

LYCEE MARC CHAGALL

TEST DE RECRUTEMENT POUR L'ENTREE EN SECTION INTERNATIONALE (sujet type)

Candidate's number :

EPREUVE ECRITE

Un MERCREDI en MARS

DUREE: 3 h

DE 14.00 à 17.00

Bref descriptif de la section internationale en classes de Seconde, Première et Terminale, séries ES, L et S : trois matières enseignées en Anglais : langue (même horaire qu'en classe traditionnelle), Histoire-Géographie (4h) et Littérature (4h en plus de l'emploi du temps traditionnel, placées le mercredi de 13 à 17 h en Première et Terminale).

CONSIGNES

- ◆ Indiquez votre numéro de candidat (pas votre nom) sur les pages 1, 3, 5, 7 & 9 .
- ◆ Toutes vos réponses devront être rédigées en ANGLAIS. Veuillez écrire lisiblement, à l'encre ou au stylo bille uniquement, sur les feuilles prévues à cet effet.
- ◆ Le texte se trouve en page 2. Vous pouvez le détacher et l'annoter. Prenez le temps nécessaire pour le lire et le relire. Nous vous conseillons de lire toutes les questions avant de commencer à rédiger.
- ◆ Dans certains exercices, vous devrez entourer ('circle') la / les bonne(s) réponse(s).
- ◆ Respectez rigoureusement les instructions. Le nombre de mots et / ou de lignes vous renseigne sur la longueur de la réponse attendue. Le barème vous indique que la partie 'analyse littéraire' est particulièrement déterminante.
- ◆ 'Quote' signifie 'citer', 'a quote, a quotation' : 'une citation'. Lisez bien les énoncés : selon les exercices, il conviendra de citer de brefs extraits du texte et / ou d'expliquer avec vos propres mots (*with your own words*) ce que vous aurez compris.
- ◆ Les questions plus littéraires vous permettront de mettre en œuvre votre sensibilité personnelle et d'analyser les effets (*effects*) créés par les mots, la syntaxe, les images et l'atmosphère imaginés ou voulus par l'auteur.
- ◆ Merci de rendre aux surveillants l'intégralité des documents (pages 1 à 10), ainsi que toutes vos feuilles de brouillon.

Bon courage et bon travail

Soon he had left the cultivated part of the farm. Behind him the bush was low and black. In front was a long vlei (1), acres of long pale grass that sent back a gleam of light to a satiny sky. Near him thick swathes of grass were bent with the weight of water, and diamond drops sparkled on each frond.

5 The first bird woke at his feet and at once a flock of them sprang into the air calling shrilly that day had come; and suddenly, behind him, the bush woke into song, and he could hear the guinea-fowl calling far ahead of him. That meant they would now be sailing down from their trees into thick grass, and it was for them he had come : he was too late. But he did not mind. He forgot he had come to shoot. He set his legs wide, and balanced
10 from foot to foot and swung his gun up and down in both hands horizontally, in a kind of improvised exercise, and let his head sink back till it was pillowed in his neck muscles, and watched how above him small rosy clouds floated in a lake of gold.

 Suddenly it all rose in him : it was unbearable. He leapt up into the air, shouting and yelling wild, unrecognizable noises. Then he began to run, not carefully, as he had
15 before, but madly, like a wild thing. He was completely crazy, yelling mad with the joy of living and a superfluity of youth. He rushed down the vlei under a tumult of crimson and gold, while all the birds of the world sang about him. He ran, leaping, shouting as he ran, feeling his body rise into the crisp rushing air and fall back surely on to sure feet; and thought briefly, not believing that such a thing could happen to him, that he could break
20 his ankle any moment, in this thick grass. He cleared bushes like a duiker (2), leaped over rocks; and finally came to a dead stop at a place where the ground fell abruptly away below him to the river. It had been a two-mile-long dash through the high grass, and he was breathing hoarsely and could no longer sing. But he poised on a rock and looked down at the water that gleamed through stooping trees, and thought suddenly, I am
25 fifteen! Fifteen! The words came new to him; so that he kept repeating them wonderingly, with swelling excitement. That was what he was : fifteen years of this rich earth, and this slow-moving water, and air that smelt like a challenge whether it was warm and sultry at noon, or as brisk as cold water, like it was now.

Adapted from *A Sunrise on the Veld* (1964), by Doris Lessing

1. a low-lying ground where a lake forms in the rainy season
2. a small antelope

COMPREHENSION (/ 20)

A. The main character

Right or wrong ? Circle the correct answer. Do NOT justify.

