Ce document a été mis en ligne par l'organisme FormaV®.

Toute reproduction, représentation ou diffusion, même partielle, sans autorisation préalable, est strictement interdite.

Pour consulter tous nos sujets d'annales et corrigés du Bac STD2A, veuillez visiter :
bac-std2a.fr/annales-sujets-et-corriges

BACCALAURÉAT TECHNOLOGIQUE

SESSION 2019

Vendredi 21 juin 2019

ANGLAIS

LANGUE VIVANTE **2**

Séries **STD2A, STHR, STI2D, STL**, **STMG** et **ST2S** – Durée de l'épreuve : **2 heures** – coefficient : **2**

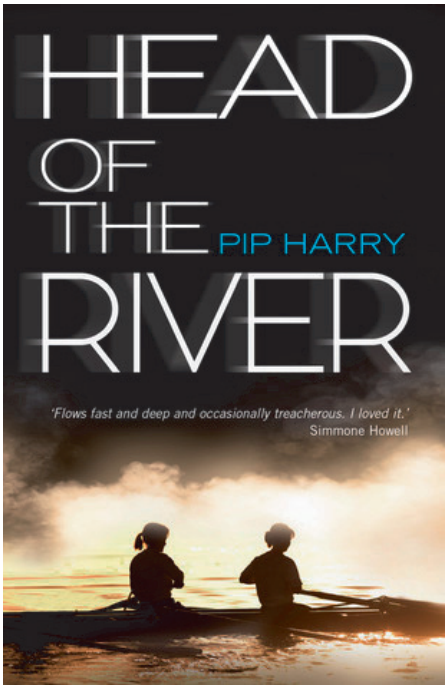
L'usage de la calculatrice et du dictionnaire n'est pas autorisé.

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

Document 1



The scene is set during a schoolgirl rowing[1] competition on the Yarra River in Australia. The narrator is Leni. She is a member of her school's rowing crew[2].

Laura gathers us in a grassy spot out of the way of the crowd. She has the results of the race, on times.

'Firstly, I'm thrilled with how you raced today. It was strong, consistent rowing,' she says.

'St Ann's beat us,' I prompt, glumly.

'St Ann's won the Schoolgirls Division One in 33.04. You guys were second in 33.24.'

'They were twenty seconds ahead?' says Rachel. She sighs through her nose. 'They always beat us.'

'Let's not be too disappointed. Second is a very solid result.'

Solid. Something about the word makes me unhappy. I'm the stroke[3] of our crew and when we don't win, I take it personally. I'm desperate to be elected Captain of Boats in a few weeks' time, so every race counts.

'This is a pre-season, fun race. So we have a little competition on our hands. Gives us something to train for,' Laura says. 'Get a feed and hit the drinks station. Meet back at the boat to row home in an hour and a half.'

Penny Mission grabs me as I head for the school tent on shaky legs. She's in Year Ten – the year below me – and seems keen to be mates. She's sweet, but I'm so busy training I don't have much time for new friends.

'Don't worry about St Ann's, Leni,' she says. 'You rowed really well today. We all did.'

She gives me a hug, which I find awkward and wriggle out of. I don't like touching, especially in public.

'We beat thirteen other first crews today,' she reminds me.

'But not the crew that counts,' I add.

Penny droops and looks deflated. I can never see the glass half full. My brother, Cristian, says it's not a good character trait.

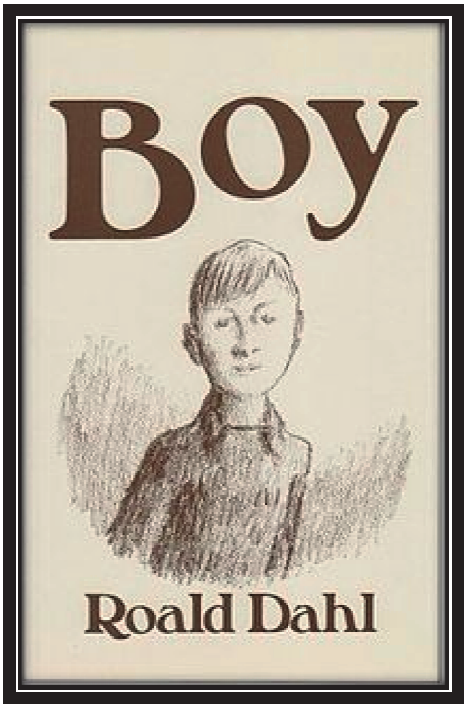
'Come on,' I say, forcing a smile. 'Let's eat. I'm so hungry I could eat half a cow.'

