

### 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.

Exemples : 1. ou 1.a. ou 2.c, etc. ;

- Toujours accompagner les citations du numéro de la ligne.

En l'absence d'indications spécifiques, le candidat répondra brièvement aux questions.

- Seule la question B.1 sera à compléter sur le sujet et à rendre avec votre copie.

- Répondre uniquement aux questions qui concernent la série et les options des candidats.

## COMPREHENSION ECRITE

### POUR TOUS LES CANDIDATS

#### Text A

A.

1. Identify the characters present and say how they are related.

*The characters present are a father and his daughter, Lucy.*

2. (Lines 1 to 3): What can you deduce about the narrator's intentions

*The narrator is trying to please his daughter.*

3. Concentrate on the dialogue from lines 4 to 11.

a. What sort of sentences does the narrator use? What sort of answers does Lucy make?

*He solely asks questions while she answers with monosyllabic words.*

b. What can you deduce about the conversation going on?  
(20 words)

*The conversation takes place between a father and his estranged teenage daughter. He wants to share a real conversation with her but she doesn't seem receptive and elude his questions. The communication is therefore impossible.*

4. Concentrate on the following phrase taken from the extract: "after living apart for little more than six months" (l.28).

a. What does this sentence reveal about the current situation?

*The father must have divorced from his wife / The father and his wife must be separated and his wife seems to have custody of Lucy.*

b. Pick out two elements to justify your answer.

*"What's it been like, moving up north?" (l.4)*

*"The house looks nice [...]. Do you like it?" (l.7)*

**“And school? [...] Have you made new friends?” (l.10)**

**Accepter lignes 17 et 19 si ensemble.**

**“I felt a mounting sense of frustration. Was this what it had come to, my relationship with my own daughter? Was this all she had to say to me?” (l.22-24)**

**“We were behaving toward each other almost as if we were strangers” (l.28-29)**

- c. What evolution has taken place between the narrator and Lucy?  
How has this affected their relationship? (20 words)**

**Since Lucy has “mov[ed] up north”, they are no longer close, they have drifted apart. So they are not as intimate as they used to be and they cannot communicate as easily as before.**

**CETTE FEUILLE EST A RENDRE AVEC VOTRE COPIE**

**Text B**

**B.**

- 1. Complete the following grid with information from the article when possible (if not possible, write Ø in the box).**

<b>Pseudo</b>	<b>Fat Weasel</b>	<b>Fidget Wigglesworth</b>
<b>Real name</b>	Ø	Levi Felix
<b>Age</b>	27	Ø
<b>Job</b>	<i>Apple Designer</i>	<i>Director of the offlining camp / Digital Detox founder</i>
<b>Reason for being at the camp</b>	<i>Escape electronic devices (Ne pas accepter “trainee” ou “attending” qui est factuel, mais pas une raison)</i>	<i>He is the director of the camp/ Digital Detox founder</i>
<b>Attitude towards the Internet</b>	<i>Addicted</i>	<i>Addicted to a certain extent as well (“cannot escape” l.30)</i>

- 2. Identify the type of people these camps target (jobs, connection with screen, mood). (20 words)**

**High flyers / Working for high tech companies and devise smart devices/ White-collar workers**

**Spend around 16 hour a day on a computer / net-addicted**

**Under pressured / stressed out by their bosses (deadlines)/ close to “burn out”**

3. What are the three rules you have to obey when you arrive on such a camp and why?

*Hand over all gadgets*

*Adopt a silly name*

*Not to ask about others' jobs or think about your own.*

*→ Complete disconnection from digital life / anonymity / total weaning. They are there to try and find a balance between their digital and their real life.*

4. What did Fat Weasel learn in this camp? Does this lesson have long-lasting effects? Explain. (30 words)

*He learnt how to make real friends and how to interact with real people (face-to-face) without hiding behind digital tools. This lesson will not last since he acknowledges he may resort to social networks to keep in touch with his new friends.*

5. How popular and successful are these camps? Answer briefly and give two elements from the text to support your answer.

