

# BACCALAURÉAT GÉNÉRAL

**Session 2016**

## **ANGLAIS**

Langue Vivante 1

Durée de l'épreuve : **3 heures**

Séries **ES/S** – coefficient : **3**

Série **L** langue vivante obligatoire (LVO) – coefficient : **4**

Série **L** LVO et langue vivante approfondie (LVA) – coefficient : **8**

Ce sujet comporte 7 pages numérotées de 1/7 à 7/7.

Dès que ce sujet vous est remis, assurez-vous qu'il est complet.

L'usage de la calculatrice et du dictionnaire n'est pas autorisé.

### **Répartition des points**

|               |           |
|---------------|-----------|
| Compréhension | 10 points |
| Expression    | 10 points |

## Document A

### **In Fervent Support of the ‘Gap Year’ By Susan H. Greenberg**

I wasn’t enthusiastic when my daughter first floated her plan to take a “gap year” before college. I didn’t see the point of delaying that great intellectual awakening. And what if her gap year turned into a permanent crevasse and she never earned a degree? [...] But she needed a break. Besides, my husband and I weren’t eager to pay for a college education she wasn’t ready for. [...]

5 She remained preternaturally calm about the prospect of moving overseas until about a month before her departure. “I hope I don’t freak out when I get there,” she remarked one day. “You know, being in a foreign country where I don’t know anyone, not speaking the language, living by myself...” I, of course, had been silently considering  
10 that possibility for months. But rather than scream, “Well, DUH! Shouldn’t you have thought about that before?” I simply said, “What’s the worst that can happen? If you hate it, you’ll do something else.”

I needn’t have worried. Taking a gap year turned out to be one of the smartest decisions my daughter has ever made. She had a spectacular experience in Salzburg,  
15 bonding with her host family, perfecting her German, traveling through Europe with assorted new friends, and otherwise developing the confidence and skills necessary to navigate unfamiliar terrain.

By the time she started college this fall, she couldn’t have been better prepared — or more excited. She approached the whole experience of picking classes, making friends  
20 and trying new activities with a newfound sense of purpose and perspective. The gap year broadened her academic interests [...] as well as deepened her extracurricular ones.

***The New York Times, January 4, 2015***

## **Document B**

*[In this document the narrator is an English young man whose gap year is coming to an end.]*

On the train to Delhi, I felt that I was already on my way home, and had the strange sensation that more than anything else this was exactly what I wanted to be doing. I didn't want to *be* at home, I wanted to be going home. All the difficult stuff was behind me, and the long train journey back to the capital felt like a lap of honour. Staring  
5 out of the window while I returned to my starting point, I began to feel all colonial about things – as if I was surveying territory that I had conquered. The longer the journey lasted, the more impressed with myself I became. Such a huge distance, and it was all mine – I'd done it all. I couldn't believe that I'd actually covered so much ground on my own – and without getting killed, robbed or eaten.

10 For the entire forty-eight-hour journey, I stared out of the window in a state of serene calm, or slept the dreamless sleep of a freshly crowned Olympic champion.

Back in Delhi, I returned to Mrs Colaço's guest-house and even managed to get the same dormitory bed as last time. I sat on the hard mattress for a while, cross-legged, and contemplated how cool I was. I had actually done it. I was back where I started,  
15 and I was still alive. I felt years older and infinitely wiser than when I'd last been in the same place. I had lasted the entire three months without giving up and going home. The trip was a success.

I still didn't really know what travelers were supposed to do all day, but that didn't seem to matter. I was a traveler. I'd been to places and done things that most people  
20 avoid out of fear. I had suffered, and confronted dark sides of myself. I had experienced the world.

After a while, two nervous guys in clean-looking jeans walked in, claimed a pair of beds, then sat there in silence, looking as if a bomb had just exploded inside their heads. I noticed that they still had airline tags on their backpacks.

25 'Hi,' said one of them.

'Peace – er, I mean hi,' I said. 'You just arrived?'

'Yeah.'

'You feeling a bit out of it?'

30 'Jeeeesus,' groaned the other one. 'It's so hot. I can't believe this. How are you supposed to do anything here?'

