

Énoncé

Document A

« Childhood experiences often shape the path one takes in life. In Hannah Taylor's case, it was not what she experienced herself, but rather something she saw, that altered the course of her young life. At the age of 5, Hannah, for the first time, saw a homeless man eating out of a garbage can.

The sight caused her great sadness, so much so that for the next year she found herself increasingly worried about the plight of the homeless, and constantly asking her family questions about homelessness.

Seeing how emotionally affected Hannah was, her mother suggested she do something about it... never imagining what this would lead to.

The next day Hannah asked her first grade teacher if she could speak to the class about what she had learned about homelessness, and how they might be able to help. In response, the class had an art sale and bake sale and gave all donations to a local homeless mission.

But that was just the tip of the iceberg. Soon after, at the age of 6, Hannah created the Ladybug Foundation, in hopes to help end homelessness. A Winnipeg, Canada native, she began making 'ladybug jars' to collect change during Canada's "Make Change" month. It was the first major fundraising campaign for her foundation.

Today at the age of 11, Hannah travels throughout Canada speaking on homelessness and spreading her message of hope. She has even spoken to the Prime Minister! So far, Hannah has helped raise over \$1 million for Canadian homeless charities.

Beyond fundraising, Hannah strives to restore a dignified humanity to the homeless population by educating the general public. She hopes that people will see them as members of their community, rather than as threats or as someone to avoid contact with or to ignore.

Yet despite all the work she does for her Ladybug Foundation, Hannah remains a normal kid and she still enjoys other endeavors, like spending time with her friends. She feels it is important for others to realize that 'regular' people can make a difference in the lives of others. »

From www.myhero.com, September 18, 2006.

Document B

« Connie was a student at a small Catholic academy, St Catherine's, where the girls wore uniforms and were forbidden all jewelry except one ring ("simple, all metal"), one watch ("simple, no jewels"), and two earrings ("simple, all metal, half-inch maximum in size"). It happened that one of the popular ninth-grade girls at Joey's own school, Central High, had come home from a family trip to New York City with a cheap watch, widely admired at lunch hour. In its chewable-looking yellow band a Canal Street vendor had thermo-embedded tiny candy-pink plastic letters spelling out a Pearl Jam lyric, 'DON'T CALL ME DAUGHTER', at the girl's request. Joey had immediately taken the initiative to research the price of a thermo-embedding press. He'd invested four hundred dollars of his own savings in equipment, had made Connie a sample plastic band ('READY FOR THE PUSH', it said) to flash at St. Catherine's, and then, employing Connie as a courier, had sold personalized watches to fully a quarter of her schoolmates, at thirty dollars each, before the nuns⁽¹⁾ amended the dress code to forbid watchbands with embedded text. Which, of course, struck Joey as an outrage.

"It's not an outrage," Walter told him⁽²⁾. "You were benefiting from an artificial restraint of trade. I didn't notice you complaining about the rules when they were working in your favor."

"I made an investment. I took a risk."

"You were exploiting a loophole, and they closed the loophole. Couldn't you see that coming?"

"Well, why didn't you warn me?"

"I did warn you."

"You just warned me I could lose money."

"Well, and you didn't even lose money. You just didn't make as much as you hoped."

"It's still money I should have had."

"Joey, making money is not a right. You're selling junk those girls don't really need and some of them probably can't even afford. That's why Connie's school has a dress code- to be fair to everybody."

"Right- everybody but me." »

Jonathan Franzen, *Freedom*, 2010.

Bracelets with thermo-embedded letters



I. Compréhension écrite

Questions on document A

1.
Choose and write down the right answer.
Hannah lives in *India/ Canada/ the USA/ England*. She was *five/ six/ eleven/ eighteen* years old when she realized that something had to be done for her *family/ her classmates/ homeless people*.
Il s'agit de sélectionner un seul élément. Commencez par repérer les éléments présents dans le texte, puis analysez lequel des éléments permet de compléter chaque phrase en respectant le sens du document.
2.
Write down the following sentences in chronological order.
Hannah toured her country. – Hannah collected money. – Hannah talked to her schoolfriends. – Hannah was shocked. – Hannah set up an association.
Vous devez classer ces phrases dans l'ordre chronologique, soit l'ordre du document. Analysez le sens de chaque partie du texte en vous servant des différentes propositions ici pour vous aider, puis recopiez les propositions dans le bon ordre sur votre copie.
3.
The following statements are true. Justify by quoting the text.
a) Hannah was not shy.