From Pip Harry, *Head of the River,* 2014

[1] rowing: *aviron* (to row:*ramer*)
[2] crew: team
[3] stroke: rower who sits in the front seat

Document 2

The narrator remembers his school days at Repton, a Public School[1], in the 1930s.



It was always a surprise to me that I was good at games. It was an even greater surprise that I was exceptionally good at two of them: one called fives, the other, squash-racquets. Fives, which many of you will know nothing about, was taken seriously at Repton.

Fives is possibly the fastest ball-game on earth, far faster than squash, and the little ball ricochets around the court at such a speed that sometimes you can hardly see it. You may find it hard to believe, but I became so good at it that I won both the junior and the senior school fives in the same year when I was fifteen. Soon I bore the splendid title 'Captain of Fives', and I would travel with my team to other schools like Shrewsbury and Uppingham to play matches. I loved it. It was a game without physical contact, and the quickness of the eye and the dancing of the feet were all that mattered.

A boy who is good at games is usually treated with great civility by the masters at an English Public School. In much the same way, the ancient Greeks revered their athletes and made statues of them in marble. Athletes were the demigods, the chosen few. They could perform glamorous feats beyond the reach of ordinary mortals. Even today, fine footballers and baseball players and runners and all other great sportsmen are much admired by the general public and advertisers use them to sell breakfast cereals. This never happened to me, and if you really want to know, I'm awfully glad it didn't.

But because I loved playing games, life for me at Repton was not totally without pleasure. Games-playing at school is always fun if you happen to be good at it, and it is hell if you are not. I was one of the lucky ones, and all those afternoons on the playing-fields and in the fives courts and in the squash courts made the otherwise grey and melancholy days pass a lot more quickly.

From Roald Dahl, *Boy: Tales of Childhood*, 1984

[1] A Public School is a private school in the UK.

QUESTIONNAIRE À TRAITER PAR LES CANDIDATS

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 ou lettre, numéro et lettre). Exemples : **A**. ou **A.1**. ou **A.1.a.**
- Faire toujours suivre les citations du numéro de la ligne ;
- Recopier les phrases à compléter en **soulignant** l'élément introduit.

Répondre <u>en anglais</u> aux questions.

I. COMPRÉHENSION DE L'ÉCRIT

Document 1

A. Complete the following summary with the words in italics. Copy the numbers and the answers onto your paper.

second / girls / race / sports

The story is about a (1) …….. competition between different schools. The characters participating in the competition are only (2) …….. . The winner of the (3) …….. is St Ann's. The narrator's team finished (4) ……... .

B. Who are the following characters? Match each element on the left with the appropriate element on the right. One element on the left is used twice.

1) Leni	a- crew coach
2) Penny Mission	b- crew member
3) Laura	c- narrator and crew member
4) Rachel	

C. The results of the race: the crew's perceptions and attitudes.

1) True or False? Justify each answer with a quote from the text.

a) Laura is satisfied with the race.
b) Rachel is upset about the result.
c) The narrator feels responsible for the results of the team.
d) Penny Mission is angry at the narrator because of the race.

2) Complete the following sentence with the characters' names in italics. Write the letters and the corresponding answers onto your paper.

Leni / Penny / Laura / Rachel

(a) …… and …… are disappointed whereas (b) …… and …… try to remain positive.

D. The narrator's attitude towards Penny Mission.

1) **The narrator isn't friends with Penny Mission. Find the reason in the text (one quote).**

2) **Finish the following sentence with the appropriate element. Copy the letter and your answer onto your paper.**

At the end of the text, the narrator

a- tries to be nicer towards Penny who looks disturbed.
b- goes away, alone, because she is irritated.
c- realises she has hurt Penny and she says she is sorry.

Document 2

E. Pick the information card which corresponds to the narrator. Copy the correct number onto your paper.

1-

School name: *Repton*

Status: *teacher*

Favourite sports: *Fives and football*

2-

School name: *Shrewsbury*

Status: *present-day pupil*

Favourite sports: *Fives and squash*

3-

School name: *Repton*

Status: *ex-pupil*

Favourite sports: *Fives and squash*

4-

School name: *Shrewsbury*

Status: *teacher*

Favourite sports: *Fives and baseball*

F. The game of Fives.

1) **The following sentences are true. Justify each one with a quote from the text.**

a) Fives was a popular game at the narrator's school.
b) The players must be quick.

