correspond to Mr Fonseca's personality? Justify each with a quotation from the text.

KIND - SELFISH – CAPTIVATING – PEDANTIC – SERENE – KNOWLEDGEABLE – BORING – SELF-CENTRED

C. Why does the narrator visit Mr Fonseca? Choose the two statements that are correct and justify with a quotation for each.

1. They know the same authors.
2. Mr Fonseca is teaching him to read.
3. Mr Fonseca's stories fascinate him.
4. Mr Fonseca is interested in the narrator's life.

D. Say whether the following statement is **Right** or **Wrong**.

Mr Fonseca's goal is likely to have a prestigious career.

Justify your answer with two quotations.

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Document B

Tous les candidats traiteront les questions suivantes.

E. What do the two characters do together? Why? Give three reasons using your own words.

F. “*Together they focused on the film.*” (l. 1)

Explain briefly why this sentence is not **equally** true for both characters.

G. “*to his relief, she didn’t move her hand away.*” (l.12-13)

“*Pembe leaped to her feet and headed towards the exit running from him ...*” (l.19-20)

Explain in a few words the change in the woman’s attitude.

H. What does Elias like about Pembe? Choose the two statements that are correct and justify your choice with quotations from the text.

1. She is attractive.
2. She is assertive.
3. She is different from him.
4. She is funny.

I. “*... they also met at several other cinemas, all far-away from their homes, all unpopular.*”

(l. 25-26)

Why do you think they choose places that are distant from their homes? Answer briefly in your own words.

Documents A and B

Tous les candidats traiteront la question suivante.

J. What do the characters’ relationships have in common in both documents? Give three elements.

Seuls les candidats des séries S et ES et ceux de la série L qui ne composent pas au titre de la LVA (Langue vivante approfondie) traiteront la question suivante.

K. Show how in both documents each of the characters has something to offer to the other(s).

Seuls les candidats composant au titre de la LVA (Langue vivante approfondie) traiteront la question L.

- L. 1. In each document what differences or obstacles could keep the characters apart?
2. What do the activities they share allow them to do?

EXPRESSION ÉCRITE

Tous les candidats traiteront la question suivante.

Pembe writes in her diary about her special relationship with Elias. **(150 mots au moins)**

Seuls les candidats des séries ES, S et L et ceux de la série L qui ne composent pas au titre de la LVA (Langue vivante approfondie) traiteront le sujet suivant.

How can differences between people enrich their relationships? **(150 mots au moins)**

Seuls les candidats composant au titre de la LVA (Langue vivante approfondie) traiteront le sujet suivant.

Art brings people together. Discuss. **(150 mots au moins)**

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Corrigé du sujet 2

Compréhension écrite

Document A

A. During the voyage, Mr Fonseka kept wondering about books he knew, telling the narrator strange and unusual stories and listened to the stories the narrator told him about his two friends at his request.

They all have the world of books and literature in common.

* lines 2 and 3: “He knew passages from all kinds of books he could recite by heart, and he sat at his desk all day wondering about them, thinking what he could say about them.”

* lines 4 to 6: “(...) he welcomed me with his unusual and interesting stories, stopping in mid-tale and saying that someday I would find out what happened after that.”

* lines 19 and 20: “He had become curious about them, and he made me tell him of our adventures on the ship.”

B. Kind: lines 3 and 4: “I knew scarcely a thing about the world of literature, but he welcomed me with unusual and interesting stories”

Captivating: line 4 “unusual and interesting stories”

Serene: lines 23 to 24: “But he had a serenity that came with the choice of the life he wanted to live.”

Knowledgeable: line 17 “he had this wide-ranging knowledge of books.”

C. The narrator visits Mr Fonseka because

3. Mr Fonseka’s stories fascinate him.

lines 7 to 9: “Often, during the night, while stalking the adult world with Ramadhin and Cassius, I’d attempt to add to the bare bones of an adventure Mr Fonseka had left und=finished.”

4. Mr Fonseka is interested in the narrator’s life. lines 19 and 20: “I brought Cassius and Ramadhin to meet him. He had become curious about them, and he made me tell him of our adventures on the ship.”

D. The following statement is wrong.

Line 22: “Mr Fonseka would not be a wealthy man.” Lines 22 and 23: “And it would be a spare life he would be certain to lead as a schoolteacher in some urban location.”

Document B

E. The two characters meet at cinemas and watch films together for various reasons.

Pembe loves films and is deeply moved by what is happening on the screen.

Elias is attracted to Pembe and enjoys watching her, touching her and generally speaking spending time with her.

They try and spend time together in cinemas because they are from different background and cannot think of other ways to meet.

F. This sentence is not equally true for both characters as Elias is not as engrossed in the films as Pembe is. Indeed, he prefers watching her than watching the films.

G. Pembe lives in two worlds: the real world in which she seems to be forbidden to meet Elias and the magic world of imagination and films in which she can escape and become a different person.

H. 1. She is attractive. Lines 10 and 11 “he caught a whiff of jasmine and rose, a heady, charming mixture.”

3. She is different from him. Lines 29 and 30: “a woman so alien to the life he led”.

I. They choose places that are distant from their homes because they cannot be seen together. We do not know why. They are likely to be from different religious and political backgrounds. They might be from different social classes.

