

# BACCALAURÉAT TECHNOLOGIQUE

**SESSION 2018**

**ANGLAIS**

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**LANGUE VIVANTE 2**

**LE VENDREDI 22 JUIN 2018**

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

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*L'usage du dictionnaire est interdit.*

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



## Female WWII Pilots: The Original Fly Girls

Margaret Phelan Taylor grew up on a farm in Iowa. She was 19, had just completed two years of college and was ready for adventure in 1943 when a *Life* magazine cover story on the female pilots caught her eye. Her brother was training to be a pilot with the Army. Why not her? She asked her father to lend her money for a pilot's license — \$500, a huge amount then.

"I told him I had to do it," Taylor says. "And so he let me have the money. I don't think I ever did pay it back to him either."

But there was a problem. She was half an inch shorter than the 5-foot-2-inch<sup>1</sup> requirement.

"I just stood on my tiptoes," she says. When she arrived at Avenger Field in Sweetwater, Texas, where most of the WASPs<sup>2</sup> were trained, "Well, there were a lot of other short ones just like me, and we laughed about how we got in."

<sup>1</sup> 5-foot-2-inch: 1.57 metre

<sup>2</sup> WASPs: Women Airforce Service Pilots

Short, tall, slim, wide, they all came in knowing how to fly. The military trained male pilots from scratch, but not the female civilian volunteers.

15 "They didn't want to bring in a bunch of girls who didn't know how to fly an airplane," says Katherine Sharp Landdeck, associate professor of history at Texas Woman's University, who's writing a book about the WASPs, tentatively called *Against Prevailing Winds: The Women Airforce Service Pilots and American Society*. "So you have women who are getting out of high school and taking every dime they had to learn how to fly so they could be a WASP."

20 Once when Taylor was ferrying an aircraft cross-country, somewhere between Arizona and California, she saw smoke in the cockpit. Taylor was trained to bail out if anything went wrong. "But the parachutes were way too big. They weren't fitted to us," she says. Her plane was smoking and Taylor faced a defining moment.

25 "I thought, 'You know what? I'm not going until I see flame. When I see actual fire, then I'll jump.'"

Was she scared? "No. I was never scared. My husband used to say, 'It's pretty hard to scare you.'"

From Susan Stamberg, [www.npr.org](http://www.npr.org), March 9, 2010

## Document 2

'Well, would ya like to go to Dublin?'

'Why would I want to do that, Tommy?'

'I know a nice woman in the city who's lookin' for a good girl to work in her house.'

'Oh, really? And what would I be expected to do?'

5 'You know, cookin', cleanin', that kind of thing.'

Well, I was a girl and I suppose I was a *good* girl. I knew how to cook and clean and 'that kind of thing' – and I needed a job.

I had mixed feelings about going to the big city. I was delighted but also apprehensive.

10 The morning I left, I crossed the kitchen to the hall to say my goodbyes. Mammy was the only one in the house to wish me well. I picked up the new cardboard suitcase I'd bought in the town that weekend, ready to leave.

Mammy was crying. 'Won't you take care?' was all she said. I wanted to put my arms around her but I wasn't comfortable about showing my feelings; my body shrank with tension when we hugged. I was determined to walk out the door with my head held high, and I didn't  
15 want to cry.

As I reached the gate, I turned to see Mammy standing in the doorway. Her tears upset me but I had to leave and catch my bus. When I reached the top of Wakley's Hill I stopped and turned round to see if she was still waving me off. She wasn't. I knew there was nothing left for me in Clonmore but, secretly, I hoped she would beg me not to go and give me an  
20 excuse to stay at home with her.

Ireland had little to offer the working classes in the 1940s, particularly in rural towns. And Clonmore was in the middle of Ireland's bog land. There was nothing there for a young woman like me. I resented leaving my home to work in somebody else's.

From Maura MURPHY, *Don't wake me at Doyles*, 2004

## 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 en anglais aux questions.**

### I. COMPRÉHENSION DE L'ÉCRIT

#### Document 1

**A. Answer the following questions about Margaret, using words from the document.**

- 1) Which job did Margaret want to get?
- 2) What year did she make her decision?
- 3) What was the historical context at the time?
- 4) Where did she finish her training for this job?

