

# BACCALAURÉAT TECHNOLOGIQUE

**SESSION 2017**

**ANGLAIS**

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**LANGUE VIVANTE 1**

Séries **STI2D, STD2A, STL, ST2S** – Durée de l'épreuve : 2 heures – coefficient 2

Série **STMG** – Durée de l'épreuve : 2 heures – coefficient 3

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*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 7 pages numérotées de 1/7 à 7/7.

## **Répartition des points**

Compréhension de l'écrit	10 points
Expression écrite	10 points

## Document 1

*The scene takes place at the beginning of the 20th century.*

George is sent to the village school. He wears a deep starched collar with a loose bow tie to hide the stud, a waistcoat which buttons up to just below the tie, and a jacket with high, almost horizontal lapels. Other boys are not so neat: some wear rough, home-knitted jerseys or ill-fitting jackets passed on from elder brothers. A few have starched collars, but only Harry Charlesworth wears a tie as George does.

His mother has taught him his letters, his father simple sums. For the first week he finds himself seated at the rear of the classroom. On Friday they will be tested and rearranged by intelligence: clever boys will sit at the front, stupid boys at the back; the reward for progress being to find yourself closer to the master, to the seat of instruction, to knowledge, to truth. This is Mr Bostock, who wears a tweed jacket, a woollen waistcoat, and a shirt-collar whose points are pulled in behind his tie by a gold pin. Mr Bostock carries a brown felt hat at all times and places it on the desk during class, as if he does not trust it out of his sight.

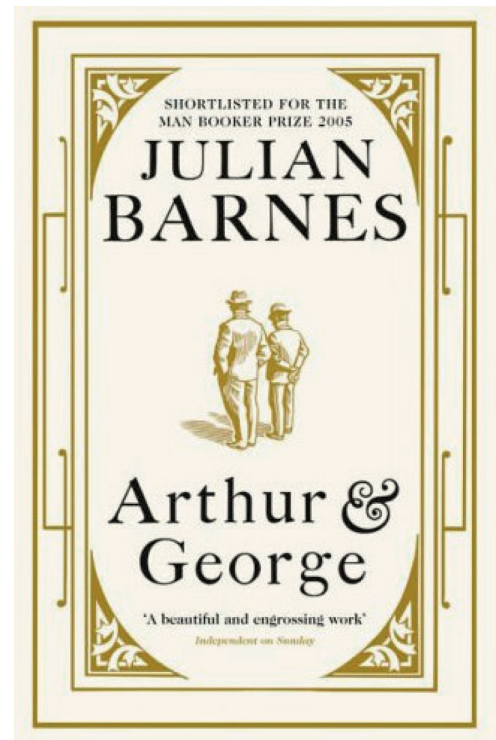
At the end of the first week Mr Bostock tests them at reading, spelling and sums. He announces the results on Monday morning, and then they move desks. George is good at reading from the book in front of him, but his spelling and sums let him down. He is told to remain at the back of the form. He does no better the next Friday, and the one after that. By now he finds himself surrounded by farm boys and mine boys who don't care where they sit, indeed think it an advantage to be farther away from Mr Bostock so they can misbehave. George feels as if he is being slowly banished from the way, the truth and the life.

Mr Bostock stabs at the blackboard with a piece of chalk. 'This, George, plus this' (stab) 'equals what?' (stab stab).

Everything in his head is a blur, and George guesses wildly. 'Twelve,' he says, or, 'Seven and a half.' The boys at the front laugh, and then the farm boys join in when they realize he is wrong.

Mr Bostock sighs and shakes his head and asks Harry Charlesworth, who is always in the front row and has his hand up all the time.

'Eight,' Harry says, or, 'Thirteen and a quarter,' and Mr Bostock moves his head in George's direction, to show how stupid he has been.



From: Julian BARNES, *Arthur & George*, 2005



Student > News

## Indiana school teacher tells students 'tests do not define you' in inspiring letter

Pupil's mum says: 'We need, not just more teachers like her, but also more people like her in this world'

Aftab Ali Student Editor | Wednesday 2 March 2016 | 2 comments



**935**  
shares

An inspiring note has been gathering attention online after a school teacher wrote to tell her students tests will not define who they become and that they are already "smart and enough." The letter surfaced on Instagram and Facebook after US mum Abby Martin said her nine-year-old son, Rylan, brought the letter home from Pleasant Crossing Elementary School in the town of Whiteland, Indiana, USA.

The young students at the school have been gearing up for tests known as the ISTEP. Designed by the Indiana Department of Education, the Indiana Statewide Testing for Educational Progress-Plus (ISTEP) is taken by pupils from grades three through to eight and is designed to assess students' reading, writing, and maths skills. Although the assessment may not seem hugely important to many - as with most - it would no doubt have been playing on the students' minds, hence why their teacher was moved to write the touching letter.

The note begins: "I know how hard you have worked, but there is something very important you must know. "These tests do not assess all of what makes you special and unique. The people who create these tests and score them do not know each of you like I do, and certainly not the way your families do."

It continues: "The scores you will get from these tests will tell you something, but they will not tell you everything. These tests do not define you. There are many ways of being smart. You are smart!"

The letter concludes: "These tests do not define you. There are many ways of being smart. YOU are smart! YOU are enough! You are the light that brightens my day and the reason I am happy to come to work each day. So, in the midst of all these tests, remember that there is no way to 'test' all of the amazing and awesome things that make you, YOU."

Writing about her son's reaction online, Martin said: "Rylan got in the car today and told me he was embarrassed because he cried at school. I asked him what upset him, and he told me he cried because he was happy about a letter his teacher gave his class before they take ISTEP. "Needless to say, when I read it, I cried too. We need, not just more teachers like her, but also more people like her in this world."