Documents A and B

J. In both documents the characters’ relationships are very strong and based on their shared love for story-telling (literature and films). There is also an element of admiration.

K. In both documents, each of the characters has something to offer to the other. The narrator provides a keen and enthusiastic audience for Mr Fonseca while Mr Fonseca shares his love of literature and his knowledge of books with the narrator and delights him with fascinating stories. Elias accompanies Pembe to the cinema whereas she allows him to dream and be in love with her. Her authentic reactions move him.

L. 1. In document A the age difference is the major obstacle. Mr Fonseca is a grown man, an adult whereas the narrator is a boy.

In document B, we do not know the reason why Elias describes Pembe as “a woman so alien to the life he led”. We can infer that she leads a very different life. We can only guess that they are from different social classes and religious backgrounds.

Expression écrite

Sujet 1.

Friday, April 20, 2012.

Dear Diary,

I have just come back from the cinema and am wondering about my relationship with Elias.

Is it changing?

So far, I have thought we were just unlikely friends, strangers united in our love for art and more specifically for story-telling and films.

We have been meeting on Friday afternoons for one year in order to enjoy films together and all was fine except that we had to be careful not to be seen together and we always selected far-away cinemas.

Each time we watch films, I feel so close to the characters, I can imagine what they are going through and this allows me to learn so much about human nature and myself.

I thought Elias felt the same way but he seems to be in love with me and this will not do.

Our families will never allow such a match. I am the king's daughter after all and he is a scientist.

I believe I have to end our friendship before someone finds out.

167 words.

Sujet 2

How can differences between people enrich their relationships? This question is particularly important as it broaches on various ideas such as racism, learning from one another, sharing and collaborating to bring out the best in people.

First and foremost, let us imagine a world in which everybody looked the same, had similar thoughts and wanted to be the same in all fields. I am afraid everybody would be bored all the time.

What makes us so interesting to our friends, our acquaintances and to anybody are our differences.

Indeed, we can mention examples such as knowledge: how could we discuss unusual and interesting topics if we all had the same background, if we had nothing to share?

To top it all, most of us crave learning, knowledge and sharing with others: for that to work, we need to provide new information, diverse ideas and points of view to allow people to exchange and learn more about them and about themselves.

160 words.

Sujet 3

Art is not language: it has to do with feelings and emotions. The way we respond to art depends on what we have lived, been through, and what we can see in a work of art and this varies according to our lives.

Sharing our vision of a work of art, in museums or any place where art is to be found is something that is likely to happen because art is not something we keep to ourselves.

People from all backgrounds, all countries, and all ages will meet and share emotions even if they cannot communicate because they do not speak the same language. Art transcends words. It is universal.

Picasso used to say that you needed to go back to the emotions we felt as children to be able to express ourselves, which means getting rid of any ideology. Art is all about expressing oneself and understanding our nature.

When people share emotions, for instance at a concert where people did not know each other before, this is art at its best. It is like a communion of spirits. Art is a passion and passions do bring us together.

Passion is what really makes us share. It is impossible not to share what we feel passionate about.

A concert, a book, a film, and a painting have no meaning without being shared. Art is bound to be about sharing and bringing people together.

231 words.

résumé de cours

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3

Lieux et formes de pouvoir

Sujet 3

BACCALAURÉAT GÉNÉRAL

SESSION 2014

ANGLAIS

LANGUE VIVANTE 2

Séries Générales

Durée de l'épreuve Série L: 3 heures

Coefficient total des épreuves de L-LV2 : 4

Coefficient total des épreuves de LVA : 4

Durée de l'épreuve Série ES/S: 2 heures

Coefficient total des épreuves de LV2 : 2

L'usage de la calculatrice et du dictionnaire n'est pas autorisé.

Dès que ce sujet vous est remis, assurez-vous qu'il est complet.
Ce sujet comporte 7 pages numérotées de 1/7 à 7/7.

Compréhension	10 points
Expression	10 points

TEXT 1

Chee pulled up beside him, rolled down his window. The object the man was swinging was a squat bottle, held by the neck. “*Yaa’ eh t’eeh!*” Chee shouted, the standard Navajo greeting. The man ignored him, plodding steadily down the asphalt. As he moved past the police car and back into the glare of the headlights Chee saw he had something bulky stuck under his belt in the back of his trousers. It looked like the butt of a pistol.

Chee unsnapped his own pistol, took it out of its holster, and laid it on the seat beside him. He touched the siren button, producing a sudden howling. The gray-haired man seemed not to hear it.

Chee picked up the mike, raised Ship Rock, gave his location. “I have a male, about five feet eight inches tall, elderly, gray-haired, walking down the westbound lane away from the Nez site. He has what appears to be a pistol stuck under his belt and what appears to be a whiskey bottle in his right hand and is acting in a peculiar manner.”

“Peculiar manner,” the dispatcher said.

“I think he’s drunk,” Chee said. “He acts like he doesn’t hear me or see me.”

