

# BACCALAURÉAT GÉNÉRAL

SESSION 2010

ANGLAIS

LANGUE VIVANTE 2

Série L

Durée de l'épreuve 3 heures – Coefficient : 4

*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 3 pages numérotées de 1/3 à 3/3.

Compréhension et traduction	10 points
Expression	10 points

IT WAS MY FATHER'S DREAM that one day the people of the world would be connected to one another through a network of blocky, refrigerator-size computers, much like those he was helping develop at IBM. He envisioned families of the future gathered around their mammoth terminals, ordering groceries and paying their taxes from the comfort of their own homes. A person could compose music, design a doghouse, and ... something more, something even better. "A person could ... he could ..."

When predicting this utopia, he would eventually reach a point where words failed him. His eyes would widen and sparkle at the thought of this indescribable something more. "I mean, my God," he'd say, "just think about it."

My sisters and I preferred not to. I didn't know about them, but I was hoping the people of the world might be united by something more interesting, like drugs or an armed struggle against the undead. Unfortunately, my father's team won, so computers it is. My only regret is that this had to happen during my lifetime.

Somewhere in the back of my mind is a dim memory of standing in some line holding a perforated card. I remember the cheap, slightly clinical feeling it gave me, and recall thinking that the computer would never advance much further than this. Call me naive, but I seem to have underestimated the universal desire to sit in a hard plastic chair and stare at a screen until your eyes cross. My father saw it coming, but this was a future that took me completely by surprise. There were no computers in my high school, and the first two times I attempted college, people were still counting on their fingers and removing their shoes when the numbers got above ten. I wasn't really aware of computers until the mid-1980s. [...]

Thanks to my complete lack of office skills, I found it fairly easy to avoid direct contact with the new technology. The indirect contact was disturbing enough. I was still living in Chicago when I began to receive creepy Christmas newsletters designed to look like tabloids and annual reports. Word processors made writing fun. They did not, however, make reading fun, a point made painfully evident by such publications as *The Herald Family Tribune* and *Wassup with the Wexlers!*

Friends who had previously expressed no interest in torture began sending letters composed to resemble Chinese take-out menus and the Dead Sea Scrolls. Everybody had a font, and I was told that I should get one, too. The authors of these letters shared an enthusiasm with the sort of people who now arrived at dinner parties hoisting expensive new video cameras and suggesting that, after dessert, we all sit down and replay the evening on TV. We, the regular people of the world, now had access to the means of production, but still I failed to see what all the fuss was about. A dopey letter is still a dopey<sup>1</sup> letter, no matter how you dress it up; and there's a reason regular people don't appear on TV: we're boring. [...]

Due to my general aversion to machines and a few pronounced episodes of screaming, I was labeled a technophobe, a term that ranks fairly low on my scale of fightin' words. The word *phobic* has its place when properly used, but lately it's been declawed<sup>2</sup> by the pompous insistence that most animosity is based upon fear rather than loathing<sup>3</sup>. No credit is given for distinguishing between these two very different emotions. I fear snakes. I hate computers. My hatred is entrenched, and I nourish it daily. I'm comfortable with it, and no community outreach program will change my mind.

I hate computers for getting their own section in the *New York Times* and for lengthening commercials with the mention of a Web site address. Who really wants to find out more about Procter & Gamble? Just buy the toothpaste or laundry detergent, and get on with it. I hate them for creating the word *org* and I hate them for e-mail, which isn't real mail but a variation of the pointless notes people used to pass in class.

David Sedaris, *Me Talk Pretty One Day*, 2001

<sup>1</sup> dopey : uninteresting

<sup>2</sup> it's been declawed : it's become less aggressive

<sup>3</sup> loathing : hate

**NOTE IMPORTANTE AUX CANDIDATS :**

Les candidats traiteront tous les exercices **sur la copie** qui leur sera fournie et veilleront à :

- respecter l'ordre des questions et reporter la numérotation sur la copie (numéro de l'exercice et, le cas échéant, la lettre repère ; ex. : 1a, 1b, etc.)
- composer des phrases complètes à chaque fois qu'il leur est demandé de rédiger. Le nombre de mots indiqué constitue une exigence minimale. En l'absence d'indication, les candidats répondront brièvement (moins de 20 mots) à la question posée
- faire précéder les citations éventuellement demandées du numéro de ligne dans le texte.

**I – COMPREHENSION**

1. The text is about:
  - a) politics
  - b) new technology
  - c) the press.
2. The general tone of the text is:
  - a) serious
  - b) humorous
  - c) tragic.
3. Choose the right answer.
  - a) The narrator is addicted to computers.
  - b) The narrator works with computers.
  - c) The narrator can't stand computers.
4. Are the following statements right or wrong? Justify your answers by quoting from the text.
  - a) The narrator's father was very excited about the role of computers in the future.
  - b) Today's personal computers exactly resemble those the narrator's father imagined.(two quotations)
  - c) The narrator was a very good student.
  - d) The narrator used computers at work.
  - e) The narrator enjoyed getting his friends' Christmas newsletters. (two quotations)
  - f) He does not understand why people enjoy watching home videos.
5. Find three details showing the narrator lives in the US.
6. In your opinion, how can the narrator's attitude towards computers be explained? (30 words)
7. Is the narrator likely to change his attitude towards computers? Answer in your own words. (30 words)
8. Translate from l. 3: "*He envisioned families of the future...*" to l. 6: "*...better.*"

**II - EXPRESSION**

Vous traiterez les deux sujets.

1. Can you explain why social websites such as Facebook or Twitter are so popular? (150 words)
2. Many parents think their children spend too much time on the computer. Write a dialogue between a parent and a teenager. (150 words)