- a) He is called Duiker. R W
- b) He is a teenager. R W
- c) He is with his father. R W
- d) He is unhappy. R W

B. Where does the scene take place ?

1. Country :

2. Where do we see the main character ? Circle the correct answer(s).

- a) in the farmhouse
- b) in the vlei
- c) on a rock
- d) on the river

C. What time of day is it ?

Find THREE justifications from lines 1 to 8.

- a)
- b)
- c)

D. The Story (Circle the correct answer).

1. The main character's initial intention was to

- a) go for a walk.
- b) hunt animals.
- c) swim in the river.
- d) cut down the bushes.

2. In fact he

- a) had forgotten his gun.
- b) was scared by a wild animal.
- c) got lost in the long grass.
- d) forgot why he had come.

3. What was “unbearable” (l. 13) for him ?
 - a) His emotions were too strong.
 - b) He did not recognise his surroundings.
 - c) He broke his ankle.
 - d) He fell into the river.

4. Why did he run ?
 - a) He was late for his birthday party.
 - b) He was running after the birds.
 - c) He was running away from a wild animal.
 - d) None of these.

E. Vocabulary

Find the corresponding words in the passage (in the order of the text, from line 13 to the end).

- a) jumped :
- b) excess :
- c) bright red :
- d) fresh, chilly :
- e) a fast run :
- f) roughly, sorely :
- g) balanced himself :
- h) bending forward :
- i) growing :
- j) unpleasantly hot and humid :

F. Who or what do these underlined words refer to ?

Example : line 1 : “Behind him” -> ‘*Him*’ refers to the main character.

1. “a flock of them” (l. 5) :
2. “That meant” (l. 7) :
3. “they would now be sailing down” (l. 7) :
4. “till it was pillowed” (l. 11) :
5. “whether it was warm and sultry” (l.27) :

LITERARY ANALYSIS (/ 80)

A. Structure of the text

1. Give a short title to each paragraph.

- a)
- b)
- c)

2. What is the turning-point in the story ? Answer with a quotation.

Line :

B. Narrative. Circle the right answer.

1. This passage is

- a) an autobiography.
- b) a third-person narrative.
- c) a first-person narrative.

2. The narrator is

- a) Doris Lessing.
- b) the main character.
- c) an omniscient observer.

3. Lines 24 – 25 : *"I am fifteen! Fifteen!"*

a) How does the narrative style change here ?

.....

b) What is the effect of this change ?

.....

.....

C. In paragraph 3, pick out FIVE verbs expressing movement.

- 1. 2. 3.
- 4. 5.

By using these verbs, what is the narrator telling us about the main character ?

.....

.....

D. Which of the following senses does the narrator appeal to ? Circle and give an example.

- 1. Sight : (line)
- 2. Sound : (line)
- 3. Touch : (line)
- 4. Taste : (line)
- 5. Smell : (line)

E. "Diamond drops" line 4

1. How do we see Nature thanks to this image ?

.....
.....

2. In paragraph 2, find another image which gives a similar idea.

Line :

F. Read from "Behind him ..." (line 1) to "... satiny sky." (line 3)

1. In what way could this description symbolise the boy's past and future ?

.....
.....
.....

2. The birds wake up in paragraph 2. What could this awakening symbolise ?

.....
.....

G. Analyse the developing link (= relationship) between the boy and Nature. Use your own words and justify with (few) quotations from the text.

.....
.....
.....
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.....

GRAMMAR (/ 20)

A. Ask questions on the underlined words or phrases.

1. He had come to shoot.

.....

2. He swung his gun up and down.

.....

3. Above him small rosy clouds floated.

.....

4. He was breathing hoarsely.

.....

5. He kept repeating the same words.

.....

B. Say these sentences in another way, using the introductions or the words in brackets. Make the necessary changes.

1. The main character left the farm because he wanted to shoot. (in order to)

.....

2. At first it is too dark to see the details of the landscape. (enough)

.....

3. He is watching the birds in the bush.

The birds

4. He feels such happiness. (so)

.....

5. I'm sure that he feels excited. (must)

.....

6. He wanted to stay there forever. (feel like)

.....

7. Although he was still quite young, the boy was not afraid of leaving the farm on his own. (despite)

.....

8. But his parents disapproved of his going alone. (agree)

.....

C. Complete with a quantifier.

1. There are so birds that the noise is amazing.

2. There is so noise from the birds that he is really surprised.

3. Finally he can't sing as he has very breath left.

4. At first he runs fast as he has of energy.

5. When he stands on the rock he can see the scene.

D. Put the correct verb form or tense.

1. He will help his father as soon as he (go) back home.
2. He (never feel) so excited.
3. He finally stopped (run).
4. If he were not so late he..... (be able) to shoot the birds.
5. He did not mind (be) late.