“Subject is drunk,” the dispatcher said.

“Maybe,” Chee said. “I will apprehend him now.”

Which might be easier said than done, he thought. He pulled the patrol car past the walker and spun it around so its lights shone directly into the man’s face. He got out with his pistol in his hand. He felt dizzy. Everything was vague.

“Hold it right there,” Chee said.

The walker stopped. He looked intently at Chee, as if trying to bring him into focus. Then he sighed and sat on the pavement. He screwed the cap off the bottle, and took a long, gurgling drink. He looked at Chee again and said:

“*Baa yanisin, shiyaazh.*”

“You are ashamed?” Chee repeated. His voice choked. “Ashamed!” With his good hand he reached over the walker’s shoulder, jerked the pistol out of the man’s belt. He sniffed the muzzle of the barrel and smelled burned powder. He checked the cylinders. All six contained cartridges, but three of the cartridges were empty. They had been fired. He jammed the pistol under his belt, snatched the bottle out of the walker’s hand, and hurled it into the sagebrush beside the road.

“Dirty coyote,” Chee said in Navajo. “Get up.” His voice was fierce.

Tony HILLERMAN, *Coyote Waits*, 1990.

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TEXT 2

Native Americans of the Pine Ridge Indian Reservation near Whiteclay, Nebraska, have filed a \$500-million lawsuit against beer manufacturers for the devastation that alcohol has wreaked on their community for decades.

5 The Oglala Sioux Tribe said the extraordinary sum they are asking for would be used to pay for health care, social services and child rehabilitation.

As in many other Native American communities in the U.S. and Canada, alcohol abuse has destroyed the lives of many in the reservation. For example, one-fourth of the tribe's children suffer from fetal disorders related to their parents' alcoholism.

10 The illegal sale and trade in alcohol in Whiteclay is open, notorious and well documented by news reports, legislative hearings, movies, public protests and law enforcement activities, the lawsuit stated.

Not only have the plaintiffs targeted the largest beer-makers in the world – including Anheuser-Busch InBev Worldwide, SAB Miller, Molson Coors Brewing, MillerCoors, and Pabst Brewing, but the lawsuit also named four beer sellers in the town of Whiteclay as defendants.

15 Alcohol is banned on the reservation, a 2-million acre property just over the border in South Dakota that is home to about 40,000 people.

According to the suit, the four stores sold almost 5-million cans of beer in 2010, in a town with a population of only fourteen souls.

20 The suit, filed on Thursday in federal court in Lincoln, Neb., alleged that the defendants "knowingly" turned the tiny town of Whiteclay, into a major hub of alcohol smuggling to the reservation.

The lawsuit says Whiteclay has a population of fewer than 12 people and no publicly accessible place to lawfully consume alcohol. Yet each day, the four retailers in town sell more than 13,000 cans of beer.

25 "You cannot sell 4.9 million cans of beer and wash your hands like Pontius Pilate," said the tribe's attorney, Tom White.

Palash GHOSH, *"Native Americans: The Tragedy of Alcoholism, Analysis"*, February 11, 2012. (IBT Media Inc.)

NOTE IMPORTANTE AUX CANDIDATS:

Les candidats traiteront tous les exercices **sur la copie** qui leur sera fournie et veilleront à :

- respecter l'**ordre des questions** et reporter la **numérotation** sur la copie (numéro de l'exercice et, le cas échéant, la lettre repère ; ex. : 1a, 1b, etc.)
- composer des phrases complètes à chaque fois qu'il leur est demandé de rédiger. En l'absence d'indication, les candidats répondront en 20 mots environ à la question posée.
- faire précéder les citations éventuellement demandées du **numéro de ligne** dans le texte.

COMPREHENSION

Les candidat(e)s des séries ES et S traiteront les pages 4/7 et 5/7 uniquement

1. Text 1.

- 1.1. What is the nature of the document?
- 1.2. Where and when does the scene take place?
- 1.3. List the characters appearing in the extract. What languages do they speak in the extract?
- 1.4. What do you learn about Chee's occupation?
- 1.5. Identify the other protagonist in terms of gender, age, and ethnicity.
- 1.6. List the four elements that made Chee decide to call the dispatcher.
- 1.7. What is the explanation for the protagonist's "*peculiar manner*" (lines 13, 14).
- 1.8. What two elements later confirm this hypothesis?
- 1.9. What is Chee thinking about when he checks the man's gun?

2. Text 2 :

- 2.1. What type of document is this?
- 2.2. Who do the Native Americans of Pine Ridge Indian Reservation blame for "*the tragedy of alcoholism*"? Give two answers.
- 2.3. What have they decided to do about it?
- 2.4. Using the following words from the text, explain what the lawsuit is about: *federal court* (line 20) – *plaintiffs* (line 12) – *defendants* (line 15) – *illegal* (line 9)
- 2.5. What are they hoping to gain? How do they intend to use it?

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EXPRESSION

Les candidat(e)s des séries ES et S LV2 traiteront le sujet en 250 mots (+/- 10%)

Choisir l'un des deux sujets :

A – Would you agree with Tom White's assessment that "*You cannot sell 4.9 million cans of beer*" and pretend you are not responsible. (text 2, line 26). You can use arguments from the documents to develop your answer.