*These camps are very popular ("It is part of a burgeoning movement known as 'offlining'", l.10) and successful: the inscriptions are "sold out weeks in advance" (l.15).*

*BONUS: They may also continue to develop as Internet-addiction has been recognized as a mental illness and so demands will probably increase.*

<b>POUR LES CANDIDATS DE L et LVA SEULEMENT</b>
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6. How do you sign up for this sort of camps? According to the journalist, is it logical? Why? Justify your answer in your own words and with one quote. (20 words)

*You sign up "– online, naturally" (l.15-16). It is rather paradoxical since it aims at teaching you how to live without the Internet but yet requires it at the same time.*

7. Choose the adjectives that best define the journalist's tone in this article. Justify each choice with one element from the text.

**IRONIC – CONVINCED – ENTHUSIASTIC – DOUBTFUL – INFORMATIVE – AGGRESSIVE**

*IRONIC: lines 15-16 / Line 9 ("foist on the rest of us") / line 17 ("happy campers")*

*DOUBTFUL: "shut down smart-phones and Kindles for weeks, days, or at least hours" (l.11-12) – accepter aussi cet élément pour "ironic".*

***BONUS** si « doubtful » est justifié par la construction de l'article, à savoir que chaque élément positif est contrebalancé par un aspect négatif ("although" l.27, "yet", l.29.)*

*INFORMATIVE (pourra être accepté si et uniquement si les 2 précédents adjectifs ont été choisis et justifiés) : last paragraph / lines 10-13.*

POUR LES CANDIDATS DE LVA SEULEMENT
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8. What does it tell us about the journalist's opinion about the efficiency of such camps? (30 words)

*He seems to think that digital addiction is a real issue many people suffer from. Yet these camps look interesting but have limited effects. He considers they are rather entertaining for "frazzled tech addicts" (l.1) who just want to live a new experience. What's more he insists on the fact that such camps are just a parenthesis in the white-collars' professional lives since they will eventually go back to the Internet once the camp is over.*

9. "Digital Detox" (l.21).

- a. Why did the organizers choose such a name? What does it evoke?  
b. Find in the text 4 elements that support this choice of name.

a. *The name of "Digital Detox" evokes drugs or alcohol rehabs; the name was chosen to compare net addiction to those other kinds of addictions.*

b. *"frazzled tech addicts" (l.1)*

*"the first night [...] without his iPad was a nightmare" (l.4-5)*

*"in the battle against the 'eye twitch' and 'dry mouth'" (l.12)*

*"net-addiction" (l.13)*

*"spent an average of 16 hours a day staring at computer screens" (l.17-18)*

*"a few lost their nerve and broke away for the nearest internet cafe" (l.21-22)*

*"would rather leave their spouses than their iPads" (l.33-34)*

*"internet addiction is now an official mental disorder" (l.35)*

POUR LES CANDIDATS DE LVA SEULEMENT
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Texts A and B

C.

1. Do these camps apply to Lucy's situation? Explain your point of view. (30 words)

*These camps do not seem to apply to Lucy's situation. She is not an addicted nerd but just a teenager who would rather spend time with her group of friends than with her father. She does not suffer from an addiction but seems in touch with her time and the living and social habits of her peers.*

POUR TOUS LES CANDIDATS
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2. What problem do both texts illustrate? (50 words)

*Both texts illustrate the shift in the way people communicate since new tech devices have invaded our lives. Very often people resort to digital devices to communicate with virtual interlocutors, sometimes at the cost of the people standing in front of them. People seem to pay more attention to their digital lives rather than to their real lives and that can sometimes create real problems, such as addiction. Therefore communication is much easier but not necessarily of higher quality.*

## EXPRESSION ECRITE

Les candidats traiteront au choix UN des deux sujets n°1 et UN des deux sujets n°2.

### Sujets 1 :

- a. You have just attended an offlining camp. Write a post on the Camp Grounded website giving your opinion about such camps.
- b. Write the follow-up to the conversation between the narrator and Lucy, using the following start:  
Narrator: "How is it possible we have now become strangers to each other?"

