

BACCALAURÉAT GÉNÉRAL

Session 2017

ANGLAIS

Langue Vivante 2

Séries **ES/S** – Durée de l'épreuve : **2 heures** – coefficient : **2**

Série **L** Langue vivante obligatoire (LVO) – Durée de l'épreuve : **3 heures** – coefficient : **4**

Série **L** LVO et langue vivante approfondie (LVA) – Durée de l'épreuve : **3 heures** – coefficient : **8**

ATTENTION

Le candidat choisira le questionnaire correspondant à sa série :

- **Série L (LVA Y COMPRIS) : questionnaire pages 4/8 à 6/8**
 - **Séries ES/S : questionnaire pages 7/8 à 8/8**
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L'usage de la calculatrice et du dictionnaire n'est pas autorisé.

Ce sujet comporte 8 pages numérotées 1/8 à 8/8.
Dès que ce sujet vous est remis, assurez-vous qu'il est complet.

Répartition des points

Compréhension	10 points
Expression	10 points

Lisez les documents A et B

Document A

The class continued throughout the morning, with Miss Ellis going from subject to subject. A little math, some English, a bit of art. Tony especially enjoyed the art, as being in a virtual classroom enabled him to create beautiful pictures almost by just thinking of them. He could paint pictures in three dimensions, and he even created a collage using video images that moved and sound effects that came from a classroom library of such things. [...]

A little after eleven o'clock the buzz sounded, announcing the lunch period. Miss Ellis and the students jacked out¹ one by one. Tony envied the other students; he imagined them in comfortable homes, sitting at tables with steaming hot plates piled up with food.

Tony himself didn't jack out. He spent the entire forty minutes in the virtual classroom, relishing every minute he was there. He played with his desk computer, using it to create more works of art and to read history textbooks that changed the words they used when Tony punched in that he didn't understand something. He didn't mind the stomach rumbles he felt near the end of the period; he was used to them.

"Now, class, we're going to learn a little geography. Who can tell me what this is?" Miss Ellis pushed a button at the top of the blackboard, and a holographic map appeared, floating halfway between her desk and the class. Tony recognized it and raised his hand. [...] "It's the United States." Tony thought it was the most beautiful map he had ever seen. It shimmered in the air, floating in and out of insubstantiality. The features – states, cities, mountains, and rivers, just to name a few – were displayed in many different intense colors. There was a vibrancy to this map which made it more real than any flat map Tony had seen in his own classroom.

Michael A. Burstein, *Teleabsence* (1995) in *I remember the future* (2008)

¹ To jack out : (ici) se débrancher

Document B

Exploring nature isn't just for summertime

Summertime often means a lot more time to explore outdoors. But schools are realizing that connecting with nature has benefits all year long.

“Amid all the focus on technology, we’ve been missing something quite elemental,” says Richard Louv, author of the bestseller *Last Child in the Woods*.

5 Just a walk through an urban park, he says, can help kids’ performance in school. “I can’t tell you how many times teachers who bring their classes into natural settings say that the troublemaker in class is the very one that turns out to have leadership qualities in the woods,” he says.

10 Sarah Milligan-Toffler, executive director of the *Children and Nature Network*, a Minneapolis, Minnesota-based nonprofit organization, says that getting kids connected to nature doesn’t have to mean a major outing.

“There is something about natural environments that is really stress-reducing,” she says, “even if it’s just 10 minutes a day in a neighborhood park or planting a pollinator garden.”

15 [...]

Schools in Mamaroneck, New York, for example, have worked with a local nature preserve in the past few years to get kids from preschool to high school outside for science, says the district’s assistant superintendent for curriculum, Annie Ward.

20 “I know we’re in a time of standards, and so forth, but how do we help kids grow up with a sense of place, of regional identity?” she says. “Especially now, with all these issues being talked about – the rise of technology, of kids being hyper-scheduled – there’s particular power in being outside, in being close, careful observers of the natural world. There’s a sense of calm and a sense of being unplugged.”

[...]

25 “It isn’t about going back to nature, but forward,” (Louv) says.

The Washington Post, July 2016

Questionnaire à traiter par les candidats de la série L

NOTE IMPORTANTE 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 ;
- composer des phrases complètes à chaque fois qu'il leur est demandé de rédiger des réponses ;
- répondre brièvement (moins de 20 mots) en l'absence d'indication du nombre de mots demandé.

Répondez en anglais aux questions.

COMPRÉHENSION DE L'ÉCRIT (10 points)

Tous les candidats de la série L traitent les questions de I à VI.

Document A

- I. The class uses futuristic high-tech: justify with three quotes from the text.
- II. Who are Miss Ellis and Tony?
- III. Explain in your own words how students in this class can create artistic pictures.
- IV. What are the characteristics of their history textbooks? Choose the correct answer and justify with a quote.
 - a) They don't use any complicated words.
 - b) They can adapt their words when a child finds them too difficult.
 - c) They only tell about what the child needs to know.
- V. What are Tony's main feelings in the text? Choose three adjectives in the list below and justify each of them with a quote:

amazed / jealous / bored / angry / delighted / frightened

VI. What does Tony do when the lunch period arrives?

Seuls les candidats de la série L qui ne composent pas au titre de la LVA (Langue Vivante Approfondie) traitent la question VII.

