

BACCALAURÉAT TECHNOLOGIQUE

SESSION 2013

ANGLAIS

LANGUE VIVANTE 2

Série STG (sauf CGRH) – Durée de l'épreuve : 2 heures – coefficient : 2

Série STG spécialité CGRH – Durée de l'épreuve : 2 heures – coefficient : 3

Séries STI2D, STD2A, STL – Durée de l'épreuve : 2 heures – épreuve facultative

L'usage des calculatrices électroniques et du dictionnaire 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: Grand Tour of Europe

Young English elites of the seventeenth and eighteenth centuries often spent two to four years traveling around Europe in an effort to broaden their horizons and learn about language, architecture, geography, and culture in an experience known as the Grand Tour. The Grand Tour began in the sixteenth century and gained popularity during the seventeenth century.

- 5 The term Grand Tour was introduced by Richard Lassels in his 1670 book *Voyage to Italy*. Additional guidebooks, tour guides, and the tourist industry were developed and grew to meet the needs of the 20-something male and female travelers and their tutors across the European continent. The young tourists were wealthy and could afford the multiple years abroad.

- 10 The Grand Tourists were primarily interested in visiting those cities that were considered the major centers of culture at the time - Paris, Rome, and Venice were not to be missed. Florence and Naples were also popular destinations. Paris was definitely the most popular city as French was the most common second language of the British elite, the roads to Paris were excellent, and Paris was a most impressive city to the English.

- 15 From Paris, Tourists would proceed across the Alps or take a boat on the Mediterranean Sea to Italy. Rome was initially the southernmost point they would travel to. However, when excavations began of Herculaneum (1738) and Pompeii (1748), the two sites became major destinations on the Grand Tour.

While the goal of the Grand Tour was educational, a great deal of time was also spent in more frivolous pursuits.

- 20 Upon their return to England, Tourists were supposedly ready to take on the responsibilities of an aristocrat. The Grand Tour as an institution was ultimately worthwhile for the Tour has been given credit for a dramatic improvement in British architecture and culture. The French Revolution in 1789 marked the end of the Grand Tour, and in the early nineteenth century, railroads totally changed the face of tourism and travel across the continent.

Matt Rosenberg

About.com

Document 2: *You Can't Pick Up Raindrops*

Bob and I are Peace Corps volunteers in small, not-quite-a-village, Puñal, twenty-five miles south of Santiago de los Caballeros in the Cibao Valley of the northern Dominican Republic.

5 We live on the second floor of the pale lime-green, wooden *casa curial* or parish house, next to the small wooden church. There is no electricity, running water or sewer. Rent is cheap; twenty-five dollars combined, out of ninety-five we each get monthly. You can buy a lot of rice and beans and Presidente beer with the rest.

10 The rest of the time, we work on projects: water supplies with water-well hand pumps; grade school and adult English classes, vegetable gardens, and hog production. We introduce new varieties of cigar wrapper tobacco. The local men learn windmill and pump repair. Periodically, the US Information Service loans us a movie projector and generator to show educational and cultural films on the outside wall of the church. What big, festive crowds we have! We do anything to keep busy and to better the lives of the Puñaleros.

15 We enjoy life here; so quiet at night, so dark, sky full of dazzling stars. Late into the night, we often read by kerosene lamp light. An unknown admirer of the Peace Corps recently contributed 225 literary-quality books shipped in big cardboard boxes. We go through them, one by one, choosing according to our interests.

20 Often, after dark, we are out along the poorly paved road running north to Santiago. Here we gather with the older guys at the small *tiendas*, to spend some of our money on tiny cans of sweetened condensed milk, candies or small bottles of red Spanish wine. Along the road, we squat, knees pulled up to our chests, arms resting on our knees, Dominican style, sipping wine and watching the rickety cars and trucks trundle past.

It does not sound very exciting, does it? Actually, it is, perhaps, one of the most rewarding periods of our lives, a chance to withdraw from the rush of modern civilization, and to understand how others live.

John Charles MILLER, *You Can't Pick Up Raindrops*, 2012

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 ou lettre et numéro). **Exemple : A1 ou F1a** ;
- 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.

I. COMPRÉHENSION DU TEXTE

Document 1 : *Grand Tour of Europe*

A. In the document, find information describing the typical Grand Tourist.

- 1) Nationality
- 2) Approximate age
- 3) Social or economic status (give 2 elements)

B. Find information about the typical Grand Tour.

- 1) Destinations (2 countries)
- 2) Approximate duration

C. RIGHT or WRONG. Justify by quoting the text.

- 1) Grand Tourists didn't travel alone.
- 2) The Grand Tour had a positive impact only on the Grand Tourists themselves.
- 3) The Grand Tour is still practiced today.

Document 2: *You Can't Pick up Raindrops*

D. In the document, pick out information about Bob and the narrator's situation:

- 1) occupation
- 2) host country
- 3) monthly salary

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

- 1) Bob and the narrator live in a city.
- 2) Bob and the narrator live in a house with modern equipment.
- 3) Bob and the narrator only do intellectual work.
- 4) Teaching is one of Bob and the narrator's tasks.
- 5) In their free time, Bob and the narrator interact with local people.
- 6) Bob and the narrator get no personal satisfaction from their experience.

Documents 1 and 2

F. From the list below, choose

- 1) the three main motivations that best apply to the travelers in Document 1**
- 2) the three main motivations that best apply to the travelers in Document 2**

Justify each motivation by quoting the text.

- a- to increase their knowledge.
- b- to help local people.
- c- to escape city life.
- d- to discover exceptional cities
- e- to discover a different lifestyle.
- f- to prepare themselves for the future.

II. EXPRESSION

Choose ONE of the following subjects. Write 150 to 180 words.

- A. You are in charge of recruiting volunteers for a charitable organization abroad. You meet a group of potential candidates to explain the job profile (necessary qualities, experience, practical abilities ...) to them.

OR

- B. You have decided to spend a year traveling in foreign countries with a friend. You meet to discuss the details of your plans. Imagine the conversation.