OU

B – You have joined one of the groups supporting the lawsuit. You write an open letter in the local newspaper to gain more support for the campaign.

COMPREHENSION

Les candidat(e)s de la série L et L-LVA traiteront les pages 6/7 et 7/7

1. Text 1.

- 1.1. What is the nature of the document?
- 1.2. Where and when does the scene take place?
- 1.3. List the characters appearing in the extract. What languages do they speak in the extract?
- 1.4. What do you learn about Chee's occupation?
- 1.5. Identify the other protagonist in terms of gender, age, and ethnicity.
- 1.6. List the four elements that made Chee decide to call the dispatcher.
- 1.7. What is the explanation for the protagonist's "*peculiar manner*" (lines 13, 14).
- 1.8. What two elements later confirm this hypothesis?
- 1.9. What is Chee thinking about when he checks the man's gun?

2. Text 2 :

- 2.1. What type of document is this?
- 2.2. Who do the Native Americans of Pine Ridge Indian Reservation blame for "*the tragedy of alcoholism*"? Give two answers.
- 2.3. What have they decided to do about it?
- 2.4. Using the following words from the text, explain what the lawsuit is about: *federal court* (line 20) – *plaintiffs* (line 12) – *defendants* (line 15) – *illegal* (line 9)
- 2.5. What are they hoping to gain? How do they intend to use it?
- 2.6. In what ways does text 1 illustrate "*the devastation*" referred to in text 2 (line 2)?

Seul(e)s les candidat(e)s de L- LVA traiteront les questions 2.7 et 2.8.

- 2.7. "*You are ashamed?*" Chee repeated. His voice choked. "*Ashamed!*" (line 27). What do these words tell us about Chee's feelings?
- 2.8. How can you explain his reaction?

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EXPRESSION

Les candidat(e)s de la série L-LV2 traiteront le sujet en 250 mots (+/- 10%)

Les candidat(e)s de LVA traiteront le sujet en 350 mots (+/- 10%)

Choisir l'un des deux sujets :

A – Would you agree with Tom White's assessment that "*You cannot sell 4.9 million cans of beer*" and pretend you are not responsible. (text 2, line 26). You can use arguments from the documents to develop your answer.

OU

B – You have joined one of the groups supporting the lawsuit. You write an open letter in the local newspaper to gain more support for the campaign.

Corrigé du sujet 3

Comprehension

Candidat(e)s des séries ES et S

1. Text 1

1.1. This document is an excerpt of a novel written by Tony Hillerman and published in 1990.

1.2. The scene takes place in the street at night in the United States (not far from an Indian site, line 12 'Nez site').

1.3. The first character is called Chee and the second one is an unidentified man referred to as "the walker". Chee speaks English and they both speak Navajo (line 2 and line 26)

1.4. We learn that Chee is a sheriff. Indeed, he speaks and acts as a police officer from line 7 to line 9. He gives his position and calls the dispatcher (line 10). He then adds line 18: "I will apprehend him now" which confirms his occupation.

1.5. The other protagonist seems to be an old man, line 10: "(...) about five feet eight inches tall, elderly, gray-haired (...)" He is certainly a Native American as he speaks Navajo to Chee.

1.6. First, the man doesn't answer his Navajo greeting and acts as if he hadn't heard anything, second Chee sees what appears to be a gun : line 5: "...something bulky stuck under his belt..." What's more, even when he puts the siren on, the man does not react and eventually, the sheriff sees a bottle of whiskey (indicating that he is probably drunk.)

1.7. It appears that the man is drunk and thus doesn't behave normally.

1.8. The first element is the fact that he tries to adjust his sight to look at Chee like an intoxicated person, line 23 "(...) as if trying to bring him into focus." The second one is that he takes a long sip out of the bottle again, line 24 and 25 while sitting on the pavement.

1.9. He probably thinks that the man has used his gun to commit a violent, illegal action. That's why he checks the gun and becomes a bit nervous at the end of the extract, line 33 "His voice was fierce".

2. Text 2

2.1. This document is an article written by Palash Ghosh published in 2012.

2.2. Not only do they blame the beer manufacturers in the world but also four beer sellers in their own town. They accuse them of/reproach them for being responsible for the tragedy of alcoholism among their people. (from line 10 to line 15)

2.3. They have decided to file a lawsuit against them in order to get reparation for all the diseases and the social problems brought about by alcohol among the Native American population. (from line 1 to line 3)

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2.4. The lawsuit filed by a group of Native Americans is denouncing the illegal selling of alcohol on their reservation where alcohol is normally banned. The plaintiffs bring the beer manufacturers to federal court because they want the defendants to stop harming the Native American population.

2.5. They demand a huge sum of money from the defendants in order to curb the rampant alcoholism. (from line 4 to line 5) This money would help the people touched by serious health and social problems among the Native American population in this part of the United States. (from line 6 to line 8)

Comprehension

Candidat(e)s de la série L et L-LVA

1. Text 1

1.1. This document is an excerpt of a novel written by Tony Hillerman and published in 1990.

1.2. The scene takes place in the street at night in the United States (not far from an Indian site, line 12 ‘Nez site’).

