

BACCALAURÉAT TECHNOLOGIQUE

SESSION 2019

ANGLAIS

LANGUE VIVANTE 2

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

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.

Répartition des points

Compréhension de l'écrit	10 points
Expression écrite	10 points

Document 1

The latest trophy in the Kanneh-Mason family home arrived this week, carried back to Nottingham with its owner's dirty washing and maths revision books. It belongs to 17-year-old Sheku, who, on Sunday, won the Holy Grail for any aspiring performer when he was named BBC Young Musician 2016.

Judges called his concerto performance in London "electrifying, sincere and moving". It left the audience marvelling that anyone so young (he had to dash home for AS exams¹) could deliver such magic. Yet Sheku wears his talent as casually as his Bob Marley T-shirt.

He was also the first black youngster to win the title in the elitist world of classical music. There to cheer him on (and cry with nerves when he broke a string and had to start again) were his mum Kadie, dad Stuart and six siblings.

This is where Sheku's remarkable story veers² into fairy-tale territory. For there are seven Kanneh-Mason children, each, by all accounts, as musically gifted as the next.

"I don't want to take away from Sheku's achievement because I know how hard he worked for it," says Kadie. "But it could really have been any one of them."

Yet their mother doesn't really hold with the prodigy theory. She insists that, while talented, their successes are down to "sheer hard work". Each practises for at least two hours a day, more if they are preparing for an exam or concert.

But when I suggest that they are making an extraordinary sacrifice for their children, both parents look surprised.

"No," says Stuart. "We could spend our money on a fancy car but we think this is more important. And even if none of them ends up becoming a professional musician, it will have been worth it. Playing an instrument teaches them discipline, self-belief, the importance of hard work. It gives them confidence. As a parent, the joy is seeing them play together, or play on a stage. They blossom, and that confidence spills over into every part of their lives. I don't think we will ever look back and say 'that was money wasted'."



Sheku Kanneh-Mason with his cello.

Jenny Johnston, from www.dailymail.co.uk, 21 May 2016

¹ AS exams: exams taken the year before the last year of secondary school

² veer into: turn into

Document 2

My father had a butcher's shop in a small street. No one in the family had ever dreamed of going to university. Now here was someone who had a chance of getting in, and who was refusing even to try.

5 “But, Dad, what's the point of filling out the forms? I don't want to go. What I want to do is play music. There's a music college in Manchester —”

“You want to be a violin player?” asked Dad slowly.

“A violinist, Stanley,” interposed my mother.

He hit the roof. “It's the bloody fiddle¹, that's what it is, the bloody fiddle.”

He turned back to me.

10 “How will you support your Mum with the bloody fiddle after I've gone?”

“What about doing Music at university?” suggested my mother.

“I can't do that, Mum. I'm not doing A levels² in Music. Anyway, I just want to play.”

“Do you think we can support you when you're fiddling away?”

“I'll get a job. I'll pay my own way,” I said, not looking at either of them.

15 “You'll have to return your violin to the school,” said Dad. “Don't count on us to get you another.”

“Mrs Formby knows someone who can lend me one — for a few months, at least.”

My father's eyes flashed fire and he went stomping off.

20 When he returned a couple of hours later, he was less furious but even more bewildered and aggrieved.

25 “I've been up to the school,” he said slowly, looking back and forth from Mum's face to mine, “and that Mr Cobb he told me, ‘Your Michael's a very bright boy, very clever, he could try for languages or law or history. He'd get in and he could do it if he wanted.’ So what is it? Why don't you want to do it? That's what I want to know. Your mother and me, we've worked and worked so that you could have a better future — and you'll end up playing in some pub or nightclub. What sort of future is that?”

From Vikram Seth, *An Equal Music*, 1999

¹ a fiddle: a familiar word for a violin when it is used to play folk music

² A levels: exams at the end of secondary education in England

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. Sheku's life.

- 1) Find information about Sheku and his family. Use words from the text.
Copy the numbers and the answers onto your paper.

- 1) Sheku's family name:
- 2) Sheku's age in 2016:
- 3) The family's place of residence:
- 4) Mother's name and father's name:
- 5) Total number of children in the family:
- 6) Sheku's passion:

- 2) Sheku's life is not different from other students' lives. Justify with 2 quotes from the text.

- 3) True or False? Answer the question and justify by quoting the text.

- a- Sheku has received a prestigious award.
- b- The jury was bored when he played.
- c- Sheku makes great efforts to succeed in music.

B. Sheku's parents.

What could Sheku's parents say to the journalist? Choose the 3 appropriate answers and quote the text to justify each answer (1 answer = 1 quote).

1) Sheku is special. He is not like his brothers and sisters.

2) The benefits from learning music are enormous.

3) We will be very sad if Sheku does not work as a musician.

