

BACCALAURÉAT TECHNOLOGIQUE

SESSION 2013

ANGLAIS

LANGUE VIVANTE 1

Séries STI2D, STD2A, STL, ST2S et STG option GSI : 2 heures – coefficient 2

Série STG options Mercatique, CGRH et CFE : 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

Document 1: Hannah Taylor

Childhood experiences often shape the path one takes in life.

In Hannah Taylor's case, it was not what she experienced herself, but rather something she saw, that altered the course of her young life. At the age of 5, Hannah, for the first time, saw a homeless man eating out of a garbage can.

- 5 The sight caused her great sadness, so much so that for the next year she found herself increasingly worried about the plight of the homeless, and constantly asking her family questions about homelessness.

Seeing how emotionally affected Hannah was, her mother suggested she do something about it.... never imagining what this would lead to.

- 10 The next day Hannah asked her first grade teacher if she could speak to the class about what she had learned about homelessness, and how they might be able to help. In response, the class had an art sale and bake sale and gave all donations to a local homeless mission.

- But that was just the tip of the iceberg. Soon after, at the age of 6, Hannah created the Ladybug Foundation, in hopes to help end homelessness. A Winnipeg, Canada native, she
15 began making 'ladybug jars' to collect change during Canada's "Make Change" month. It was the first major fundraising campaign for her foundation.

Today at the age of 11, Hannah travels throughout Canada speaking on homelessness and spreading her message of hope. She has even spoken to the Prime Minister! So far, Hannah has helped raise over \$1 million for Canadian homeless charities.

- 20 Beyond fundraising, Hannah strives to restore a dignified humanity to the homeless population by educating the general public. She hopes that people will see them as members of their community, rather than as threats or as someone to avoid contact with or to ignore.

- Yet despite all the work she does for her Ladybug Foundation, Hannah remains a normal kid and she still enjoys other endeavors, like spending time with her friends. She feels it is
25 important for others to realize that 'regular' people can make a difference in the lives of others.

From *myhero.com*
September 18, 2006

Document 2: Freedom

Connie was a student at a small Catholic academy, St Catherine's, where the girls wore uniforms and were forbidden all jewelry except one ring ("simple, all metal"), one watch ("simple, no jewels"), and two earrings ("simple, all metal, half-inch maximum in size"). It happened that one of the popular ninth-grade girls at Joey's own school, Central High, had come home from a family trip to New York City with a cheap watch, widely admired at lunch hour. In its chewable-looking yellow band a Canal Street vendor had thermo-embedded tiny candy-pink plastic letters spelling out a Pearl Jam lyric, 'DON'T CALL ME DAUGHTER', at the girl's request. Joey had immediately taken the initiative to research the price of a thermo-embedding press. He'd invested four hundred dollars of his own savings in equipment, had made Connie a sample plastic band ('READY FOR THE PUSH', it said) to flash at St. Catherine's, and then, employing Connie as a courier, had sold personalized watches to fully a quarter of her schoolmates, at thirty dollars each, before the nuns¹ amended the dress code to forbid watchbands with embedded text. Which, of course, struck Joey as an outrage.

"It's not an outrage," Walter told him². "You were benefiting from an artificial restraint of trade. I didn't notice you complaining about the rules when they were working in your favor."

"I made an investment. I took a risk."

"You were exploiting a loophole, and they closed the loophole. Couldn't you see that coming?"

"Well, why didn't you warn me?"

"I did warn you."

"You just warned me I could lose money."

"Well, and you didn't even lose money. You just didn't make as much as you hoped."

"It's still money I should have had."

"Joey, making money is not a *right*. You're selling junk those girls don't really need and some of them probably can't even afford. That's why Connie's school has a dress code—to be fair to everybody."

"Right—everybody but *me*."

From *Freedom*, by Jonathan Franzen, 2010



Bracelets with thermo-embedded letters

¹ nuns : female members of a religious order

² Walter is Joey's father

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 et numéro).
Exemple : **A ou C1** ;
- faire toujours précéder les citations du numéro de la ligne ;
- dans les phrases à compléter, les réécrire sur la copie en **soulignant** l'élément introduit.

Travail à faire par le candidat

I. COMPREHENSION

Document 1: *Hannah Taylor*

A. Choose and write down the right answer.

Hannah lives in *India / Canada / the USA / England*. She was *five / six / eleven / eighteen* years old when she realized that something had to be done for *her family / her classmates / homeless people*.

B. Write down the following sentences in chronological order.

Hannah toured her country. / Hannah collected money. / Hannah talked to her schoolfriends. / Hannah was shocked. / Hannah set up an association.

C. The following statements are TRUE. Justify by quoting the text.

- 1) Hannah was not shy.
- 2) Hannah's schoolmates supported her.
- 3) Hannah wants to change people's opinions.
- 4) Hannah thinks everybody can do something.

Document 2: *Freedom*

D. Write down the right answer and justify by quoting the text.

Joey wanted to :

- 1- steal money.
- 2- earn money.
- 3- donate money.
- 4- print fake money.

E. Complete each sentence with the right element from the list below (one blank = one element).

Joey / the nuns / many St Catherine's students / Connie / one of Joey's schoolmates

- 1) ... bought a cheap watch.
- 2) ... decided to buy a machine to customize watches.
- 3) ... wore a watch at school to start the trend.
- 4) ... followed the fashion.
- 5) ... made the regulations at St Catherine's stricter.

F. RIGHT or WRONG? Answer and justify by quoting the text.

- 1) At St Catherine's, students could wear whatever they wanted.
- 2) Joey was a student at St Catherine's.
- 3) Joey was revolted by the change in the rules at St Catherine's.
- 4) Walter thinks Joey's product is useless.

Documents 1 and 2

G. Write down the two titles that correspond to both documents 1 and 2.

- 1- Helping poor people
- 2- Early experiences
- 3- Showing initiative
- 4- Fashion victims
- 5- Making profits

H. Write down the five adjectives that can apply to both Hannah from Document 1 and Joey from Document 2.

talented / enterprising / selfless / determined / ungenerous / egocentric / understanding / precocious / ambitious / obedient

II. EXPRESSION

Choose ONE of the following subjects (180 -250 words).

A- You are part of an organization that fights for a good cause. Write an article for the school newspaper to convince your schoolmates to help you or to join the organization.
OR

B- The students at your school disagree with one of the school's rules and ask you to represent them. You go and see the headmaster to try to persuade him / her to change it. Imagine the conversation.