1.3. The first character is called Chee and the second one is an unidentified man referred to as “the walker”. Chee speaks English and they both speak Navajo (line 2 and line 26)

1.4. We learn that Chee is a sheriff. Indeed, he speaks and acts as a police officer from line 7 to line 9. He gives his position and calls the dispatcher (line 10). He then adds line 18: “I will apprehend him now” which confirms his occupation.

1.5. The other protagonist seems to be an old man, line 10: “(...) about five feet eight inches tall, elderly, gray-haired (...)” He is certainly a Native American as he speaks Navajo to Chee.

1.6. First, the man doesn’t answer his Navajo greeting and acts as if he hadn’t heard anything, second Chee sees what appears to be a gun : line 5:”...something bulky stuck under his belt...” What’s more, even when he puts the siren on, the man does not react and eventually, the sheriff sees a bottle of whiskey (indicating that he is probably drunk.)

1.7. It appears that the man is drunk and thus doesn’t behave normally.

1.8. The first element is the fact that he tries to adjust his sight to look at Chee like an intoxicated person, line 23 “(...) as if trying to bring him into focus.” The second one is that he takes a long sip out of the bottle again, line 24 and 25 while sitting on the pavement.

1.9. He probably thinks that the man has used his gun to commit a violent, illegal action. That’s why he checks the gun and becomes a bit nervous at the end of the extract, line 33 “His voice was fierce”.

2. Text 2

2.1. This document is an article written by Palash Ghosh published in 2012.

2.2. Not only do they blame the beer manufacturers in the world but also four beer sellers in their own town. They accuse them of/reproach them for being

responsible for the tragedy of alcoholism among their people. (from line 10 to line 15)

2.3. They have decided to file a lawsuit against them in order to get reparation for all the diseases and the social problems brought about by alcohol among the Native American population. (from line 1 to line 3)

2.4. The lawsuit filed by a group of Native Americans is denouncing the illegal selling of alcohol in their reservation where alcohol is normally banned. The plaintiffs bring the beer manufacturers to federal court because they want the defendants to stop harming the Native American population.

2.5. They demand a huge sum of money from the defendants in order to curb the rampant alcoholism. (from line 4 to line 5) This money would help the people touched by serious health and social problems among the Native American population in this part of the United States. (from line 6 to line 8)

2.6. The attitude of the unidentified Native American in text 1 is the illustration of the “devastation” referred to in text 2 because the old man is drunk, armed and apparently does not know where he is or what he has done; he is totally disorientated and drunk. Furthermore, the sheriff’s anger echoes the concern and discontent that triggered the lawsuit in text 2.

2.7. It is obvious that Chee is outraged by the old man’s drunkenness. These repeated words show his concern and anger towards the intoxicated old man. It seems that for him if the old man was so ‘ashamed’, he would not be drinking at all!

2.8. Two facts can account for his anger. The first one is his direct contact, as a sheriff, with the consequences of alcohol abuse among the Native American population: he certainly sees all the damage caused by alcohol on people’s health and on their families.

The second fact is his being a member of the community: he can but only be upset by the harm brought about by alcohol among his people and he might feel powerless.

Expression

A. Under many circumstances the share of responsibility of big companies concerning health- related matters has been denounced all over the world (like the firm Coca- cola and the water crisis in India). The alcohol problem among the Native American population near Whiteclay falls under this type of burning issues. So, to what extent are the beer manufacturers responsible?

There is no denying that the responsibility of the beer sellers in Whiteclay is at stake here. It would be outrageous to pretend that they do not know where the alcohol goes. Indeed, the small number of people living in the town leaves no doubt about the direction taken by the alcohol once it is bought! The Indian reservation is the only place where smuggling can thrive!

Moreover, they know that alcohol is banned on the reservation and they are certainly aware of the long history of alcohol issues among the Native American population in the whole country. As responsible companies, they

should be more concerned about the sanitary dangers that strike the Native American population.

However, we know that the only important thing for them is undoubtedly to make as much money as they can no matter what happens to the people who become dependent and sick as well as socially deprived.

Can we really imagine that they do not know anything about the huge traffic that takes place on the reservation? They probably ignore it on purpose and because of that they must be held responsible for the problems linked to alcohol abuse on the reservation.

252 words.

B.

A LETTER TO RESPONSIBLE CITIZENS

I have recently decided to become part of the “Pine Ridge Indian Group”. Why? Above all because I feel concerned. I feel deeply concerned about the rampant alcohol abuse among the Native American community: we should all be worried about it. No one can ignore the plea of the Native American people not only in our state but also in the entire country! More and more people are sick **in** the Pine Ridge reservation; many families are destroyed because of parents being too dependent on alcohol: they no longer care about having a decent life because of their addiction to alcohol! Most of the time, they do not have a proper job if not at all! You want to accuse them and pretend that it is only their fault: they should not drink... Yes, of course, you are right! People are sufficiently warned against the dangers of alcohol abuse but what about the alcohol dealers? What about the huge profits made on the backs of people’s health?

