

BACCALAURÉAT GÉNÉRAL

SESSION 2017

ANGLAIS

LANGUE VIVANTE 2

Séries **ES** et **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 ES/S, questionnaire pages 4 et 5

Série L, questionnaire pages 6 et 7

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

Document A: A Tree Grows in Brooklyn

Francie¹ liked school in spite of all the meanness², cruelty and unhappiness. The regimented routine of many children, all doing the same thing at once, gave her a feeling of safety. She felt that she was a definite part of something, part of a community gathered under a leader for the one purpose. The Nolans were individualists. They conformed to nothing except what was essential to their being able to live in their world. They followed their own standards of living. They were part of no set social group. This was fine for the making of individualists but sometimes bewildering to a small child. So Francie felt a certain safety and security in school. Although it was a cruel and ugly routine, it had a purpose and a progression.

School was not all unrelieved grimness³. There was a great golden glory lasting a half hour each week when Mr. Morton came to Francie's room to teach music. He was a specialized teacher who went around to all the schools in that area. It was holiday time when he appeared. He wore a swallowed-tailed coat and a puffed-up tie. He was so vibrant, gay and jolly – so intoxicated with living – that he was like a god from clouds. He was homely in a gallant vital way. He understood and loved children and they worshipped him. The teachers adored him. There was a carnival spirit in the room on the day of his visit. Teacher wore her best dress and wasn't quite so mean. Sometimes she curled her hair and wore perfume. That's what Mr. Morton did to those ladies.

He arrived like a tornado. The door burst open and he flew in with his coattails streaming behind him. He leaped to the platform and looked around smiling and saying 'well-well', in a happy voice. The children sat there and laughed out of happiness and Teacher smiled and smiled. [...]

Not as well loved as Mr. Morton, but as much admired, was Miss Bernstone, the special drawing teacher who also came once a week. Ah, she was from another world, a world of beautiful dresses of muted greens and garnets⁴. Her face was sweet and tender, and, like Mr. Morton, she loved the vast hordes of unwashed and unwanted children more than she loved the cared-for ones. [...]

These two visiting teachers were the gold and silver sun-splash in the great muddy river of school days; days made up of dreary⁵ hours in which Teacher made her pupils sit rigid with their hands folded behind their back while she read a novel hidden in her lap. If all the teachers had been like Miss Bernstone and Mr. Morton, Francie would have known plain what heaven was. But it was just as well. There had to be the dark and muddy waters so that the sun could have something to background its flashy glory.

Betty Smith, *A Tree Grows in Brooklyn*, 1943

¹ Francie is a pupil.

² nastiness

³ severity

⁴ red colour

⁵ lifeless

Document B: Teaching: Positive role models

In the real world, teachers have as little in common with Channel 4's¹ delinquent teachers as they do with Julie Walters²'s determined principal in *Ahead of the Class*³. Together these shows do give an important – if slightly obvious – message though: that for pupils to do well, their teachers must care about them, be imaginative enough to find individual and innovative ways of inspiring them, and be understanding and supportive while being a good role model.

In the classroom, the real heroes are people like Keith Davidson, whose efforts in championing the education of black and ethnic minority children in Tottenham led to a teaching award earlier this year. Icee Birch also won an award, prompting her head teacher at Oakington Manor School, Wembley, to comment: "Whether celebrating the life of Rosa Parks or reciting Maya Angelou's poetry, she ensures our children feel proud – proud of their identity, proud of their heritage, proud of who they are and proud of what they will become. She is a walking, talking, positive role model."

It goes to show: if you put in the work, teaching can be extremely rewarding as you help others to achieve their full potential. It's certainly very varied and if you're sociable and enjoy talking to people, it could be the career for you. Where else would you find a more diverse and lively group of people to work with? And there's also the benefit of long holidays, even if they are offset by term-time working hours, which can be much longer than the 9am-4pm school day. [...]

