

BACCALAURÉAT TECHNOLOGIQUE

SESSION 2014

ANGLAIS

LUNDI 23 JUIN 2014

LANGUE VIVANTE 2

Séries **ST2S** et **STMG** – Durée de l'épreuve : 2 heures – coefficient : 2

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

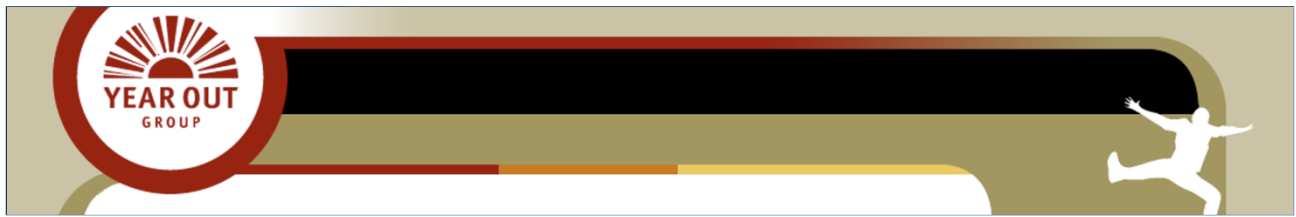
L'usage des calculatrices électroniques et du dictionnaire est interdit.

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



Your location: Home / News Events / Gap Year News / 2012 / March / Tue
20th Mar /



Blogs are a great way to keep in touch on a gap year¹

Events Calendar

Gap Year News

2012

July

June

May

April

March

February

January

2011

2010

2009

Year Out Group Press Releases

Year Out Group Press Coverage

Parents, teachers, family and friends will all be interested in things a gapper is getting up to on their gap year¹ and a blog is a great way to keep them up to speed.

Just as travellers have traditionally kept a diary or journal while away a blog can act as a great reminder in years to come of all the events and activities undertaken.

The great thing about a blog is that photos can be added in easily and it is searchable, so specific details can be found in the future for reference purposes.

Parents love to read blogs in order to see what their children have been doing and anyone who has supported the gap year participant in their planning can have a look too.


Blogging about a gap year can also provide fringe benefits such as providing formal evidence of the type of activities carried out while a gapper is abroad.

Directing potential employers and universities to a blog is a good way of showing that an applicant achieved a lot in their gap year. It also shows that the gapper can express themselves and evaluate themselves on their experiences.

With internet cafés dotted all over the globe keeping a blog has never been easier and there are a number of providers on the web which offer blog hosting.

This means that the gap year participant does not have to be a technical whizz, but can drop their text and photos into a preformed template.

A blog is likely to attract the attention of other travellers too and can help a gapper to make plans. It is a great way to canvas opinion and get advice from others who have been to the same place.

	Search by Destination Program Organisation	Benefits of Gapping Choosing a worthwhile project Benefits of a structured year out What employers say	Planning a Gap Year Vital Information Helpful Information Help choosing the perfect gap year destination	Why Year Out Group? About Us Why go with a Year Out Group Member Aims of Year Out Group Code of Practice	Blog Parents & Advisers Parents See Benefits of Volunteering Gap Years Parents Guide to BS8848
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From: <http://www.yearoutgroup>

¹ gap year: time out to do something different, usually between high school and university

Document 2

Some of my contemporaries did VSO¹, departing to Africa, where they taught schoolkids and built mud walls; I wasn't so high-minded. Also, back then you somehow assumed that a decent degree would ensure a decent job, sooner or later. 'Ti-yi-yime is on my side, yes it is,' I used to yodel, duetting with Mick Jagger as I gyrated alone in my student room. So, leaving others to train as doctors and lawyers and sit the civil-service exams, I took myself off to the States and roamed around for six months. I waited on tables, painted fences, did gardening, and delivered cars across several states. In those years before mobile phones, email and Skype, travellers depended on the rudimentary communications system known as the postcard. Other methods – the long-distance phone call, the telegram – were marked 'For Emergency Use Only'. So my parents waved me off into the unknown, and their news bulletins about me would have been restricted to 'Yes, he's arrived safely', and 'Last time we heard he was in Oregon', and 'We expect him back in a few weeks'. I'm not saying this was necessarily better, let alone more character-forming; just that in my case it probably helped not to have my parents a button's touch away, spilling out anxieties and long-range weather forecasts, warning me against floods, epidemics and psychos who preyed on backpackers.