Speaking with local newspaper, the Indystar, Martin said the letter echoed only what she had already been trying to tell her son. She added: "What she was able to articulate was exactly what I had been trying to say to him; 'You're special, and you're so much more than a bunch of bubbles on a piece of paper'."

From: Aftab ALI, [www.independent.co.uk](http://www.independent.co.uk), 02/03/2016

## QUESTIONNAIRE À TRAITER PAR LES CANDIDATS

### 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 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.

Répondre en anglais aux questions.

### I. COMPRÉHENSION DE L'ÉCRIT

#### Document 1

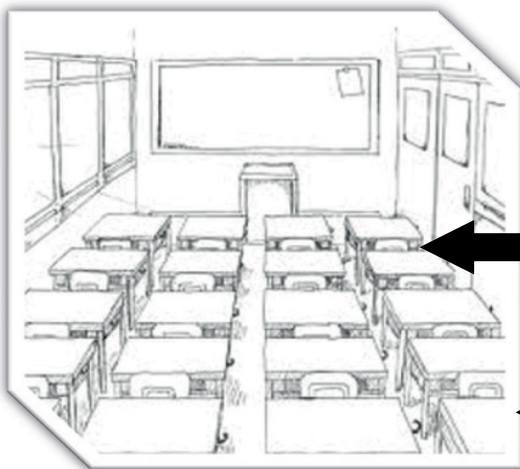
**A. 1) Finish the following sentences with the right element and copy them onto your paper. Justify your choices with a quote from the text.**

- a) George lives ...
  - in the city.
  - in the countryside.
- b) George and Harry ...
  - have nothing in common.
  - have something in common.
- c) At school, ...
  - all the students wear the same kind of clothes.
  - some students are better-dressed than others.

**2) Conclusion. What does this suggest? Finish the following sentence with your own words.**

In this school, the way you dress shows ... .

**B. 1) Who sits where? Write down the names of students or the groups of students and say in which zone they sit.**



a) Zone A = ...

b) Zone B = ...

**2) Answer the following questions by quoting the text.**

- a) What changes in the class at the beginning of each week?
- b) How does the teacher make this decision?

**C. 1) Associate each week with the report card corresponding to George's results.**

Week 1 ■ Report card **a-**  
 Week 2 ■ Report card **b-**  
 Week 3 ■ Report card **c-**

a-	b-	c-
<b>Report card</b> Name: <i>George</i> 😊 Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Maths Skills <input checked="" type="checkbox"/>	<b>Report card</b> Name: <i>George</i> 😐 Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Maths Skills <input checked="" type="checkbox"/>	<b>Report card</b> Name: <i>George</i> ☹️ Reading <input checked="" type="checkbox"/> Writing <input checked="" type="checkbox"/> Maths Skills <input checked="" type="checkbox"/>

**2) Conclusion. Choose the right ending to finish the following sentence.**

George's results ...  
 a- have always been good.  
 b- improve slowly but surely.  
 c- don't improve at all.

**D. Who must be thinking what? Use ALL the bubbles.**

1) George

2) Harry

3) a farm boy

a- I'm quite happy where I am, I feel free to do whatever I want.	b- I'm so frustrated, I wish I had done better at the test.
c- How can I progress if I am sitting so far from the teacher?	d- I feel so excluded.
	e- I'm the best, I always know the answer.

**Document 2**

**E. Choose the appropriate elements to complete the sentence below. Write the complete sentence on your paper. Some elements will not be used.**

*the Department of Education - a parent - a teacher - students - a letter - an article*

This document is ..... about ..... which was written by ..... to .....

**F. Copy the table onto your paper and fill it in.**

Name	RYLAN
Age	-
Name of school	-
Nationality	-
Mother's full name	-

**G. 1) True or False? Answer and justify by quoting the text.**

- a) The teacher thinks the students have been lazy.
- b) The teacher thinks the Indiana tests are useless.
- c) The teacher thinks these tests do not reflect the personality of the students.

**2) What can you conclude about this teacher's message? Choose the right answer.**

- a- You cannot succeed without working really hard.
- b- Your future depends on your success in school tests.
- c- You shouldn't overestimate these tests.

**Document 1 and document 2**

**H. 1) Copy the table and complete it with elements taken from documents 1 and 2.**

	Document 1 IN THE PAST	Document 2 TODAY
Subjects tested	- - -	- - -
Adjectives used to qualify the students	- -	- - -

**2) Complete the following sentences by choosing the right element and copy them onto your paper.**

- a) Document 1 suggests that George feels ..... by what happens in his class.
  - humiliated
  - motivated
- b) Document 2 suggests that Rylan feels ..... by his teacher's method.
  - humiliated
  - motivated

**3) Compare the role of the teacher in documents 1 and 2 by matching each sentence on the left with one element on the right.**

- a) The teacher is very supportive.
  - b) The teacher teaches basic subjects.
  - c) The teacher only encourages the best students.
- 1) ONLY in document 1.
  - 2) ONLY in document 2.
  - 3) NONE of the documents.
  - 4) BOTH documents 1 and 2.

## II. EXPRESSION ÉCRITE

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

**Choose ONE of the following subjects (150 words minimum).**

**A.** You are a student at Lincoln Park High School and you have been asked to interview your classmates about the following question:

*“Under what conditions do you work best at school?”*

Write the dialogue you had with the student you interviewed.

Here are a few guiding ideas you can use in your questions:

- Grades<sup>1</sup> or no grades?
- competition or cooperation?
- parents' interference or more freedom?
- ...

**B.** You have just read what the singer and songwriter Bob Dylan once wrote:

*“A man is a success if he gets up in the morning and gets to bed at night and in between does what he wants to do.”*

React on your blog and explain why you agree or disagree with this definition of success.

<sup>1</sup> grades (US) = marks (UK)