

ÉPREUVE ÉCRITE

Ministère de l'Éducation nationale
et de la Formation professionnelle

EXAMEN DE FIN D'ÉTUDES SECONDAIRES TECHNIQUES

2012

Division des Professions de Santé et des Professions sociales

BRANCHE : ANGLAIS

DATE :

DURÉE : 3 heures

No. candidat: Lycée:

PART I. Reading (20 marks)

A. People are more likely to give in to the urge to tweet or check email than other desires.

Tweeting or checking emails may be harder to resist than cigarettes and alcohol, according to researchers who even claim that while sleep and sex may be stronger urges, people are more likely to give in to social and other media.

An experiment headed by Wilhelm Hofmann of Chicago University uses BlackBerrys to gauge the willpower of 205 people aged between 18 and 85 in Würzburg and is the first to monitor such responses. The participants were signalled seven times a day for seven consecutive days to record whether they were experiencing a desire at that moment, what type it was, the strength (up to irresistible), whether it conflicted with other desires and whether they resisted it.

"Modern life is a welter of assorted desires marked by frequent conflict and resistance," said Hofmann. Sleep and leisure were the most problematic desires, creating "tension between the natural need to rest and the requirements of work and other obligations".

The researchers also found that as the day wore on, willpower became lower. Their paper says highest self-control failure rates were recorded with social media. Resisting the desire to work was likewise prone to fail. They added that resisting the desire to work when it conflicts with other goals such as socialising or leisure activities may be difficult because work can define people's identities, dictate many aspects of daily life, and invoke penalties if important duties are shirked. In contrast, people were relatively successful at resisting sports inclinations, sexual desires, and spending urges. (249 words)

Read the text and identify the expressions that match the following definitions. Give one word only unless indicated otherwise. (-1)

1. (n.) a strong desire, especially one which is difficult or impossible to control _____
2. (v.) to calculate an amount or level, especially by using a measuring device _____
3. (n.) the ability to control your own thoughts and the way in which you behave _____
4. (n.) the time when you are not working or doing other duties _____
5. (v.) to stop being active for a period of time in order to relax and get back your strength _____
6. (adv.) in the same way, also _____
7. (n.) the end toward which effort is directed, aim, purpose _____
8. (n.) punishment given for breaking a rule _____
9. (v.) to avoid unpleasant work or responsibilities _____

B. Noise pollution: why the silence?

No other pollutant ruins nearly as many lives in Britain and other industrialized countries as noise – and it is the only one known to drive sufferers to murder – yet few receive so little public attention. Green pressure groups, so vocal on so many environmental threats, are almost universally silent about it.

Yet two thirds of Europeans are exposed every day to noise levels that the World Health Organisation (WHO) says are unacceptable. In Britain, more than half a million people appear to move home every year to escape the noise.

Particularly disturbing – as a new book by one of Britain’s leading environmental campaigners, John Stewart, points out – is the low-frequency noise produced by aircraft, wind turbines and many household appliances such as washing machines and air conditioners.

Besides, more people say they hate piped music in shops, restaurants and public buildings than like it. Noisy neighbours occasionally provoke their victims to kill them. And while some endure noise, about one in 10 people are particularly sensitive to it.

Hearing and health suffer. One in every eight American youngsters, aged six to 19, has been found to have noise-related hearing loss, and Stewart predicts: “Within a decade or two, the iPod in the ear will need to be replaced with the hearing aid.”