In a true emergency – presence required at a mother's deathbed – I imagine the Foreign Office would have contacted the Embassy in Washington, who would have informed the American authorities, who would have asked police forces across the country to look out for a cheerful, sunburnt Englishman who was a little more self-assured than he had been on his arrival in the country. Nowadays all it takes is a text message.

Adapted from Julian Barnes, *The Sense of an Ending*, 2011

¹ Voluntary Service Overseas: volunteers working abroad to fight poverty in developing countries

NOTE AUX CANDIDATS

Les candidats traiteront le sujet sur la copie qui leur sera remise et veilleront à :

- respecter l'ordre des questions et reporter les repères sur la copie (lettre ou lettre et numéro).
Exemples : **A ou C1**
- faire toujours précéder les citations du numéro de la ligne ;
- dans les phrases à compléter, les réécrire intégralement sur la copie en **soulignant** l'élément introduit.

I. COMPRÉHENSION DE L'ÉCRIT

Document 1 and Document 2

A. Choose the two MOST important themes that are found in BOTH texts.

teaching / computers / communication / music / photography / travelling / jobs

Document 1

B. Choose the right definition of a gapper.

- 1- A person who works for a travel agency.
- 2- Someone who helps people plan their gap year.
- 3- A person who takes a break from his/her studies.
- 4- An unemployed worker who is looking for a job abroad.

C. Fill in the gaps with one of the following elements. Write down the sentences on your paper.

Potential employers / The blogger's parents and friends / Bloggers themselves / Other travellers

- 1) can find out what the blogger is doing or has been doing.
- 2) can document their trip.
- 3) can see if the gapper has used their year productively.
- 4) can get ideas or advice for their own trip.

D. Choose the right answer.

- Document 1 is
- 1) a press article.
 - 2) an advert.
 - 3) a film review.

Document 2

E. Copy the sentence onto your paper and fill in the blanks.

The narrator is ... (nationality). He travelled to ... (country). He stayed there for ... (duration)

F. Choose the best answer.

- 1) The narrator writes about events
 - a- in the future.
 - b- a few decades ago.
 - c- a century ago.
 - d- in the 19th century.

- 2) The narrator goes abroad
 - a- to have time off on his own.
 - b- for humanitarian reasons.
 - c- for better job opportunities.
 - d- to get a university degree.
- 3) The narrator's parents expected
 - a- regular long-distance phone calls.
 - b- detailed news bulletins.
 - c- occasional postcards.
 - d- daily e-mails.

Document 1 and Document 2

G. Pick out words in BOTH texts to answer the following questions.

- 1) How did travellers keep a record of their experience and communicate in the past? (5 elements)
- 2) How do travelers keep a record of their experience and communicate today? (5 elements)

H. The following statements are true for

ONLY Document 1
ONLY Document 2
BOTH Documents.

JUSTIFY for each document by quoting the text.

- 1) Not giving parents real-time information may be a good thing.
- 2) Modern devices have made communication simpler.
- 3) Travellers' parents get real-time information about their children.
- 4) Travellers and their parents can get in touch quickly but only if it is urgent.

II. EXPRESSION ÉCRITE

Imagine you are ONE of the following young people. Complete the summary of your experience abroad published on the website *YearOutGroup.com*. (150 words minimum).

1	<p>Teaching and Photography in India K. Anderson</p> <p>I volunteered in India, working with villagers and children. I really enjoyed... [Read more...]</p>
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2	<p>Wildlife Conservation Research in South Africa M. Thornley</p> <p>At the wildlife conservation center I experienced amazing encounters with Africa's famous animals. It was ... [Read more...]</p>
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3	<p>Become a Ski Instructor as Part of a Gap Year R. Castle</p> <p>I spent a winter season in western Canada training to become a ski instructor. The experience was... [Read more...]</p>
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4	<p>Art History in New York City N. Black</p> <p>I loved spending days studying paintings and sculptures in the Metropolitan Museum of Art. In New York City, everything is ... [Read more...]</p>
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