

Corrigé du bac 2016 : Anglais LV1

Séries S-ES-L – Liban

BACCALAURÉAT GÉNÉRAL

Session 2016

ANGLAIS

Langue Vivante 1

Durée de l'épreuve : **3 heures**

Séries ES/S – coefficient : 3

Série L Langue vivante obligatoire (LVO) – coefficient : 4

Série L LVO et langue vivante approfondie (LVA) – coefficient : 8

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

Répartition des points

Compréhension	10 points
Expression	10 points

I. COMPRÉHENSION (10 points)

Document A

1. Make a list of the characters

a) who are present.

The characters who appear in the text are Mr. George Weston and Mrs. Weston.

b) who are mentioned.

The characters mentioned are Gloria, and Robbie the robot.

2. Say how these characters are all related.

Mr. and Mrs. Weston are married, and they have a daughter named Gloria (« I won't have my daughter entrusted to a machine » l. 17). Robbie is Gloria's nursemaid robot (« Robbie was constructed for only one purpose really – to be the companion of a little child » l. 25-26).

3. a) Explain what the main characters are talking about.

The main characters are talking about Robbie: Mrs. Weston is worried about trusting a robot with their daughter. Mr. Weston on the other hand argues in favor of Robbie, reassuring his wife by telling her that the robot is perfectly safe and harmless.

b) Say how the conversation illustrates the general atmosphere.

Mr. and Mrs. Weston are having an argument. The atmosphere is tense from the beginning of the scene. George's wife insists on having this conversation: « 'George!' 'Hmpph?' 'George, I say! Will you put down that paper and look at me?' » l. 3-5, « You listen to me, George » l. 17. Mrs. Weston is determined to be heard by her husband, and paints a gloomy picture of Robbie: « that terrible machine » l. 8, « It has no soul, and no one knows what it may be thinking. A child just isn't made to be guarded by a thing of metal » l. 18-19, « some little jigger will come loose and the awful thing will go berserk » l. 30-31. Mr. Weston however seems annoyed by this discussion: « Weston turned a weary face toward his wife, 'What is it, dear?' » l. 6-7, « Weston frowned, 'When did you decide this? He's been with Gloria two years now and I haven't seen you worry till now.' » l. 20-21, « 'Nonsense,' Weston denied, with an involuntary nervous shiver » l. 33.

4. Choosing among the following adjectives, qualify the general atmosphere from line 1 to line 14. Justify with examples.

warm – tense – friendly – congenial – heavy – hostile – relaxed

The general atmosphere from line 1 to 14 is tense, heavy and hostile: « Mrs. Weston waited patiently for two minutes, then impatiently for two more » l. 1, « 'George!' 'Hmpph?' 'George, I say! Will you put down that paper and look at me?' » l. 3-5, « Weston turned a weary face to-ward his wife, 'What is it, dear?' » l. 6-7, « 'Now don't pretend you don't know what I'm talking about » l. 10.

5. Line 8: "*It's Gloria and that terrible machine.*"

a) Say what the "machine" is used for.

« the machine » is used for Robbie, the robot that looks after Gloria.

b) Did the two main characters want to buy the "machine" for the same reason at first?

The Westons seems to have purchased the robot for the same reasons: Mrs. Weston would have more free time, the idea of a robot keeping their child was trendy, and they made sure that Robbie was completely safe for their child: « 'It was a novelty; it took a load off me, and – and it was a fashionable thing to do' » l. 22-23, « 'We had a long discussion at the time we bought Robbie about the First 35 Law of Robotics. You know that it is impossible for a robot to harm a human being' » l. 34-35.

c) Do they both want to keep the "machine"?

While Mr. Weston wants to keep the machine because it is satisfied with it (« 'He's worth it, though – darn sight cleverer than half my office staff' » l. 14, « A robot is infinitely more to be trusted than a human nursemaid » l. 24-25), Mrs. Weston disagrees and wants to get rid of Robbie, as she doesn't trust it with her daughter, worried that something might go wrong.

6. Contrast their opinions about the advantages and the inconveniences of the "machine". Justify by quoting the text.

While Mrs. Weston is scared to leave her daughter under the supervision of a machine (« 'A child just isn't made to be guarded by a thing of metal' » l. 19), her husband disagrees and points out that their robot was designed specifically to take care of a child: « 'Robbie was constructed for only one purpose really – to be the companion of a little child. His entire "mentality" has been created for the purpose. He just can't help being faithful and loving and kind.' » l. 25-27. He admires Robbie, and considers him far more intelligent than a human being: «

'He's worth it, though – darn sight cleverer than half my office staff' » l. 14. Gloria's mother, however, is concerned about the possibility of a mechanical disorder that might make Robbie dangerous for her daughter: « some little jigger will come loose and the awful thing will go berserk » l. 30-31. On the contrary, Mr. Weston is perfectly confident about Gloria's safety: « 'You know that it is impossible for a robot to harm a human being' » l. 35, and, in fact, thinks that the robot is even safer than a human babysitter: « A robot is infinitely more to be trusted than a human nursemaid » l. 24-25.