2) **Pick out the correct sentence about the narrator and justify with a quote from the text.**

a- He was a talented Fives player who was not good at other sports.
b- He was a talented Fives player but he did not really enjoy practising it.
c- He was a talented Fives player, which was a revelation to him.

G. The status of sports players.

1) Choose the 2 correct endings to the following sentence. Copy the letters and the answers onto your paper.

The narrator compares his school to ancient Greece. BOTH in Greece and in his school, great athletes

a- were honored by marble statues.
b- participated in religious ceremonies.
c- were highly considered.
d- had a privileged position.

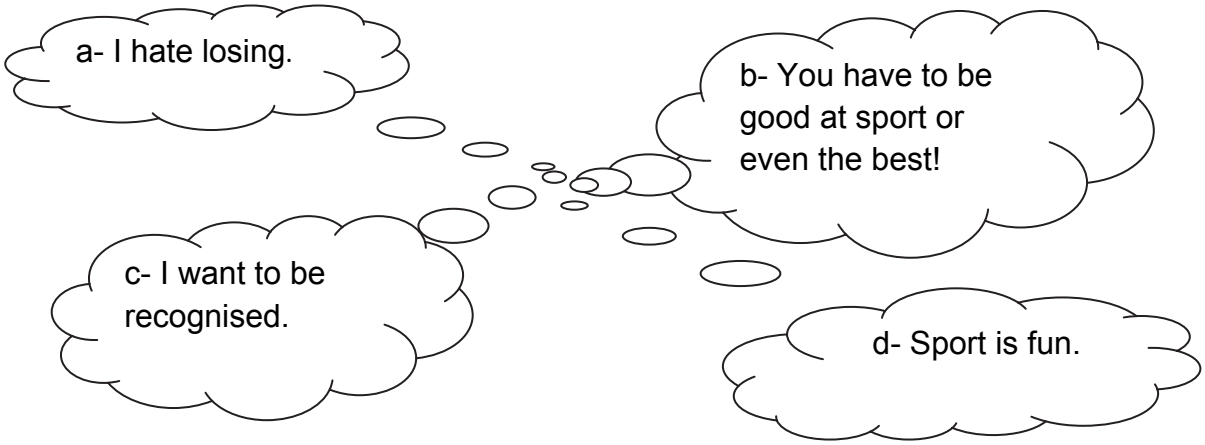
2) True or False? Justify each answer with a quote from the text.

a) The narrator wanted to be as famous as football players.
b) Sport helped the narrator enjoy life at school.

Document 1 and document 2

H. Who could think what? Match each number with the corresponding speech bubble. One number will be used twice.

1. Only the narrator in document 1
2. Only the narrator in document 2
3. Both narrators



II. EXPRESSION ÉCRITE

Afin de respecter l'anonymat de votre copie, vous ne devez pas signer votre composition, ni citer votre nom, celui d'un-e camarade ou celui de votre établissement.

Choose ONE of the following subjects (150 words minimum).

A. You are Sue or Trevor. Your best friend is the captain of the sports team. He/she thinks winning is essential. You defend the idea that sport should be fun. Write the conversation.

OR

B. You are Emily or Miles. On Saturday afternoons, you coach a team of 8-year-olds. You make a speech to motivate your team just before the competition (choose the sport). Write your speech.

Copyright © 2026 FormaV. Tous droits réservés.

Ce document a été élaboré par FormaV© avec le plus grand soin afin d'accompagner chaque apprenant vers la réussite de ses examens. Son contenu (textes, graphiques, méthodologies, tableaux, exercices, concepts, mises en forme) constitue une œuvre protégée par le droit d'auteur.

Toute copie, partage, reproduction, diffusion ou mise à disposition, même partielle, gratuite ou payante, est strictement interdite sans accord préalable et écrit de FormaV©, conformément aux articles L.111-1 et suivants du Code de la propriété intellectuelle. Dans une logique anti-plagiat, FormaV© se réserve le droit de vérifier toute utilisation illicite, y compris sur les plateformes en ligne ou sites tiers.

En utilisant ce document, vous vous engagez à respecter ces règles et à préserver l'intégrité du travail fourni. La consultation de ce document est strictement personnelle.

Merci de respecter le travail accompli afin de permettre la création continue de ressources pédagogiques fiables et accessibles.