BACCALAURÉAT GÉNÉRAL

ANGLAIS

SESSION 2019

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LANGUE VIVANTE **1**

Mercredi 19 juin 2019

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**

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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

Disponible gratuitement sur https://groupe-reussite.fr/annales-du-bac/

Prenez connaissance des documents A, B et C.

Document A

Vimy Ridge: 'What free people are capable of when the essential is at stake'

VIMY RIDGE, France – They came together from coast to coast to coast, by the thousands, to say thank you and to remember.

Canadians of all ages and all walks of life, they gathered under the soaring pillars of the Canadian National Vimy Memorial on Sunday to mark the 100th anniversary of that fateful battle – and reflect on its enduring legacy.

Exactly 100 years earlier, the scene here had been quite different. The sun that shone down on the masses on Sunday, forcing many to hide behind umbrellas lest they burn, had been non-existent in 1917.

But there was one key similarity between that Easter Monday on April 9, 1917, and the scene 100 years later: Canadians stood together, shoulder to shoulder, proudly and unabashedly as one people.

"These ordinary and extraordinary men of the British dominion fought for the first time as citizens of one and the same country," Prime Minister Justin Trudeau said in French as he addressed the crowd.

"Francophones and Anglophones. New Canadians. Indigenous Peoples. Side by side, united, here in Vimy, within the four divisions of the Canadian Corps."

The Battle for Vimy Ridge was a distinctly Canadian effort from the beginning, a true demonstration of all the best qualities that Canada represents: individual initiative; esprit de corps; gumption[1]; enthusiasm.

But what really set the battle apart was that, for the first time in the Great War, the Canadians would be fighting all together as one single unit: The Canadian Corps.

And despite suffering horrible casualties during the four-day battle, with 3,598 dead and more than 7,000 wounded, they would succeed where the British and French had failed by capturing the ridge.

Yet it wasn't Canada's fighting prowess that was being touted[2] as the legacy of Vimy on Sunday: it was the creation of a country committed to peace.

"Those spires stand for peace and for freedom," Gov. Gen.[3] David Johnston said, indicating the white towers of the Canadian National Vimy Memorial behind him.

"They stand for justice and hope. And they remind us that one cannot exist without the other. Without freedom, there can be no peace. Because freedom without peace is agony, and peace without freedom is slavery."

Lee Berthiaume, *The Canadian Press*, 9 April 2017
www.ctvnews.ca

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[1] gumption = courage
[2] tout = proclaim
[3] The Governor General of Canada

Disponible gratuitement sur https://groupe-reussite.fr/annales-du-bac/

Document B

The Canadian town of Renfrew remembers – November 2017
www.insideottawa.com

Disponible gratuitement sur https://groupe-reussite.fr/annales-du-bac/

Document C

The scene is set in a classroom during World War II.

We learn to draw the Union Jack, using a ruler and memorizing the various crosses, for St. George of England, St. Patrick of Ireland, St. Andrew of Scotland, St. David of Wales.

"The sun never sets on the British Empire," says Miss Lumley, tapping the roll-down map with her long wooden pointer.

Every morning, after Miss Lumley blows a thin metallic note on her pitch pipe, we stand up to sing "God Save the King." We also sing,

Rule Britannia, Britannia rules the waves;
Britons never, never, never shall be slaves!

Because we're Britons, we will never be slaves. But we aren't real Britons, because we are also Canadians.

Miss Lumley brings newspaper clippings about the Royal Family and sticks them to the side blackboard. Some of them are old clippings, and show Princess Elizabeth and Princess Margaret Rose, in Girl Guide uniforms, making radio and other speeches during the Blitz. This is what we should be like, Miss Lumley implies: steadfast, loyal, courageous, heroic.