- b) Hannah's schoolmates supported her.
- c) Hannah wants to change people's opinions.
- d) Hannah thinks everybody can do something.

On vous demande de citer le texte pour prouver que chacune de ces affirmations est vraie. Cherchez la partie du texte qui illustre chaque affirmation. Identifiez précisément la phrase ou partie de phrase qui l'illustre au mieux puis reportez la citation sur votre copie.

Questions on document B

4.

Write down the right answer and justify by quoting the text.

Joey wanted to:

- a) steal money.
- b) earn money.
- c) donate money.
- d) print fake money.

5.

Complete each sentence with the right element from the list below.

Joey - the nuns - many St Catherine's students - Connie - one of Joey's schoolmates

- a) bought a cheap watch.
- b) decided to buy a machine to customize watches.
- c) wore a watch at school to start the trend.
- d) followed the fashion.
- e) made the regulations at St Catherine's stricter.

Vous devez choisir le bon sujet dans la liste pour amorcer chacune des cinq phrases correctement. Commencez par éliminer tout ce qui est de toute évidence erroné. Testez vos hypothèses de réponse en cherchant la confirmation dans le texte.

6.

Right or wrong? Answer and justify by quoting the text.

- a) At St Catherine's, students could wear whatever they wanted.
- b) Joey was a student at St Catherine's.
- c) Joey was revolted by the change in the rules at St Catherine's.
- d) Walter thinks Joey's product is useless.

Cherchez la partie du texte qui illustre chaque affirmation. (Elles sont dans l'ordre du texte.) Analysez la phrase du texte pour décider si elle confirme l'affirmation ou non. Vous allez pouvoir déterminer si l'affirmation est vraie ou fausse : notez votre réponse (*Right* ou *Wrong*) puis recopiez la phrase pour la justifier.

Questions on documents A and B

7.

Write down the two titles that correspond to both documents A and B.

- a) Helping poor people
- b) Early experiences
- c) Showing initiative

d) Fashion victims

e) Making profits

Vous devez choisir les deux titres qui conviennent pour les deux documents.

8.

Write down the five adjectives that can apply to both Hannah from document A and Joey from document B.

talented – enterprising – selfless – determined – ungenerous – egocentric – understanding – precocious – ambitious – obedient

On vous demande de choisir les cinq adjectifs qui peuvent s'appliquer à la fois à Hannah dans le document A et à Joey dans le document B.

II. Expression écrite

Tous les candidats traiteront au choix l'un des deux sujets suivants.

1.

You are part of an organization that fights for a good cause. Write an article for the school newspaper to convince your schoolmates to help you or to join the organization. (180-250 words)

Il s'agit de rédiger un article pour le journal du lycée afin de convaincre les lycéens de se joindre à votre organisation qui défend une cause intéressante ou de vous aider en soutenant cette cause.

Pour un article persuasif, il faut mobiliser les expressions d'opinion :

- *to my mind, in my opinion, from my point of view, as far as I'm concerned*

Vous pouvez utiliser ces mots de liaison pour articuler votre discours :

- en renforcement : *indeed, moreover, what's more* ;
- pour marquer une opposition : *however, and yet, on the one hand... on the other hand.*

2.

The students at your school disagree with one of the school's rules and ask you to represent them. You go and see the headmaster to try to persuade him/her to change it. Imagine the conversation. (180-250 words)

Une conversation nécessite l'utilisation de l'anglais oral, soit le recours :

- aux formes contractées (*it's, don't*) ;
- à l'impératif (*tell me, don't worry*) ;
- aux formules idiomatiques (*What's the matter?, What's wrong?, There's nothing worth + V-ing, It's no use + V-ing*).

(1) *nuns* : female members of a religious order.

(2) *Walter* is Joey's father.