VII. Why is a holographic map superior to a flat map according to Tony? Answer in your own words and support your answer with one quote. (50 words)

Document B

Tous les candidats de la série L traitent les questions de VIII à XII.

VIII. What is the main subject of this article? Choose the correct answer and justify with a quote.

- a) the advantages of connecting schoolchildren with nature outdoors.
- b) the advantages of exploring nature during summertime.
- c) the advantages of studying nature and science inside the classroom.

IX. *“Amid all the focus on technology, we’ve been missing something quite elemental”.* (I.3) Choose the correct meaning of the sentence:

- a) technology must remain essential in schools.
- b) technology has taken too much importance in schools.
- c) technology in school is always beneficial for schoolchildren.

X. Find two quotes that show the influence of nature on schoolchildren's attitude.

XI. Find two examples in the text that show how schoolchildren can discover nature.

XII. *“There’s a sense of calm and a sense of being unplugged.”* (I.23) Explain the sentence in your own words and illustrate with elements from the text. (40 words)

Seuls les candidats de la série L composant au titre de la LVA (Langue Vivante Approfondie) traitent la question XIII.

XIII. *“It isn’t about going back to nature, but forward”* (I.25). Explain the vision of progress through nature expressed here. (60 words)

Documents A et B

Tous les candidats de la série L traitent la question XIV.

- XIV. Describe and contrast the visions of progress in children's education presented in each document. (50 words)

EXPRESSION ÉCRITE (10 points)

Afin de respecter l'anonymat de votre copie, vous ne devez pas signer votre composition, citer votre nom, celui d'un camarade ou celui de votre établissement.

Seuls les candidats de la série L qui ne composent pas au titre de la LVA (Langue Vivante Approfondie) traitent la question I OU la question II.

Choose ONE of the following subjects:

- I. After his school day, Tony speaks with his mother about his experience in this classroom. Write the dialogue. (250 words)
- II. You are a student in charge of organizing a project to make your classmates more conscious of their natural environment.
Write a speech in which you explain your specific project and present your arguments to convince your class. (250 words)

Seuls les candidats de la série L composant au titre de la LVA (Langue Vivante Approfondie) traitent les questions III ET IV.

- III. After his school day, Tony speaks with his mother about his experience in this classroom. Write the dialogue. (150 words)
- IV. You are a student in charge of organizing a project to make your classmates more conscious of their natural environment.
Write a speech in which you explain your specific project and present your arguments to convince your class. (150 words)

Questionnaire à traiter par les candidats des séries ES et S

NOTE IMPORTANTE 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 ;
- composer des phrases complètes à chaque fois qu'il leur est demandé de rédiger des réponses ;
- répondre brièvement (moins de 20 mots) en l'absence d'indication du nombre de mots demandé.

Répondez en anglais aux questions.

COMPRÉHENSION DE L'ÉCRIT (10 points)

Document A

- I. The class uses futuristic high-tech: justify with three quotes from the text.
- II. Who are Miss Ellis and Tony?
- III. Explain in your own words how students in this class can create artistic pictures.
- IV. What are the characteristics of their history textbooks? Choose the correct answer and justify with a quote.
 - a) They don't use any complicated words.
 - b) They can adapt their words when a child finds them too difficult.
 - c) They only tell about what the child needs to know.
- V. What are Tony's main feelings in the text? Choose three adjectives in the list below and justify each of them with a quote:

amazed / jealous / bored / angry / delighted / frightened
- VI. What does Tony do when the lunch period arrives?

Document B

- VII. What is the main subject of this article? Choose the correct answer and justify with a quote.
- a) the advantages of connecting schoolchildren with nature outdoors.
 - b) the advantages of exploring nature during summertime.
 - c) the advantages of studying nature and science inside the classroom.
- VIII. *“Amid all the focus on technology, we’ve been missing something quite elemental”.* (I.3) Choose the correct meaning of the sentence:
- a) technology must remain essential in schools.
 - b) technology has taken too much importance in schools.
 - c) technology in school is always beneficial for schoolchildren.
- IX. Find two quotes that show the influence of nature on schoolchildren's attitude.
- X. Find two examples in the text that show how schoolchildren can discover nature.
- XI. *“There’s a sense of calm and a sense of being unplugged.”* (I.23) Explain the sentence in your own words and illustrate with elements from the text.
(40 words)

Documents A et B

- XII. Describe and contrast the visions of progress in children's education presented in each document. (50 words)

EXPRESSION ÉCRITE (10 points)

Afin de respecter l’anonymat de votre copie, vous ne devez pas signer votre composition, citer votre nom, celui d’un camarade ou celui de votre établissement.

Les candidats des séries ES-S traitent la question I <u>OU</u> la question II.

Choose ONE of the following subjects:

- I. After his school day, Tony speaks with his mother about his experience in this classroom. Write the dialogue. (200 words)
- II. You are a student in charge of organizing a project to make your classmates more conscious of their natural environment.
Write a speech in which you explain your specific project and present your arguments to convince your class. (200 words)