4) Buying a new car is our top priority.

5) We enjoy going to Sheku's concerts.

6) We will never regret supporting our children.

Document 2

C. Who's who? Match an element from the left with an element from the right. Copy the numbers and the appropriate letters onto your paper.

- | | |
|------------|--------------------------|
| 1) Stanley | a- The narrator |
| 2) Mr Cobb | b- The narrator's father |
| 3) Michael | c- A teacher |

D. Choose the correct ending to each sentence. Copy the numbers and the corresponding letters onto your paper.

- | | |
|------------------------------------------|---------------------------|
| 1) The narrator is a student | a- at university. |
| | b- in a secondary school. |
| | c- at music college. |
| 2) His dream is to | a- go to university. |
| | b- be a musician. |
| | c- make a lot of money. |
| 3) His parents dream of seeing their son | a- go to university. |
| | b- be a musician. |
| | c- go to music college. |

E. Complete the following paragraph using the words in italics.

university / music college

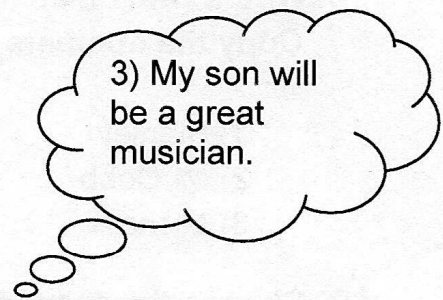
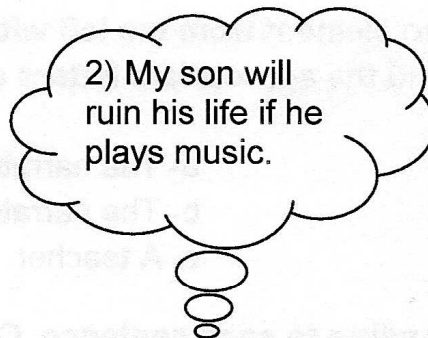
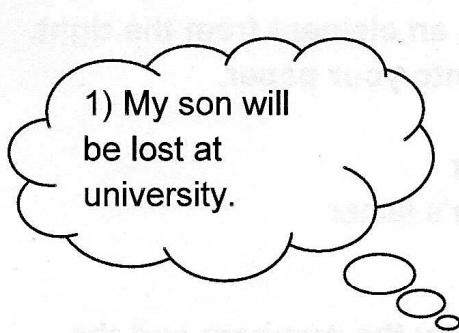
The narrator wants to go to because he absolutely wants to study music but he cannot study it at because he didn't choose music for his secondary school diploma.

F. The following statements are true. Justify each statement with a quote from the text.

The narrator's father

- 1) is worried about his family's future.
- 2) refuses to help his son with his project.
- 3) is angry at his son.
- 4) knows his son is a good student.
- 5) has made sacrifices for his son.

G. What does the narrator's father think? Choose the appropriate sentence and copy it onto your paper.



H. The narrator has financial solutions to oppose his father's arguments. Justify with one quote from the text.

Document 1 and document 2

I. What could Sheku (document 1) and the narrator (document 2) think? Match each sentence on the left with one element on the right. Copy the numbers and the corresponding letters onto your paper.

- | | |
|---------------------------------------------------|----------------------------------------------------------|
| 1) My parents want me to succeed in life. | a- Sheku (document 1) |
| 2) My parents are very supportive of my choices. | b- The narrator (document 2) |
| 3) My parents think my choices are irresponsible. | c- BOTH Sheku (document 1) and the narrator (document 2) |
| 4) My parents value hard work. | |

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 journalist called Oliver or Julie. You interview **one** of the following people who turned their passion into a career. They tell you about their experience, their difficulties and the help they got. Write the conversation.

Name: Anna
Age: 29
Job: Chef
City of origin: Sydney
Achievement: Nominated best chef of the year 2018.

Name: Matthew
Age: 25
Job: Nurse
City of origin: Vancouver
Achievement: Works in the emergency room in a hospital

Name: Tina
Age: 20
Job: Video game developer
City of origin: San Francisco
Achievement: Youngest developer in an international video game company.

Name: James
Age: 27
Job: Export manager
City of origin: Dublin
Achievement: Won a European business award with his company in 2018

OR

B. You are Peter or Lucy. You want to enter one of these schools. Write an email to the school director to explain your motivations and your plans for the future.

Music school

Requirements:
Have an instrument
Know how to play an instrument

Goals: become a professional musician or DJ

Sports school

Requirements:
Minimum 3-year sport practice

Goals: become a professional sportsperson, a sports teacher or work in sports marketing and sports communication

School of design

Requirements:
Good computer skills
Creativity

Goals: become a product designer or a computer-aided-design (CAD) technician