'You're not, really. Do nothing. Whatever.'

'Right.' He looked at me as if I was talking nonsense.

'How long have you been here?' said his friend.

'Oh, long enough. I'm off home in a couple of days.'

35 'Starting uni?'

'Err... yeah. I suppose so.'

'What are you reading?'

'A John Grisham thing. I can't remember the title.'

'No – I mean, at university. What subject?'

40 'Oh, right. Um...English.'

'Really? Where?'

'York. You on a year off?' I asked, trying to change the subject. I wasn't ready to think about home yet.

'Yeah.'

45 'Just starting?'

'Yeah. We're doing a couple of months here, then hopefully a month in Pakistan, then Thailand, Indonesia, and Australia.'

'Cool.'

'Bit daunting, actually.'

50 'You'll be fine,' I said, thinking that they were certain to get cripplingly ill at some point, not to mention depression, loneliness, despair, robbery, homesickness, and the fact that they'd probably end up hating each other's guts. 'You should have a laugh.'

**William Sutcliffe, *Are You Experienced?* 1997**

## **NOTE IMPORTANTE AUX CANDIDATS**

Les candidats traiteront le sujet sur la copie qui leur est fournie et veilleront à :

- répondre en anglais aux questions ;
- respecter l'ordre des questions en faisant apparaître la numérotation sur la copie ;
- faire toujours suivre les citations du numéro de la ligne ;
- répondre brièvement aux questions en l'absence d'autres indications ;
- composer des phrases complètes.

## **I – COMPREHENSION**

**Tous les candidats traitent les questions 1 à 3b**

### **Document A**

1. What is a gap year? Read the text and choose the right definition in the list below.
  - a) A gap year is a year young adults spend at sea.
  - b) A gap year is a year off, generally spent abroad after high school.
  - c) A gap year is a year spent in a college far from home.
  - d) A gap year is a year teenagers have to do before applying for a job.
2. The narrator had mixed feelings about her daughter's decision to take a gap year. Find three different reasons why. Use your own words.
3. a) How did the narrator's daughter feel before leaving? Why?  
b) Had the narrator anticipated this? Quote the text to justify your answer.

**Les candidats de la série L qui composent au titre de la LVA (Langue Vivante Approfondie) traitent la question 3c**

- c) Describe the way the narrator responded to her daughter's feelings.

**Tous les candidats traitent les questions 4 à 9**

4. a) What is the narrator's opinion on her daughter's gap year now that she is back?  
b) In what ways has this gap year changed her daughter? Use your own words.

## **Document B**

### ***Read lines 1 to 11***

5. How does the narrator feel on the train to Delhi? Explain why in your own words.

### ***Read from line 12 to the end***

6. Where is the narrator now? Be as precise as possible.
7. a) "I noticed that they still had airline tags on their backpacks." (l. 24)  
Who are the two young men the narrator meets there?
- b) According to the narrator, what is the two young men's state of mind?  
Explain why they feel that way.
8. Why does the narrator think he has benefited from his gap year? Find three different reasons.

### **Documents A and B**

9. Do document A and document B give the same image of gap years? (40-50 words)

**Les candidats de la série L qui composent au titre de la LVA (Langue Vivante Approfondie) traitent la question 10**

10. "I still didn't really know what travelers were supposed to do all day, but that didn't seem to matter. I was a traveler." (ll.18-19)

Contrast the narrator's view on travelling with that of the two young men.

## II – EXPRESSION

***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.***

**Les candidat(e)s des séries ES et S et ceux de la série L qui ne composent pas au titre de la LVA traiteront au choix un des deux sujets en 250 mots (+/- 10%)**

1. The *New York Times* readers react to Susan Greenberg’s article (document A). Write two comments expressing different opinions that will be posted under her article on the *New York Times* website.
2. “Nothing ever becomes real ‘til it is experienced” (John Keats). Is travelling the only way to learn about oneself?

**Les candidats de la série L composant au titre de la LVA (Langue Vivante Approfondie) traitent obligatoirement le sujet suivant en 300 mots (+/- 10%)**

3. St Augustine once said: “The world is a book, and those who do not travel read only a page.” Do you agree? Do you disagree? To what extent?