The damage caused by this illegal sale of alcohol is incommensurable and we cannot be blind to what is happening here! No, it is not fatality! We can help as long as we realize that it concerns everyone and not only the Native American community. Can you believe that the beer manufacturers in Whiteclay sell more than 13,000 cans of beer a day! This would be ‘normal’ if we were in a big city but we are talking about Whiteclay, where the population does not even reach 20 inhabitants... Come on you big corporations! You know where the alcohol is going, don’t you? Just take your responsibility like we, citizens of this country, do.

The \$500-million lawsuit in the federal court is legitimate and should be given a chance. To achieve this, we need more support so that our voices can be heard! Mind you, it is not as if this alcohol smuggling was not known! You will find many articles written lately by the local press about appalling events linked to this alcohol traffic which sometimes lead to people dying.

That’s why you must join now!

351 words.

4

L'idée de progrès

Sujet 4

BACCALAURÉAT TECHNOLOGIQUE

SESSION 2014

ANGLAIS

VENDREDI 20 JUIN 2014

LANGUE VIVANTE 1

Séries **STI2D**, **STD2A**, **STL**, **ST2S** : 2 heures – coefficient 2

Série **STMG** : 2 heures – coefficient 3

L'usage des dictionnaires et des calculatrices électroniques est interdit.

Dès que ce sujet vous est remis, assurez-vous qu'il est complet.
Ce sujet comporte 5 pages numérotées de 1/5 à 5/5.

Répartition des points

Compréhension de l'écrit	10 points
Expression écrite	10 points

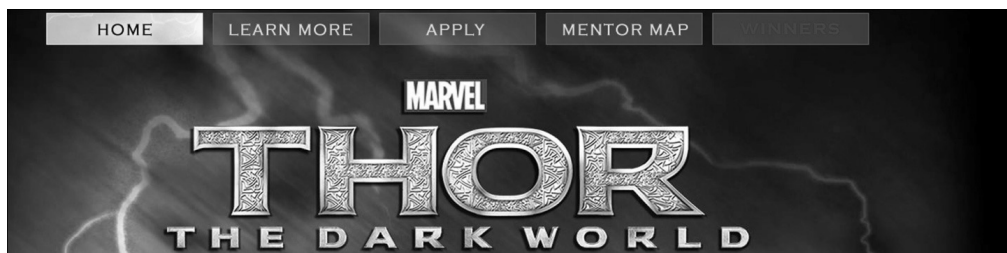
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Document 1



Thor actress teams with Marvel on new contest to connect girls with the most successful women in science, technology, engineering and mathematics

To celebrate the new *Thor* sequel coming out in November 2013, Marvel and Natalie Portman have partnered on a fantastic initiative/contest designed to inspire young girls to consider future careers in science. Titled the 'Ultimate Mentor Adventure,' the project aims to “empower girls ages 14 and up in grades 9-12 to embark on a journey that will allow them to explore their potential in the world of STEM: Science, Technology, Engineering and Mathematics.”

Portman, who plays astrophysicist Jane Foster in the *Thor* films, says in a short video that she loves science. “Today, I’m here to tell you about a life-changing opportunity for girls like you. Marvel has created a program that will give you a chance to explore science, meet amazing scientists and mentors, and even get some time in front of the camera yourself.”

Entries will be accepted through Oct. 20. [Jump here to learn more and apply!](#)

MARVEL'S THOR: THE DARK WORLD · ULTIMATE MENTOR ADVENTURE
APPLY NOW

TO ENTER:

STEP 1: Download, Complete, and Submit Your Form.

STEP 2: Go On Your Own Hometown Mentor Adventure!

Interview a successful woman working in a STEM field in your hometown. This is your chance to go out into the real world and ask successful women in STEM fields about what they do, how they got where they are today, and how you might follow in their footsteps.

STEP 3: Create a Video About Yourself.

Next, create a 5-minute, unedited video of yourself so that we can learn a little about you! You may use a Smartphone, computer, tablet, or a camera to make your video. Tell us about your interview. Whom did you meet? What does she do? How is her career related to STEM? What inspired you?

STEP 4: Upload your video.

Finalists of **MARVEL's THOR: The Dark World: ULTIMATE MENTOR ADVENTURE** will be notified by Thursday, October 24, 2013. Each winner and one legal guardian will travel to Los Angeles, California on or about Sunday, November 3, 2013 and will return home on or about Saturday, November 9, 2013 (the “Trip”). All winners must be available to travel to Los Angeles during this period and must be available to participate in the premiere screening of the **MARVEL's THOR: The Dark World ULTIMATE MENTOR ADVENTURE** documentary short at 4:20 PM on November 8, 2013.

Questions? [Click Here.](#)

Adapted from: <http://www.mnn.com/green-tech/research-innovations/blogs/http://dep.disney.go.com>
Wed, Oct 02 2013 at 12:42 PM

Document 2

Brian Cox says TV shows inspire a new generation of children to study science

Presenter cites BBC series as a big factor in the popularity of biology and physics

By Daniel Boffey (Policy Editor)

He conquered the pop charts with 1990s band D:Ream, explained the intricacies of gravity to a confused nation and even appeared in a magazine list of the sexiest men alive. Now Professor Brian Cox, one of the BBC's star turns, has laid claim to a new achievement: inspiring a generation of children to take up biology, chemistry and physics in school.