7. (Filières ES-S et L LVO uniquement)

Line 27: "*He just can't help being faithful and loving and kind.*"

What does "can't help" imply?

« *can't help* » implies that there is no other alternative, that Robbie can do nothing but behave kindly with a child, as he was programmed only for this purpose.

8. (Filière L LVA uniquement)

Lines 26_28: "*His entire 'mentality' has been created for the purpose. [...] He's a machine – made so. That's more than you can say for humans*".

a) Why is the word 'mentality' mentioned?

The word 'mentality' describing Robbie is mentioned to draw a parallel with a human being. A program replaces the human mentality in a robot, and in the case of Robbie, the program consists in making him the ideal companion for a child.

b) By contrast, how does the character consider human beings?

The character considers human beings as less intelligent, less trustworthy and less reliable than robots. On the contrary of Robbie, humans have not been programmed to be kind, and can have lots of different behaviors around a child.

Document B

9. Mention the benefits of the 'N.L.S.' oN-Line System. (line 5)

The 'N.L.S.' oN-Line System's benefits consist into facilitating team work by gathering data online and making it accessible to each member of the group, even at a distance.

10. Answer the following questions. Justify by quoting the text.

a) Is the NLS a precursor of the Internet?

The NLS is a precursor of the Internet « The project, in other words, was an early version of the Internet » l. 9. The goal is the same: to share information and improve accessibility to this information.

b) Are Shakey and the N.L.S. two different programs?

Shakey and the NLS are two different programs; the first one is a code for a robot, while the second one is an information sharing software.

c) Why did Bill Duval abandon the program related to Shakey?

Bill Duval abandoned the program related to Shakey as he was thwarted by the boundaries of possibilities for the programming of the robot : « Duvall became frustrated with the limitations of the robotics project » l. 2.

11. Lines 12-14, "*Bill Duvall,*" as Markoff puts it, "*would become the first to make the leap from research to replace humans with computers to using computers to augment the human intellect.*"

Explain what this quote means.

This quote means that before Bill Duvall, the idea was to replace humans with robots, whereas his contribution was to develop machines which would work for people and offer them tools in order to ease their work.

12. (Filières ES-S et L LVO uniquement)

Document B, lines 21-22: '*One approach supplants humans with an increasingly powerful blend of computer hardware and software.*'

Explain the relationship implied between human and computers.

The relationship implied in this quote is one of superiority, in which machines would gradually become better, more powerful and efficient than humans, and maybe eventually replace them.

13. (Filière L LVA uniquement)

Document A, line 18: '*It has no soul, and no one knows what it may be thinking.*'

What could be contradictory in this quote?

Robbie is referred to as a soulless robot, however, Mrs Weston is questioning herself about his « thoughts », which is contradictory because a machine doesn't really think, it processes information and acts as programmed.

Documents A et B

14. How are the dangers mentioned in document B echoed in document A? (40 words).

Robots' limitations, and humans made obsolete by machines are concerns echoed in document A: Mr. Weston considers Robbie superior to humans, more trustworthy, and while admiring the robot, admits its boundaries by pointing out he has only one purpose that he can't overcome.

II. EXPRESSION (10 points)

Les candidats des séries S, ES et L LVO doivent traiter les sujets **1 et 2**.

Les candidats de la série L LVA doivent traiter le sujet **3**.

1. One of the two main characters in document A writes an article on Robbie's first day with the Weston family for the local newspaper. (150 words)

Indications de rédaction pour une proposition de correction :

Choisissez un titre ludique à votre article, du style « Our very metallic babysitter », puis un personnage comme narrateur (Mr. ou Mrs. Weston) et rédigez l'article de son point de vue. Racontez l'arrivée du robot à la maison, son démarrage. Décrivez-le, décrivez son attitude avec Gloria, les activités qu'ils font ensemble, les différences entre ce à quoi le personnage s'attendait et la réalité...

Si vous choisissez Mrs. Weston en tant que narratrice, n'hésitez pas à glisser quelques éléments de réserve par rapport au robot ; si au contraire vous choisissez Mr. Weston, écrivez l'article avec l'enthousiasme qu'il ressent à propos de Robbie.

