



## AMÉRIQUE DU NORD 2018

### ANGLAIS LV2

#### QUESTIONNAIRE A TRAITER PAR LES CANDIDATS DE LA SERIE L

### I. COMPRÉHENSION ÉCRITE

#### DOCUMENT A

1. b recipients of the Medal of Honor

2. a) The Boeing B-29 is on display at the Pueblo Weisbrod Aircraft Museum (I.1)

b) Medal of Honor recipients '[meet] with the community, Fort Carson soldiers, service members, cadets and other guests' (I.11-12) to '[share] their stories' (I.41)

3.

Name	Rank or function	War	Date of heroic action
James C. McCloughan	Combat medic	Vietnam War	May 1969
Ronald E. Rosser	Corporal	Korean War	January 12, 1952

4. a) 'Various aircraft and staged mannequins provide scenes frozen in time for museum visitors' (I.5)

- b) 'He ignored a direct order to stay back' (l.22)
- c) 'Heavily outnumbered by North Vietnamese Army Forces' (l.24)
- d) 'He exhausted his ammunition' (l.36)

5. In Document A there are two examples of soldiers looking after their comrades, first Combat medic McCloughan who risked his life several times in order to rescue 'wounded comrades' (l.23), and Corporal Rosser who did the same to help soldiers 'moreseriously injured than himself' (l.38).

### LVA SEULEMENT

6. This statement conveys an impression of immobility and silence, whereas in the real war stories of the Medal of Honor recipients, there is a lot of movement, soldiers running back and forth across 'kill zones' to help comrades or to take an enemy position. Their stories also talk about heavy fire, which is very noisy.

### DOCUMENT B

7. Great Grandpa was awarded these medals during the First World War.

- 8. a) False 'for we'd never let them go'(l.2)
- b) True '(...) he's seen them all before' (l.4)

- 9. a) The potential buyer is not impressed with the medals, he thinks they are quite ordinary.
- b) At first the poet is offended by the potential buyer's reaction, she says she had to resist the urge 'to poke him in the eye' (l.8).
- c)Actually the poet simply puts the medals away and leaves.

- 10. a) 'They' refers to the people who manufactured 'them', the medals.
- b) This sentence is repeated line 10 because it has a completely different meaning in the eyes of the poet. To the man it means that the medals are worthless, to the poet it means that there were thousands of heroes in World War 1.

## LVA SEULEMENT

11. a) When they talk about *value*, the poet and the buyer are in fact referring to two different things. The buyer is thinking of monetary value, while the poet has the symbolic value of the medals in mind.

b) This poem suggests that it is not the medal itself which turns a veteran into a hero, rather it is the veteran and his brave actions which give value to the medal, which is only a symbol.

## DOCUMENT C

12. On the picture, we see the portrait of an old man, alone in an empty room, holding a frame with medals and a picture of him when he was younger inside. It is meant to show a contrast between what Benjamin Portero contributed to the nation and his current pathetic situation.

13. a) Benny's life used to be that of a brave soldier, as we can see from the picture frame and all the medals. We can imagine that he had friends in his unit, that they were a band of brothers who took care of one another.

b) Now Benny has grown old and he sits alone in an empty room, with an empty chair behind him. Besides he looks sad and the angle of the picture makes him look smaller than he is.

c) From all the Medals we can see on the picture and the list of their names in the caption, we can imagine that Benjamin Portero was an exceptionally brave soldier who fought for his country and helped his comrades.

## DOCUMENTS A, B AND C

14. In the three documents, the medals are perceived very differently. In Document A, the medals are valued and respected as the visible sign of the courage of their recipients, they represent the stories of brave actions which were accomplished during wars. In the second document, we see that some people collect medals for the objects themselves and give them a monetary value. And finally in the third document, we get the impression that medals are like memories of a distant past, which only matter to the recipient himself.

## LVA SEULEMENT

15. All three documents show us various aspects of how the nation expresses its gratitude towards veterans. In documents A we see that listening to medal recipients and sharing their stories, honoring them by meeting them and celebrating their past actions is the main way in which the nation can show its gratitude. This symbolic value is also at the heart of the poem, in which the poet shows her gratitude towards the soldiers of World War 1 by refusing to give just a monetary value to their medals, but by remembering their significance and the heroism of the soldiers who won them. Document 3 is more pessimistic and shows a nation which does not honor its veterans and leaves them alone and poor.

## II. EXPRESSION ÉCRITE

### NON-LVA, SUJET 1 OU 2

1)

Mister President, Fellow soldiers, Ladies and Gentlemen,

The Medal of Honor is the highest award that a soldier can be given, and it is truly a great honor to be standing here in front of you today.

When I was a boy, I used to think that Medal of Honor recipients were heroes, extraordinary men and women who loved their country so much that they were ready to sacrifice everything to defend it. Brave soldiers who risked their lives to save their comrades. Generous people who would disregard their own wounds in order to help others. Selfless human beings who refused to evacuate a conflict zone until the battle had ended.

