

# ANGLAIS

 LANGUE ÉTRANGÈRE

SÉRIE

2

COMPRÉHENSION ET PRODUCTION ÉCRITES

Durée de l'épreuve : 70 minutes

Moyens auxiliaires autorisés : Dictionnaire bilingue traditionnel

## CORRIGÉ À L'USAGE EXCLUSIF DES EXPERTS

	Points obtenus	/ points maximum
Partie compréhension écrite	<input type="text"/>	/ 25
Partie production écrite	<input type="text"/>	/ 25
<b>Total</b>	<input type="text"/>	<b>/ 50</b>

Délai de libération : Cette série d'examen ne doit pas être utilisée comme exercice avant le **1<sup>er</sup> janvier 2017**.

## COMPRÉHENSION ÉCRITE

### Part 1

Read the article below.

#### **Boyan Slat - the Dutch boy who is cleaning up a sea of plastic**

Boyan Slat is a 20-year-old on a mission – to rid the world's oceans of floating plastic. This idea came to him at the age of 16, in the summer of 2011, when diving in Greece. "I saw more plastic bags than fish," says Slat. He was shocked, and even more shocked that there was no apparent solution.

Over the last 30 to 40 years, millions of tons of plastic have entered the oceans. According to the UN Environment Programme, there are on average 13,000 pieces of floating plastic per square kilometre of ocean. It is very problematic because marine animals, which can die because of the plastic filling their stomachs, eat many of these particles. Global production of plastic now stands at 288 million tons per year, of which 10% ends up in the ocean. The plastic is carried by currents in five revolving water systems, called gyres, in the major oceans. The worst of them is the huge Pacific Garbage Patch, half way between Hawaii and California. Although the concentration of plastic in these areas is high, it is still spread out over an area twice the size of Texas. What is more, the plastic does not stay in one spot, it rotates. These factors make a clean-up incredibly challenging.

At school, Slat developed his idea as part of a science project. A line of floating barriers would catch the plastic and move it towards a platform, where it could be taken out efficiently and then recycled. The ocean current would pass under the barriers, taking all fish and sea life with it safely. Later, when Slat began studying engineering at Delft University, he set up a foundation called the The Ocean Cleanup, and tried to make his project a reality. His entire budget consisted of €200 of pocket money, so he spent a few desolate months trying to get sponsorship. No one was interested. But then something happened. On 26th March 2013, 10 months after it had got online, his video went viral. Suddenly he received about 1,500 emails per day from people volunteering to help, and he made \$80,000 in 15 days.

But along with the offers of help and donations came criticism. Some said it would not work. Slat needed scientific evidence to back up his theory and answer his critics. So he assembled a team of 100 people, mostly volunteers, who were spread out across the world to test prototypes and check how effective they were. In June, one month before his 20<sup>th</sup> birthday, Slat published a 530-page report, based on extensive testing and computer simulations and written by 70 scientists and engineers, which answered many of the questions leveled at him by his critics. But if Slat expected all experts to welcome his concept this time, he was wrong. Some said it wouldn't get rid of the rubbish in the deepest parts of the ocean. Others argued that the fish eggs would be trapped into the curtain and couldn't flow under it. Finally, some experts thought that the money should be used to prevent the plastic from getting into the oceans rather than removing it from them.

However, all these critics will not stop Slat. While his friends lead normal carefree lives, he works 15 hours a day and his enthusiasm never fades. As he says: "If you want to do something, do it as soon as possible." A rallying cry to teenage inventors everywhere!

*Adapted from BBC News Magazine, 17<sup>th</sup> October 2014*

For each question (1–9) choose ONE letter A, B or C.

1. The idea of getting rid of the plastic in the oceans came to Boyan Slat...

- A.  in a science course;
- B. **X** when he was on holiday;
- C.  when he saw plastic bags floating in the North Sea.

2. Floating plastic is a real problem because...

- A. **X** animals in the water may die because they swallow plastic particles;
- B.  millions of tons have filled the oceans for more than a century;
- C.  there are more than 13,000 pieces of it in every square kilometre of ocean.

3. Of all the plastic produced nowadays, ...

- A.  most of it ends up in the water;
- B.  about half of it goes into the oceans;
- C. **X** only a small part of it is found in the water in the end.

4. The Pacific Garbage Patch is...

- A.  a large place full of rubbish in Texas;
- B. **X** the location where the most floating plastic can be found;
- C.  located on the coasts of both Hawaii and California.

5. Slat's idea is to build...

- A. **X** a line of barriers that would lead the rubbish to a platform where it could be collected;
- B.  some barriers that would stop the fish and recycle the plastic;
- C.  a platform from which people could sort out fish from plastic.

6. When Slat set up his foundation, ...

- A.  it was easy for him to get money from the start as his idea was a good one;
- B.  he had enough money of his own so he did not need to ask for sponsorship;
- C. **X** nobody wanted to sponsor his project.