10 In an interview in the *Observer Magazine*, Cox – who has been a ubiquitous presence on the BBC in recent years – says he believes there can be little doubt that science on television has been a factor in an upward trend in the number of children taking up the subjects at GCSE and A-levels¹.

Cox said he believed that the series of science programmes, including his *Wonders of the Solar System*, aired during the BBC's year of science in 2010, had had a major impact.

In 2012, there was a 36.1% increase in the number of students doing GCSE science exams, compared with the previous year. 25 Biology and chemistry were two of the three A-level subjects, including ICT², where attainment rates at A*/A³ rose in 2012. Cox,

45, who is currently filming a new show about man's growing understanding of the universe, said: "It's kind of obvious when you think about it. A public service broadcaster in my view is part of the education system, as it does change behaviour."

35 "I think the year of science did that. There has been an upswing in the number of students applying to university to do scientific subjects. It's difficult to say why, as there are many factors. It's important to say that. But one of the factors is the popularity of science on television."

The presenter and academic, a graduate of Manchester University who is regarded by many as the BBC's successor to David 45 Attenborough, said the success of the programmes in 2010 had also made it easier than ever to pitch science to channel controllers.

The Observer, 05.05.13

¹. GCSE and A-levels: secondary school exams in the United Kingdom

². ICT: Information and Communication Technology

³. A*/A: The best possible marks/grades for exams.

NOTE AUX CANDIDATS

Les candidats traiteront le sujet sur la copie qui leur sera remise et veilleront à :

- respecter l'ordre des questions et reporter les repères sur la copie (lettre ou lettre et numéro).
Exemples : **A1** ou **E**
- faire toujours précéder les citations du numéro de la ligne ;
- dans les phrases à compléter, les réécrire intégralement sur la copie en **soulignant** l'élément introduit.

I. COMPRÉHENSION DE L'ÉCRIT

Documents 1 and 2

A. Choose the right answer.

Both documents are about

- 1) girls choosing scientific studies.
- 2) famous people promoting science.
- 3) criticising the entertainment industry.

Document 1

B. Match each element with the corresponding definition from the following list. Some definitions will not be used.

*a scientist in a film – a media corporation – a competition – a film – a science
laboratory – an actress – a film director*

- 1) Thor:
- 2) Ultimate Mentor Adventure:
- 3) Natalie Portman:
- 4) Jane Foster:

C. The people who enter the competition.

- 1) Who are they? Pick out the three necessary conditions to enter the competition.
- 2) What do they have to do? Complete the following summary with words from **Document 1** (one blank = one word).

To participate, the applicants must

- a) fill in and send a on-line ;
- b) make a which should contain information about the they did with a famous who works in the domain of

D. What is the prize of the competition? (2 elements).

Document 2

E. Copy the following table onto your paper and complete it.

NAME	Brian Cox
AGE	-
PLACE OF STUDY	-
JOBS IN THREE DIFFERENT DOMAINS	- - -

F. Match and write out the appropriate dates with the sentences in the list below.

- | | |
|----------|---|
| 1) 1990s | a) British pupils got better results in science exams. |
| 2) 2010 | b) Brian Cox and his group of musicians had a hit. |
| 3) 2010 | c) More pupils took science degrees. |
| 4) 2012 | d) Brian Cox’s first show about our universe was broadcast. |
| 5) 2012 | e) The national TV channel dedicated this year to science. |

G. Pick out one sentence in the text for EACH statement showing that

- 1) according to Brian Cox, TV has an obligation to help people to learn.
- 2) Brian Cox thinks there will be more science on TV in the future.

H. Complete the sentence by using one of the following adjectives.

complicated – useful – unprofitable – elitist

As a conclusion, we can say that science programmes are

Documents 1 and 2

I. The following sentences are right. Justify by quoting the text.

- 1) Natalie Portman thinks her action can transform girls’ destinies. (**Document 1**)
- 2) Brian Cox thinks the media can transform the way people think and react. (**Document 2**)

II. EXPRESSION ÉCRITE

Choose ONE of the following subjects (150 words minimum)

A. Write about a television programme that you find particularly inspiring. Choose any domain : arts, sports, travel, science, technology, cooking, etc.

OR

B. Here are the profiles of three successful scientists. You have interviewed **ONE** of them. Write out the interview.

1	NAME: R. Rodriguez
	JOB: Aerospace Engineer
	ADDRESS: Phoenix, Arizona
	OTHER INFORMATION: took a trip to Space Center in Houston at the age of 11; 2 years at International Space University in Strasbourg; fluent in French & Japanese.

2	NAME: G. Knopf
	JOB: Professor of Biomedical Science
	ADDRESS: Eagle, Idaho
	OTHER INFORMATION: High school dropout but ultimately got a PhD in physical chemistry; active in research in stem cell biology, diabetes, and blood vessel disease.