And although in May 1969 I did all those things, I do not feel like a hero. All I have to do is close my eyes and I can be there again. You see, all my fellow soldiers here the audience know that a battlefield is noisy and often confusing.

But in all the chaos, one thing is true and certain. We are brothers. We leave no man behind. Did I think 'today is the day I earn myself a medal' when I risked my life to extract wounded comrades? Of course not! It was the only thing to do. They needed help and I was a medic. What's more, I knew - I knew for certain - that if it had been me lying bleeding on the ground, they would have come for me too.

So you see, I am not a hero, but in memory of all those who died for their country, I gratefully accept this medal. Thank you.

2)

'So, we have dealt with almost everything that belonged to Great Grandpa : house, furniture, car and Aunt Jo agreed that she would look after Goldie, his old Labrador, but there is one thing left. Maureen, since you're the one who mentioned them to me, would you like to explain it to the rest of the family ?' said my Dad in a soft voice.

'Sure, Dad. What do we do with Great Grandpa's medals ? I know that some of you,' I couldn't help but glare at my auntie Beth, 'want to sell them because they're just old things collecting dust in a frame. But I think it would be wrong. I don't think Great Grandpa would like us to get rid of the proof of his bravery during the great war like that. And anyway, I asked a collector, he says they have no value, because there are thousands like them on the market.'

'What do you want to do, then, Maureen ?' asked auntie Beth, 'What is the point of keeping them on a shelf somewhere ? I wouldn't want that in my living room...'

' I agree auntie. I do not propose to keep them hidden away where no one can see them. I think we should donate them to a museum, or a war memorial or something. Somewhere where their stories can be told and used to teach people about courage and war.'

My Dad nodded slowly, 'Hmm, I think this is a great idea Maureen. Great Grandpa always said that being forgotten is the worst thing that can happen to a good action. I think he would have liked your idea.'

## LVA, SUJET 1 OU 2

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And although in May 1969 I did all those things, I do not feel like a hero. I can remember it as if it was yesterday. All I have to do is close my eyes and I can be there again. You see, all my fellow soldiers here the audience know that a battlefield is a noisy and often confusing place, with enemy fire exploding all around you, orders being shouted, people screaming...

But in all the chaos, one thing is true and certain. We are brothers. We leave no man behind. Did I think 'today is the day I earn myself a medal' 48 years ago when I ran across open terrain, avoiding enemy bullets to rescue wounded comrades and lead them to safety? Of course not! It was simply the only thing to do. They needed help and I was a medic and it was my duty. What's more, I knew - I knew without a doubt – that if it had been me lying bleeding on the ground, they would have come for me without hesitation.

So you see, I am not a hero, but in memory of all those who died for their country, I gratefully accept this medal. Thank you.

2)

To what extent is it important to involve the younger generations in history? After all, History is the study of past events and nobody can change the past. Wouldn't it be more interesting and productive to study something which could have an impact on our future? Why do we need to tell young generations about World Wars, the Cold War, the industrial revolution and the rise of globalism?

First, because knowledge is power. In a speech to the House of Commons during the 19th century, a British statesman said 'education makes a people easy to lead but difficult to drive' which means that educated generations will follow reasonable leaders, not be driven like cattle. When an entire generation knows nothing of its past, it is more inclined to believe anything and everything. Indeed, how can we possess a critical spirit if we don't understand our past?

There is another famous saying that goes ‘those who cannot remember the past are condemned to repeat it’. History is not just in textbooks. History is what people make of the world, everyday. We are as human as our ancestors were, with the same impulses, the same feelings, the same fears. At some point, they were confronted to the same problems as we are today and they chose to go in one direction and thanks to the distance of time, we can analyze the consequences, good or bad. Hopefully this will help us avoid repeating the same mistakes or falling into the same traps. Today nationalism and protectionism are rising in the world, a situation not unlike that of the late 1930’s and because of all the historical work done by schools and veterans in the world, the young generations know what happened then when people followed the illusion of populist and fascist leaders at the time. Let us not forget it so we do not make the same mistake.

## QUESTIONNAIRE À TRAITER PAR LES CANDIDATS DES SÉRIES ES ET S

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So you see, I am not a hero, but in memory of all those who died for their country, I gratefully accept this medal. Thank you.

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'So, we have dealt with almost everything that belonged to Great Grandpa, there is only one thing left. Maureen, since you're the one who mentioned them to me, would you like to explain it to the rest of the family?' said my Dad in a soft voice.

'Sure, Dad. What do we do with Great Grandpa's medals? I know that some of you want to sell them because they're just old things in a frame. But I think it would be wrong. I don't think Great Grandpa would like us to do this. And anyway, I asked a collector, he says they have no value, because there are thousands like them on the market.'

'What do you want to do, then, Maureen?' asked auntie Beth, 'What is the point of keeping them on a shelf somewhere?'

'I am not suggesting that we keep them hidden where no one can see them. I think we should donate them to a museum, or a war memorial or something. Somewhere where their stories can be told and used to teach people about courage and war.'

My Dad nodded. 'Hmm, I like this idea. Great Grandpa always said that being forgotten is the worst thing that can happen to a good action. He would be pleased.'