7. People started being interested in his project and volunteering...

- A.  as soon as Slat's video went online;
- B. **X** almost one year after the video was on his website;
- C.  fifteen days after he had received the \$80,000 necessary to start his project.

8. Slat sent a first team of 100 people across the world to...

- A. **X** test his theories and prove that his project was realistic;
- B.  see what could be done to prevent the plastic from getting into the oceans;
- C.  take out the plastic from the deepest parts of the sea.

9. After Slat had written his 530-page report, ...

- A.  everybody agreed that it was a great idea;
- B. **X** some experts argued there were still problems that could not be solved by this project;
- C.  Slat's friends thought he should stop working so hard and lead a normal life like them.

## Part 2

Read the text and decide if the statements are true (T) or false (F).

### The history of chewing gum

Today, they exist in lots of different flavours. Although spearmint is still the favourite, you might enjoy one tasting of smoked pork, chardonnay or wasabi! We chew 100,000 tons of them every year but how many of us really know what chewing gums are made of and how they were introduced on the markets?

Contrary to what many people think, it wasn't the Americans who invented chewing gum. In 1993, the skeleton of a teenager was found in Sweden. He was nine thousand years old and in his mouth was a gum made of tree sap and sweetened with honey – the first known chewing gum.

It seems we have always chewed things of no real value, just for the pleasure of it. But we also use the chewing gums to clean our teeth and freshen our breath. The ancient Greeks chewed a gum called mastica, because they thought it was good for their health. Then in the first century after Jesus Christ, the Mayan Indians in South America liked to chew a tree sap, called chiclay. They wrapped it in leaves and put it in their mouths. The North American Indians also chewed tree sap. They gave it to the English when they arrived, but it wasn't until a few hundred years later that it became really popular in America.

In 1892 a clever young salesman called William Wrigley decided that chewing gum was the thing of the future. He was a business genius, the first to use advertising to sell in a big way. He hired hundreds of pretty girls, whom he called the "Wrigley girls". They walked up and down the streets of Chicago and New York handing out free gums. He also had huge electric signs and billboards. One of them was a mile long and ran along the side of the train track. So with all this, Wrigley's chewing gum became very popular all over the USA. During the 2<sup>nd</sup> World War American soldiers were given Wrigley gum to help them relax. All the production of the company went to the US army. The soldiers took their gum overseas and gave it to children. So its popularity spread to other countries and after the war sales of this product exploded worldwide.

But what is it exactly made of now? Nobody will tell you! The chewing gum industry keeps the recipe top secret. But it ain't tree sap!

T F

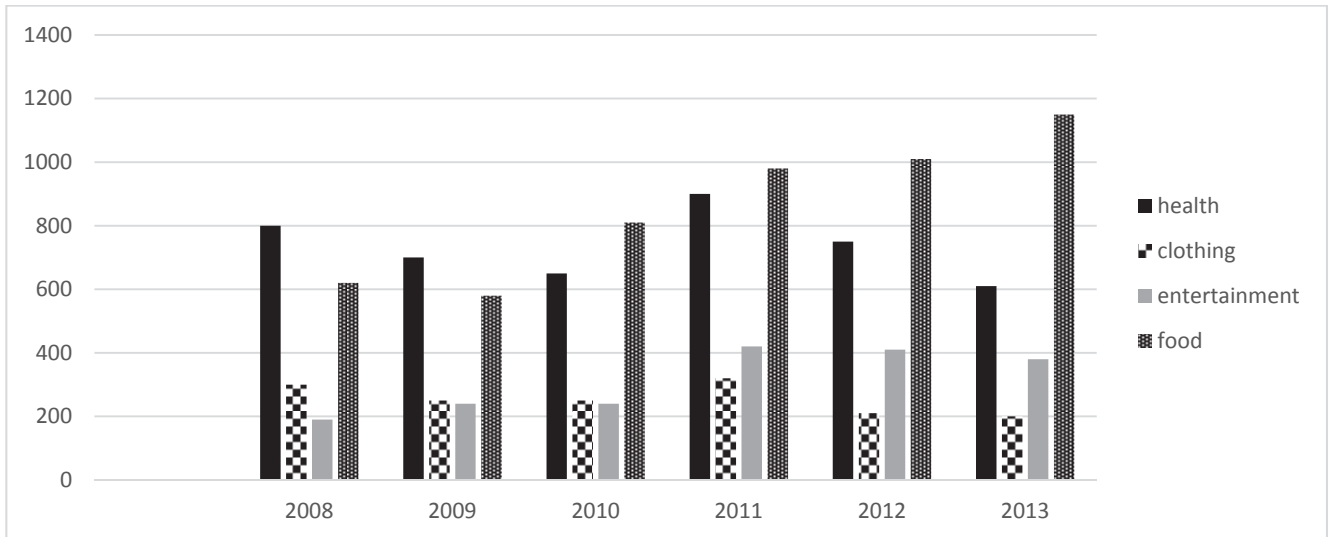
- |   |                                     |                                     |
|---|-------------------------------------|-------------------------------------|
| 1. A hundred tons of spearmint chewing gums are sold every year.                        | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 2. The first chewing gums were made of natural ingredients.                             | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 3. Chewing gum is said to have positive effects on the body.                            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 4. The Mayan Indians gave the British some chewing gum when they went to America.       | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 5. William Wrigley sent girls into the streets of American cities to sell chewing gums. | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 6. Wrigley also put a huge billboard on the side of a train to advertise the product.   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 7. Wrigley produced a lot of chewing gum for the American troops.                       | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 8. The producers don't want to say what is in their chewing gum.                        | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |

Total part 2 :

/ 8

### Part 3

Look at the following bar chart showing household expenses.  
Which year does each sentence describe?  
For each sentence, mark ONE year in the space provided.



- |  | Year        |
|--|-------------|
| A. That year people spent more on food than the previous year, but expenses on health were at their lowest.  | <b>2013</b> |
| B. Expenditures on clothing and entertainment remained steady. But whereas households spent more on food, there was a slight decrease in health costs. | <b>2010</b> |
| C. That year was the highest ever as far as health costs were concerned.   | <b>2011</b> |
| D. Expenses on entertainment rose a little, but household expenditures went down in all three other categories.  | <b>2009</b> |

Total part 3 :

 / 8

Total partie "Compréhension écrite" :

 / 25

## PRODUCTION ÉCRITE

### Part 1

The following marking scheme is adapted from BEC Preliminary Part 2.

Mark	Criteria
<b>15</b>	<p>Full realisation of the task set.</p> <ul style="list-style-type: none"> <li>- All four content points achieved and adequately communicated</li> <li>- Confident and ambitious use of language, errors are minor, due to ambition and non-impeding.</li> <li>- Good range of grammatical structures and vocabulary.</li> <li>- Coherent and effectively organised and coherent, with appropriate use of simple linking devices.</li> <li>- Register and format consistently appropriate.</li> </ul> <p>Very positive effect on the reader.</p>
<b>12-13-14</b>	<p>Good realisation of the task.</p> <ul style="list-style-type: none"> <li>- Three or four content points achieved and adequately communicated</li> <li>- Fairly ambitious use of language; some non-impeding errors.</li> <li>- More than adequate range of structures and vocabulary.</li> <li>- Generally well-organised, with attention paid to cohesion.</li> <li>- Register and format on the whole appropriate.</li> </ul> <p>Positive effect on the reader.</p>
<b>9-10-11</b>	<p>Reasonable achievement of the task set.</p> <ul style="list-style-type: none"> <li>- Three content points achieved and adequately communicated.</li> <li>- A number of errors may be present, but are mostly non-impeding.</li> <li>- Adequate range of structures and vocabulary.</li> <li>- Organisation and cohesion satisfactory, on the whole.</li> <li>- Register and format reasonable, although not entirely successful.</li> </ul> <p>Satisfactory effect on the reader.</p>
<b>5-6-7-8</b>	<p>Inadequate attempt at the task set.</p> <ul style="list-style-type: none"> <li>- Two content points achieved.</li> <li>- Numerous errors, which sometimes impede communication.</li> <li>- Limited range of structures and vocabulary.</li> <li>- Content is not clearly organised or linked, causing some confusion.</li> <li>- Inappropriate register and format.</li> </ul> <p>Negative effect on the reader.</p>
<b>1-2-3-4</b>	<p>Poor attempt at the task set.</p> <ul style="list-style-type: none"> <li>- One content point achieved.</li> <li>- Serious lack of control; frequent basic errors.</li> <li>- Little evidence of structures and vocabulary required by task.</li> <li>- Lack of organisation, causing a breakdown in communication.</li> <li>- Little attempt at appropriate register and format.</li> </ul> <p>Very negative effect on the reader.</p>

## Part 2

The following marking scheme is adapted from BEC Preliminary Part 1.

Mark	Criteria
10	Very good attempt at task, all content points fully achieved. 'Subject' line correctly completed. Minimal effort required by the reader, minor errors which do not impede comprehension
8-9	Good attempt at task, achieving all content points. Some effort may be required by the reader.
6-7	Satisfactory attempt at task, achieving 3 content points.
4-5	Inadequate attempt, 1 or 2 content points partially achieved and/or with noticeable omissions or irrelevance. Errors are frequent and impeding.
1-2-3	Poor attempt at task; no content point achieved, has little relevance; task possibly misunderstood.

Total part 2 :

 / 10

Total partie "Production écrite" :

 / 25