3	NAME: E. Sky
	JOB: App developer for smartphones
	ADDRESS: Franklin, Georgia
	OTHER INFORMATION: writes articles about video games for computer magazines and science fiction novels.

résumé de cours

exercices

contrôles

corrigés

Corrigé du sujet 4

I. Compréhension de l'écrit

Documents 1 and 2

A. 2) famous people promoting science.

Document 1

B. 1) Thor: *a film*. — 2) Ultimate mentor adventure: *a competition*. — 3) Natalie Portman: *an actress*. — 4) Jane Foster: *a scientist in a film*.

C. The people who enter the competition.

1) à *Be a girl*;

→ *Be aged 14 and up*;

→ *Be in grade 9 to 12*;

→ *Apply before Oct. 20, 2013*;

→ *Follow the 4-step submission*.

2) To participate, the applicants must:

a) fill in and send a *form/a document/an application on-line*;

b) make a *video/a documentary/a document* which should contain information about the *interview* they did with a famous *woman/(female) scientist/(female) mentor* who works in the domain of *STEM/Science, Technology, Engineering and Mathematics*.

D. → *A journey to Los Angeles, California*;

→ *A documentary will be screened during the Marvel's Thor: the Dark World: Ultimate Mentor Adventure*.

Document 2

E.

NAME	Brian Cox
AGE	-45
PLACE OF STUDY	-Manchester University
JOBS IN THREE DIFFERENT DOMAINS	-Singer -Professor -Presenter

F.

1) 1990s → *b/ Brian Cox and his group of musicians had a hit*.

2) 2010 → *d/ Brian Cox's first show about our universe was broadcast*.

3) 2010 → *e/ The national TV channel dedicated this year to science*.

4) 2012 → *a/ British pupils got better results in science exams*.

5) 2012 → *c/ More pupils took science degrees*.

G.

1) according to Brian Cox, TV has an obligation to help people to learn.

“A public service broadcaster in my view is part of the education system.”
(Lines 31-33)

2) Brian Cox thinks there will be more science on TV in the future.

“The success of the programmes in 2010 had also made it easier than ever to pitch [= promouvoir] science to channel controllers.” (Lines 45-48)

H.

As a conclusion, we can say that science programmes are *useful*.

Documents 1 and 2

I.

1) Natalie Portman thinks her action can transform girls’ destinies. (*Document 1*)
“I’m here to tell you about a life-changing opportunity for girls like you.”
(Line 7)

2) Brian Cox thinks the media can transform the way people think and react.
(*Document 2*)

- “Inspiring a generation of children to take up biology, chemistry and physics in school.” (Lines 7-9);
- “science on television has been a factor in an upward trend in the number of children taking up the subjects at GCSE and A-levels.” (Lines 13-16);
- “the series of science programmes... had had a major impact.” (Lines 17-21);
- “it does change behaviours.” (Lines 33-34).

II. Expression écrite

A/ At home we have just been connected to the cable and I can now watch a channel in English called *Discovery Channel*. Let me express what I have discovered.

First I must admit that I was a couch potato. I had always dreamt of travelling and visiting the USA but I was actually too lazy and enjoyed the comfort of my sofa.

Now everything has changed, literally, thanks to... *Aerial America*! Each fifty TV-show presents a state of the United States, filmed from a helicopter. It emphasizes the geographical or historical aspects of the state as well as its key landmarks. The programme is so breathtaking that – for the first time in my life – I have decided to get rid of my TV-addiction and travel the world – and more specifically visit the US.

Now I’m going to watch the whole fifty documentaries and decide which one I want to see first.

To conclude I would like to say that this TV-programme has offered me a lot of inspiration and motivation in my life and helped me get rid of a bad habit and turn it into a goal. Watching these shows is no longer just time-consuming or even a waste of time, simply because I have found a way to benefit from them. So I suggest you watch *Aerial America*.

225 words.

B. Profile number: 2

Me: “Hi everyone. I’m Fred Thompson and welcome to RUN-radio.com. Today we’re speaking with G. Knopf, a highly renowned Professor of Biomedical Science at the University of Idaho. Professor Knopf, thank you for accepting our invitation on RUN-radio.”

Professor Knopf: “My pleasure, Fred!”

Me: “Er, Professor, can you introduce yourself to our audience please?”

Professor Knopf: “Sure! Um, so, I’m active in research in stem cell biology, diabetes, and blood vessel disease. I’ve been doing research for five years now at the University of Idaho and teaching biochemistry to third-year students for three years.”

Me: “Professor, I’ve heard that you’re a high school dropout, but you ultimately got a PhD in physical chemistry. How did you eventually manage to become a Professor?”

Professor Knopf: “Well, it was not easy, you know!”

Me: “Can you elaborate on this?”

Professor Knopf: “Well, I had to work hard until late at night and make up for lost time; and by dint of perseverance I finally graduated from U.C.L.A. and found a job here at the university.”

Me: “Professor Knopf, thank you very much for this interview. Hope you’ve enjoyed the programme and will find some inspiration. Fred Thompson, RUN-radio.com.”

196 words.