Concluez, en commençant par exemple par « To conclude », « On the whole »... sur la suite des événements, par exemple : « On the whole, Robbie's first day among us was a very positive experience. I would never have imagined that such a huge cold metal thing could be so touching, and our daughter seems to consider him as a friend already! I can't wait for tomorrow, to see what else our new family member has to offer. »

Veillez à respecter la limite de mots demandée (150, +/- 10).

2. Can technology expand our intellectual, economic and social life as implied in document B, lines 23-24? (150 words)

Indications de rédaction pour une proposition de correction :

Rédigez une introduction de quelques lignes, assez générale, et qui présente brièvement la suite de votre plan, par ex. « No one denies that technology serves us greatly in our everyday life. But can it go even further, and make us go beyond our limits in many fields? »

Faites un plan sur votre brouillon mais ne le laissez pas apparent sur la copie. Ecrivez sur le brouillon quelques idées pour chaque partie. Pour ce sujet un exemple de plan serait:

I) La technologie peut nous aider à dépasser nos limites dans de nombreux domaines.

- Intellectuellement avec l'énorme quantité d'informations disponibles sur Internet.
- Economiquement avec des simulations mathématiques compliquées, nettement plus rapidement effectuées par une machine que par un humain.
- Socialement avec les possibilités de rencontrer des personnes en ligne grâce aux réseaux sociaux, communiquer à travers les frontières ; les divertissements de plus en plus incroyables.
- Les machines conçues pour exécuter des travaux trop difficiles ou irréalisables par un être humain.

II) Mais elle peut aussi avoir l'effet contraire :

- Nous renfermer sur nous-mêmes sur nos ordinateurs, nos jeux vidéo, ne nous encourageant pas à sortir et à communiquer face à face.
- Nous faire devenir paresseux, à préférer le virtuel plutôt que de découvrir le monde en voyageant.
- Remplacer de nombreuses professions par des machines, faire perdre leur emploi à de nombreuses personnes.

Vous pouvez utiliser :

- des expressions de contraste : « whereas », « while », « however », « although », « in spite of », « despite », « on the other hand », « nevertheless »
- des mots de liaison : « firstly », « secondly », « then », « furthermore », « moreover », « last but not least »

Mais ne surchargez pas! Il n'est pas nécessaire de mettre une expression à chaque phrase, cela doit rester naturel. Posez-vous la question si vous mettriez autant de mots de liaison en français.

Concluez, en commençant par exemple par « To conclude », « On the whole » : « To conclude, even if technology can be stimulating to develop our potential, we should remember to use technology to our advantage, and not allow the opposite. »

3. To what extent does technology contribute to human progress? Support your arguments with examples. (300 words)

Indications de rédaction pour une proposition de correction :

Rédigez une introduction de quelques lignes, assez générale, et qui présente brièvement la suite de votre plan, par ex. « No one denies that technology serves us greatly every day. In our professional and personal life, machines and robots have become an integral part of our existence. How does technology contribute to human progress? »

Faites un plan sur votre brouillon mais ne le laissez pas apparent sur la copie. Ecrivez sur le brouillon quelques idées pour chaque partie. Pour ce sujet un exemple de plan serait:

I) La technologie stimule le progrès dans de nombreux domaines

- Intellectuellement avec l'énorme quantité d'informations disponibles sur Internet.
- Economiquement avec des simulations mathématiques compliquées, nettement plus rapidement effectuées par une machine que par un humain.
- Socialement avec les possibilités de rencontrer des personnes en ligne grâce aux réseaux sociaux, communiquer à travers les frontières ; les divertissements de plus en plus incroyables.
- Les machines conçues pour exécuter des travaux trop difficiles ou irréalisables par un être humain.

II) Mais elles peuvent aussi avoir l'effet contraire :

- Nous renfermer sur nous-mêmes sur nos ordinateurs, nos jeux vidéo, ne nous encourageant pas à sortir et à communiquer face à face.
- Nous faire devenir paresseux, à préférer le virtuel plutôt que de découvrir le monde en voyageant.
- Remplacer de nombreuses professions par des machines, faire perdre leur emploi à de nombreuses personnes.

Vous pouvez utiliser :

- des expressions de contraste : « whereas », « while », « however », « although », « in spite of », « despite », « on the other hand », « nevertheless »
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Concluez, en commençant par exemple par « To conclude », « On the whole » : « To conclude, even if technology can be stimulating to develop our potential, we should remember to use technology to our advantage, and not allow the opposite. »