**B. True or false? Answer and justify by quoting the text.**

- 1) Both male and female pilots were obliged to have flying experience before training.
- 2) Some of the women were very young.
- 3) Margaret faced a dangerous situation in her plane.

**C. Pick out the 2 sentences showing that Margaret was really motivated. Copy them onto your paper and justify each sentence by quoting the text.**

- 1- She wanted to be on the cover of *Life* magazine.
- 2- She asked her dad to pay for her training.
- 3- She dreamt of doing the same job as her father.
- 4- She pretended to be taller to join the Army.
- 5- She wanted to fly to Europe.

**D. Complete the following sentences by choosing the right element and copy them onto your paper.**

- 1) The parachutes were adapted to
  - a- men only.
  - b- women only.
  - c- both men and women.
- 2) As a consequence,
  - a- men and women could get training about how to deal with fire on a plane.
  - b- women had better equipment in case of danger.
  - c- women in the cockpit had no reason to be afraid.
  - d- men had better protection than women.

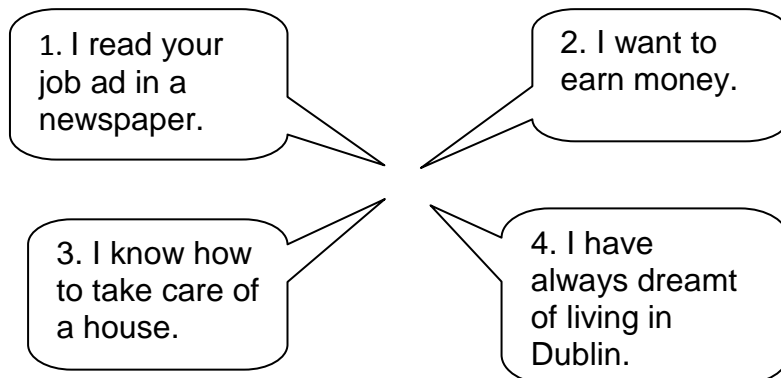
**E. Quote 1 sentence from the text describing Margaret's personality.**

## Document 2

### F. Copy the following sentences and complete them with words from the text.

The scene takes place in ..... (country) in ..... (time period). The narrator is moving to ..... (city) to get a ..... at a woman's house.

### G. What could the narrator say to her employer? Choose the 2 appropriate answers. Quote the text to justify each answer.



### H. Who thinks what? Match each element on the left with the appropriate element on the right. Copy the number and the appropriate letter onto your paper.

- |  |                                |
|--|--------------------------------|
| 1) "I'm sad and I just can't hide it."                           | a) only the narrator           |
| 2) "I'm sad but I don't want to show it."                        | b) only the narrator's mother  |
| 3) "I'm sad but I accept the situation."                         | c) the narrator and her mother |
| 4) "I need to see you one more time."                            |                                |
| 5) "I feel uncomfortable about cleaning another person's house." |                                |

## Document 1 and document 2

### I. What are these young women's reasons for leaving their homes? Match each reason on the left with the appropriate answer on the right.

- |                                       |                                     |
|---------------------------------------|-------------------------------------|
| 1) There is no other option.          | a) <b>ONLY</b> document 1           |
| 2) It is a life-changing opportunity. | b) <b>ONLY</b> document 2           |
| 3) It is a real personal choice.      | c) Document 1 <b>AND</b> Document 2 |

## 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 ou d'une camarade ou celui de votre établissement.

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

**A.** You are Emma or Trevor. You have decided to leave home to study in another town. Imagine the conversation with your parents when you tell them about your decision.

**B.** You are Jane or Timothy. You take part in a speech contest in your school. The subject is:

**Defend your choice of a career!**

Speak about the career or the job that you would like to have.

You know you will face obstacles, but you want to show that you are determined to be successful.

Write your speech. Be convincing!