(LEAN, Geoffrey. ‘Noise pollution: why the silence?’ *The Telegraph* 04 November 2011/192 words)

Say if the following statements are true (T) or false (F). If the information is not given in the text, the statement is false (F). (-1)

1. *The United Kingdom is an industrialized country.* (T)
2. Polluting toxins cause the deaths of thousands of people in Western countries every year. ()
3. Environmentalist lobbies express their concerns about many dangers to the natural world. ()
4. Many environmentalists say they worry about the problem of noise pollution. ()
5. The WHO argues that most people in Europe are unacceptably loud. ()
6. Each year many immigrants go back to their home country because Britain is too noisy. ()
7. Each year many people in the UK decide to find a less noisy place to live. ()
8. People feel that the sound of planes is a particular nuisance. ()
9. Many residents feel that wind generators spoil the beauty of natural landscapes. ()
10. Most households in the UK use washing machines and air-conditioning systems. ()
11. Extreme noise can push people to commit crimes. ()
12. People feel more irritated by annoying music than by airplanes. ()
13. Noise causes exceptional discomfort to a minority of the population. ()
14. Most US teenagers have ear problems because of elevated noise levels. ()
15. In the long term, people will need technological help in order to hear well. ()

C. The causes and effects of bullying

By now we are all aware of the negative impact that bullying has on our children, but there was a time in the not-so-distant past where it was thought of as a “rite of passage” or just something that kids go through. What has changed our thinking about bullying? It’s not just the obvious consequences - what you might not know is that bullying not only has a negative impact on the victims, but even on those who witness it as well as the perpetrators.

(a)___ Not only does it include verbal and physical abuse, but also spreading lies or rumours; racial, sexual or cyber bullying; and having things taken or damaged by the perpetrator or being forced to do things the victim does not want to do. It is a behaviour that is aggressive and repeated, and usually continues unless some kind of intervention takes place.

Bullying affects almost everyone involved. (b)___ They may suffer from depression, sleeping difficulties, anxiety, low self-esteem and other health problems as well as poor grades and even suicidal thoughts. They may have difficulty making friends because of their feelings of low self-worth which then leads to feelings of isolation. Those who observe this behaviour can feel unsafe in their environment and feel guilty for not intervening; those who do intervene can become physically or verbally attacked or become the target of bullying themselves. Both victims and observers can grow to dislike school, show disrespect for school staff who have failed to act, and feel powerless or even tempted to join in as a way to deflect the bully’s attention.

Many times the perpetrators of bullying began as victims of the same behaviour from other students, who are often larger or older than their prey. (c)___ In fact, they are five times more likely than their peers to be taken to criminal court and convicted. It is important to note that not all bullies exhibit these actions. (d)___

(e)___ Some of the reasons given by victims were fear of retaliation, shame, being afraid they would not be believed, and not wanting to worry their parents. However, the biggest problem was the belief that adults would still fail to act. Many experts argue this belief probably stems from our past failure to protect our youth from this problem. What should we learn from this? If a child takes the courageous step of bringing their concerns about bullying to you, take them seriously.

(f)___ A child who is being terrorized in this way may come home with torn or dirty clothing or damaged property; they may seem anxious and depressed and have few friends; they may have multiple cuts, bruises or scratches, have trouble sleeping and be reluctant or even afraid to go to school. (g)___ (460 words)

Fill the gaps in the text with the missing sentence. Write the corresponding number onto the line in the text. (-1)

1. These children are more prone to stealing, vandalizing and getting into fights as well as drink alcohol and smoke and even carry a weapon.
2. The impact on its victims can be severe.
3. Another difficulty in the fight against bullying behaviour is the victims’ reluctance to report the bully.
4. Some become socially adept at hiding these behaviours from adults.
5. But what really constitutes bullying?
6. Therefore it is important to familiarize yourself with the signs.
7. If you see these indications, talk to your child and schedule a meeting with school staff.

PART II. Short stories (20 marks)

Answer the following questions with close reference to the stories studied in class.

A) Mr Know-All (10 marks)

Describe the narrator's feelings about Mr Kelada and explain why they change at the end of the story.

AND

B) Case for the Defence (10 marks)

What information do we get about Mr Adams' crime? What proof is there that he is guilty?

PART III. Development essay. (20 marks)

Write a well-structured essay of 250 – 300 words on ONE of the following topics. Indicate the number of words used!

A) Explain how different types of games can positively or negatively influence the development of young children.

OR

B) In what ways does the lifestyle of Western consumer societies endanger the natural environment?