E. Translate into English.

1. Il a l'habitude de s'occuper des animaux de la ferme.
.....
2. Les parents ne voulaient pas que leur fils parte sans les prévenir.
.....
3. On aurait dit qu'il courait presque aussi vite qu'une antilope.
.....
4. Depuis combien de temps s'entraîne-t-il ?
.....
5. Dès que le soleil se leva, les oiseaux se mirent à chanter.
.....
6. Il aurait tué quelques oiseaux s'il n'avait pas été préoccupé par un événement beaucoup plus important.
.....

F. Turn the following sentences into reported (indirect) speech.

1. "The first bird woke at the boy's feet," *the narrator said*.
The narrator said that
2. "The boy began to shout," the narrator wrote.
.....
3. "Am I too late?" the boy wondered.
.....
4. "Why are the birds singing?" the boy wanted to know.
.....
5. "The boy came to a dead stop," the narrator explained.
.....
6. "I'm fifteen," the boy kept repeating.
.....

G. Fill in the blanks with adequate relative pronouns.

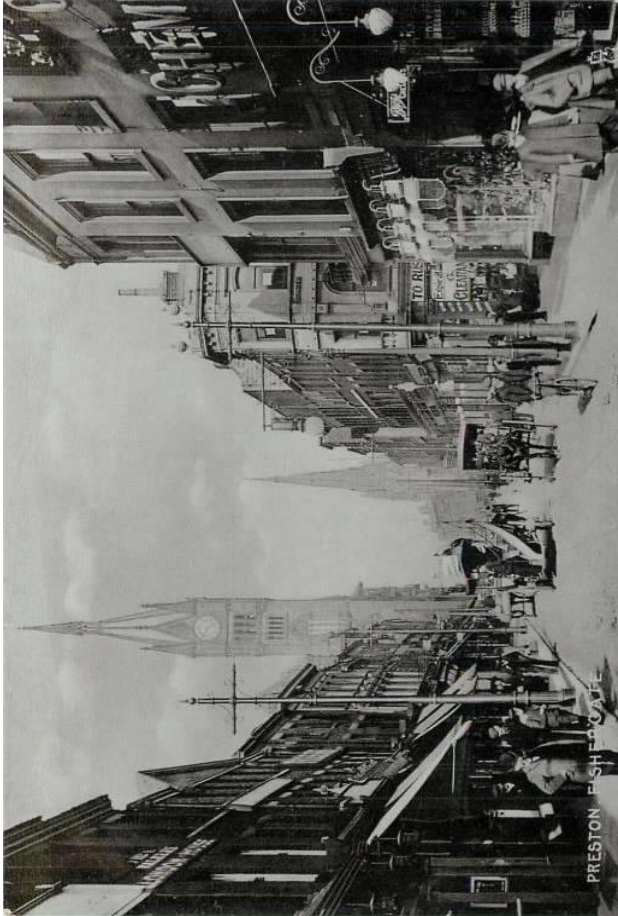
1. He leapt up into the air was warm and sultry.
2. The boy had been running could no longer sing.
3. he did not understand was why everything had suddenly become unbearable.
4. He looked at the vlei grass was saturated with water.

HISTORY – GEOGRAPHY (/80)

Using the text, the three historical documents below and your own knowledge, answer in an organised way to the following question (write 200 – 250 words)

Describe in your own words the main changes affecting the industrial societies of Europe and America during the 19th century (technologically, economically, socially and culturally speaking).

Document 1 (left picture): Preston, Lancashire (England), 1904
Document 2 (right picture): New York (United States of America), 1900.



Document 3 (text): The industrial world (J. M. Keynes, *The economic consequences of the peace*, 1919)
What an extraordinary episode in the progress of man that age was! The greater part of the population worked hard and lived at a low standard of comfort, yet was, to all appearances, reasonably contented with this lot. [...] The inhabitant of London could order by telephone, sipping his morning tea in bed, the various products of the whole earth, in such quantity as he might see fit, and reasonably expect their early delivery upon his doorstep; he could at the same moment and by the same means adventure his wealth in the natural resources and new enterprises of any quarter of the world, and share, without exertion or even trouble, in their prospective fruits and advantages; or he could decide to couple the security of his fortunes with the good faith of the townspeople of any substantial municipality in any continent that fancy or information might recommend. He could secure forthwith, if he wished it, cheap and comfortable means of transit to any country or climate without passport or other formality. [...] But, most important of all, he regarded this state of affairs as normal, certain, and permanent.

A series of 25 horizontal dotted lines spanning the width of the page, providing a template for handwriting practice.