The Independent, 13 October 2006

<http://www.independent.co.uk/student/magazines/teaching-positive-role-models-419974.html>

¹ Channel 4 is a famous British television channel.

² Julie Walters is a British actress.

³ "Ahead of a class" is a film.

QUESTIONNAIRE POUR LES CANDIDATS LV2 Séries ES et S

NOTE AUX CANDIDATS

Les candidats traitent le sujet sur la copie qui leur est fournie et veillent à :

- respecter l'ordre des questions et reporter les numéros des questions sur la copie ;
- faire toujours suivre les citations du numéro de la ligne.

Répondre en anglais aux questions.

I COMPRÉHENSION DE L'ÉCRIT (10 points)

Document A

- 1- What is the nature of the document?
- 2- Who is the main character in the document?
- 3- What did Francie feel at school and why? Answer in your own words and give at least three elements.
- 4- Who was Mr. Morton? (Answer in 20 words maximum.)
- 5- Who was Miss Bernstone? (Answer in 20 words maximum.)
- 6- What are the common points and differences between Mr. Morton and Miss Bernstone? (Answer in approximately 30 words.)
- 7- What effect did Mr. Morton have on people: pupils, Teacher and teachers? Explain in your own words and quote from the text. (Answer in approximately 50 words.)

Document B

- 8- What is the nature of the document?
- 9- Explain in your own words the topic of the text. (Answer in approximately 50 words.)

Documents A et B

- 10- According to document A and document B, what qualities are necessary to be a good teacher? Answer in your own words (50-60 words).

II 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.

Tous les candidats des séries ES et S traitent, au choix, l'un des deux sujets suivants (en 200 mots +/- 10 %).

A- When she is older, Francie decides to write a letter to Mr. Morton. Write the letter.

OU

B- What kind of impact can teachers have on pupils?

QUESTIONNAIRE POUR LES CANDIDATS LV2 Série L

NOTE AUX CANDIDATS

Les candidats traitent le sujet sur la copie qui leur est fournie et veillent à :
- respecter l'ordre des questions et reporter les numéros des questions sur la copie ;
- faire toujours suivre les citations du numéro de la ligne.

Répondre en anglais aux questions.

I COMPRÉHENSION DE L'ÉCRIT (10 points)

Document A

- 1- What is the nature of the document?
- 2- Who is the main character in the document?
- 3- What did Francie feel at school and why? Answer in your own words and give at least three elements.
- 4- Who was Mr. Morton?
- 5- Who was Miss Bernstone?
- 6- What are the common points and differences between Mr. Morton and Miss Bernstone? (Answer in approximately 30 words.)
- 7- What effect did Mr. Morton have on people: pupils, Teacher and teachers? Explain in your own words and quote from the text. (Answer in approximately 50 words.)

Seuls les candidats qui composent au titre de la LVA (langue vivante approfondie) traitent la question 8.

- 8- *'These two visiting teachers were the gold and silver sun-splash in the great muddy river of school days.'* Explain this quotation in your own words (50 words, approximately).

Document B

- 9- What is the nature of the document?
- 10- Explain in your own words the topic of the text (50 words, approximately).
- 11- Why are Keith Davidson and Icee Birch considered as heroes?

Documents A et B

- 12- According to document A and document B, what qualities are necessary to be a good teacher? Answer in your own words (50-60 words).

II 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 qui ne composent pas au titre de la LVA (langue vivante approfondie) traitent l'un des deux sujets suivants en 250 mots +/-10 %.

A- When she is older, Francie decides to write a letter to Mr. Morton. Write the letter.

OU

B- What kind of impact can teachers have on pupils?

Les candidats qui composent au titre de la LVA (langue vivante approfondie) traitent les deux sujets suivants en 150 mots +/- 10% chacun.

A- When she is older, Francie decides to write a letter to Mr. Morton. Write the letter.

ET

B- Comment on the following quote: "teaching can be extremely rewarding as you help others to achieve their full potential" (document B, l. 14).