There are other newspaper pictures too, showing thin-looking children in scruffy clothes, standing in front of piles of rubble[1]. These are to remind us that there are many starving war orphans in Europe, and we should remember that and eat our bread crusts and potato skins and everything else on our plates, because waste is a sin. Also we should not complain. We are not really entitled to complain, because we are lucky children: English children got their houses bombed and we did not. We bring our used clothing, from home, and Miss Lumley ties it up into brown paper packages and sends it to England. It gives me a strange feeling on my skin to think of someone else, someone in England, walking around in my clothes. My clothes seem a part of me, even the ones I've outgrown.

Margaret Atwood, *Cat's Eye*, 1988

[1] rubble: *décombres, ruines*

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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). **Exemples** : **A.** ou **B.1)** ;
- 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 (10 points)

Document A

Tous les candidats traitent les questions de A à E.

A. Copy out the following paragraph filling in each blank with one word taken from the text.

In April 2017, (*number*) _____ of *(nationality)* _____ citizens traveled to (*country*) _____ to commemorate the (*celebration)* _____ _____ of the battle for (*place*) _____ _____ , which took place in (*year*) _____ .

B. Say if the following statements are TRUE or FALSE. Justify each answer with a quote from the text.

1) Different generations of Canadians attended the commemoration.
2) The battle lasted more than a week.
3) France and Great Britain won the battle.

C. Find one common point and one difference between April 9 1917 and April 9 2017.

D. 1) What does the following quote say about Canada?

"Francophones and Anglophones. New Canadians. Indigenous Peoples." (l.15)

2) The following statement is TRUE. Justify with a quote.

The journalist thinks that Canadians have a strong and remarkable identity.

E. Give 2 reasons why the battle can be considered a turning point in the history of Canada.

Seuls les candidats de la série L composant au titre de la LVA (Langue Vivante Approfondie) traitent la question F.

F. Explain in your own words what is paradoxical about the commemoration of the battle.

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Tous les candidats traitent les questions de G à K.

Document B

G. Choose the right answer and justify with 2 elements in the picture.

This document is the photograph of …

1- a military parade.
2- a commemoration.
3- a demonstration.

H. Describe the attitude of the people in the foreground. What does it express?

Document C

I. Choose the right answer.
The narrator is …

1- an English war orphan.
2- a British Girl Guide.
3- a Canadian school girl.

J. 1) Give 3 activities Miss Lumley's students do in class.

2) What do these activities have in common?

3) Explain in your own words why Miss Lumley focuses on this common point. Justify with 2 quotes from the text.

K. Explain in your own words why the narrator feels uncomfortable about showing compassion for the English children.

Seuls les candidats de la série L composant au titre de la LVA (Langue Vivante Approfondie) traitent la question L.

L. Explain in your own words how the narrator feels about Miss Lumley's teaching. Justify with one element from the text.

Tous les candidats traitent la question M.

Documents A, B, C

M. Compare and contrast how the 3 documents illustrate fundamental human values in relation to war.

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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 <u>qui ne composent pas</u> au titre de la LVA (Langue Vivante Approfondie) traitent <u>l'un des deux</u> sujets suivants.

Choisissez <u>l'un des deux</u> sujets suivants.

1. Imagine the article that Jamie Tremblay, one of the young girls in Document B, writes for her school newspaper, after the event. **(± 300 mots)**

   OU

2. Penny Mortimer, a British journalist, interviews a Canadian citizen about his / her presence at the Vimy Ridge commemoration in France.
   Choose one person and write the interview. **(± 300 mots)**

Tanisha Tiaret
40-year-old woman
History teacher

Shawn Campbell
17-year-old boy
High school student

Seuls les candidats de la série L composant au titre de la <u>LVA</u> (Langue Vivante Approfondie) traitent <u>les deux</u> sujets suivants.

Traitez <u>les deux</u> sujets suivants.

1. Imagine the article that Jamie Tremblay, one of the young girls in Document B, writes for her school newspaper, after the event. **(± 200 mots)**

   ET

2. Discuss the following quote by George Santayana, a 20th century American thinker:
   "*Those who cannot remember the past are condemned to repeat it.*"
   (± 200 mots)

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