### Sujets 2:

- a. How can you account for the fact that so many people use a pseudo on social networks.
- b. It is often said that face to face relationships are endangered by the development of new technologies. Do you agree?

Candidats de séries S - ES	200 mots
Candidats de série L	300 mots
Candidats de série L LVA	300 mots

**BAREME****BAREME « CANDIDATS S-ES »****Durée de l'épreuve : 2 heures****Niveau attendu B1****Compréhension / 40 pts (total à diviser par 4)****Expression / 10 pts**

<b>Question A.1</b>	<b>3 pts (Lucy + homme = père/fille)</b>
<b>Question A.2</b>	<b>2 pts</b>
<b>Question A.3</b>	<b>a. 2 pts b. 2 pts</b>
<b>Question A.4</b>	<b>a. 2 pts b. 2 pts c. 4 pts</b>
<b>TOTAL PARTIE A : 17</b>	
<b>Question B.1</b>	<b>5 pts (0.5 pt par élément)</b>
<b>Question B.2</b>	<b>3 pts (1 pt par élément)</b>
<b>Question B.3</b>	<b>3 pts (1 pt par règle)</b>
<b>Question B.4</b>	<b>3 pts (1.5x2)</b>
<b>Question B.5</b>	<b>3 pts (1 pt pour réponse et 1 pt par élément)</b>
<b>TOTAL PARTIE B : 17</b>	
<b>Question C.2</b>	<b>6 points (3x2)</b>
<b>TOTAL CANDIDATS S-ES : 40 pts</b>	

**BAREME L**

Durée de l'épreuve : 3 heures  
Niveau attendu B1

Compréhension / 50 pts (total à diviser par 5)

Expression / 10 pts

Question A.1	3 pts (Lucy + homme = père/fille)
Question A.2	2 pts
Question A.3	c. 2 pts d. 2 pts
Question A.4	d. 2 pts e. 2 pts f. 4 pts
<b>TOTAL PARTIE A : 17</b>	
Question B.1	5 pts (0.5 pt par élément)
Question B.2	3 pts (1 pt par élément)
Question B.3	3 pts (1 pt par règle)
Question B.4	3 pts (1.5x2)
Question B.5	3 pts (1 pt pour réponse et 1 pt par élément)
Question B.6	4 pts (1 – how +1 – logical ? + 2 – why)
Question B.7	6 pts (1.5 adj + 1.5 justification) x2
<b>TOTAL PARTIE B : 27</b>	
Question C.2	6 points (3x2)
<b>TOTAL PARTIE C : 6</b>	
<b>TOTAL CANDIDATS L : 50 points</b>	

**BAREME LVA**

Durée de l'épreuve : 3 heures  
Niveau attendu B2

Compréhension / 60 pts (total à diviser par 6)

Expression / 10 pts

Question A.1	3 pts (Lucy + homme = père/fille)
Question A.2	2 pts
Question A.3	e. 2 pts f. 2 pts
Question A.4	g. 2 pts h. 2 pts i. 4 pts
<b>TOTAL PARTIE A : 17</b>	
Question B.1	5 pts (0.5 pt par élément)
Question B.2	3 pts (1 pt par élément)
Question B.3	3 pts (1 pt par règle)
Question B.4	3 pts (1.5x2)
Question B.5	3 pts (1 pt pour réponse et 1 pt par élément)
Question B.6	4 pts (1 – how +1 – logical ? + 2 – why)
Question B.7	6 pts (1.5 adj + 1.5 justification) x2
Question B.8	3 pts (1.5x2)
Question B.9	a. 2 pts b. 2 pts (0.5 x 4)
<b>TOTAL PARTIE B : 34</b>	
Question C.1	3 pts (1 + 2)
Question C.2	6 points (3x2)
<b>TOTAL PARTIE C : 9</b>	
<b>TOTAL CANDIDATS L : 60 points</b>	