

BACCALAURÉAT GÉNÉRAL

SESSION 2017

ANGLAIS

LANGUE VIVANTE 1

Durée de l'épreuve : **3 heures**

Séries **ES** et **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.

**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.**

Compréhension	10 points
Expression	10 points

Document A

Welsh Reject E.U., but Its Money Will Be Missed

By Danny Hakim

NEWPORT, Wales — David Adams co-owns a painting business here. His leanings in the recent referendum to leave the European Union would seem obvious.

5 Grants from the European Union have funded many of the projects he works on, including the former bank branch he was painting last week in this city in southern Wales. European Union funds also helped him hire apprentices, including his own son. And Wales gets back far more money from the European Union than it pays in.

10 But many of the poorer places in Britain that receive the most aid from Europe also voted decisively to leave. Promises were made by the leaders of the so-called Leave campaign that exiting the European Union would lead to a bonanza of money no longer being sent to Brussels, the seat of the European government. After the vote, they almost immediately retreated from those promises, leaving the future of aid programs funded by Europe in peril.

Even some in Newport who knew what they stood to lose were conflicted over the vote.

15 “We get more back than we put in,” said Mr. Adams, 52, leaning against his van in spattered white work pants. “What the money has done is made the infrastructure of Wales much better, everywhere’s much more accessible because of the road infrastructure, things like that. That’s where all the E.U. money’s gone.”

20 Even so, he said he could not bring himself to support staying in the union and chose not to vote, because the issue of immigration held him back. “At the end of the day, we’re an island,” he explained. “We can take only so much population.”

25 One of the looming questions after the “Brexit” vote is what happens to the money flowing into places like Wales. Nearly \$400 million in multiyear apprenticeship funding programs alone are underway, among a 60-page list of European projects earmarked for Wales stretching to 2020. Another program, with a budget of more than \$180 million, helps start new small businesses and finance existing ones. Others fund a range of programs including advancing women’s opportunities and projects on college campuses.

30 Even so, 56 percent of voters in Newport voted to leave. [...]

The New York Times, July 5, 2016

Document B

Brexit: What will it mean for universities, students and academics?

Dame Julia Goodfellow

5 A week has now passed since the vote that divided the electorate and sent shockwaves through the political establishment. Among the many sectors that are coming to terms with the consequences – seeking answers and assurances – higher education has much at stake.

During the referendum campaign, the vast majority of university staff and students supported remain and university leaders were clear and vocal that membership of the EU strengthens universities and enhances their positive impact on the economy and society.

10 The vote to leave the EU was not one we wished for, but we must now work to address the significant and immediate challenges for universities, and identify the opportunities.

15 Crucially, we must redouble our efforts to promote the values that make British universities the best in the world. We are best when we are outward looking, globally networked and welcoming to the world. As institutions, we are resilient and adaptable. We must now seek and create new opportunities, drawing on our significant strengths and values.

20 Now is a time for calm heads. We must seek clarity amid the confusion, provide reassurance to students and staff and consider what support and policy changes British universities need to continue to thrive outside the European Union. [...]

There is understandable anxiety among the 125,000 EU students currently studying at UK universities and the 43,000 university staff from other EU countries.

25 Our first priority must be to reassure them that their enormous contribution to our universities and our country is extremely highly valued and that the referendum result does not have any immediate implications for their immigration status, fee status or access to tuition fee loans.

We have received confirmation that current EU students, and those aiming to start courses this autumn, will continue to receive loans and/or grants for the duration of their courses. We must get this message out urgently, widely and with clarity.

30 We must convince the UK Government to take immediate steps to ensure that current staff and students from EU countries can continue to work and study at British universities in the long term. [...]

35 Our university sector is one of the UK's global success stories. We now have an opportunity to influence and help shape a post-Brexit Britain. We will ensure that those negotiating the terms of the UK's withdrawal from the EU are clear on the priorities of universities. We will work to persuade Government to develop the domestic policy measures necessary to counteract the negative consequences of a Brexit on universities.

[...]

The Telegraph, 1 July 2016 (abridged)

Dame Julia Goodfellow is president of Universities UK and Vice-Chancellor of the University of Kent.

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 (numéro ou numéro et lettre) sur la copie ;
- faire toujours suivre les citations du numéro de ligne.

Répondre **en anglais** aux questions.

I COMPRÉHENSION DE L'ECRIT (10 points)

Document A

1. a. What is David Adams's nationality?
b. What is his job?
2. Pick out the two benefits of European membership for him.
3. What did he decide to do on referendum day?
4. Pick out three benefits of European membership for Britain.
5. a. What was the result of the vote in Newport?
b. What made people vote the way they did?

Document B

6. When was the article published?
 - a. before the referendum
 - b. after the referendumJustify by quoting from the text.
7. What was the general mood of British people at that time? Pick out one word from the text to justify your answer.

From line 1 to line 11

8. What was the position of universities concerning Brexit? Give one quote from the text to justify your answer.
9. Pick out the two reasons that explain their position.
10. Line 9 - Who does "we" refer to?

From line 12 to line 16

11. What is the reputation of British universities? Pick out one quote from the text.
12. What are their strengths? Justify by quoting from the text.

From line 20 to the end

13. Explain why "there is understandable anxiety among the 125,000 EU students [...] and the 43,000 university staff from other EU countries." l.20-21

Seuls les candidats de la série L composant au titre de la LVA (langue vivante approfondie) traiteront la question 14.

14. a. What is the message sent to the government? Explain it in your own words.
b. Why is Dame Julia Goodfellow entitled to send this message?

Documents A et B

TOUS les candidats traiteront la question 15.

15. Compare and contrast the two points of view presented in the documents.

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 des séries ES, S et ceux de la série L qui ne composent pas au titre de la LVA (langue vivante approfondie) traitent l'un des deux sujets suivants.

A – David James's son, Steve, a student at the University of Wales is discussing the results of the referendum with his father. Imagine and write their conversation. (300 mots +/- 10 %)

OU

B – Studying abroad is definitely an asset on your CV. After Brexit, would you consider applying to a British university? Explain why or why not. (300 mots +/- 10 %)

Seuls les candidats de la série L composant au titre de la LVA (Langue vivante approfondie) traitent les deux sujets suivants.

A – David James's son, Steve, a student at the University of Wales is discussing the results of the referendum with his father. Imagine their conversation. (200 mots +/- 10 %)

ET

B – Studying abroad is definitely an asset on your CV. After Brexit, would you consider applying to a British university? (250 mots +/- 10 %)