

**ATTENTION :**

- Ne pas sanctionner les candidats qui ne font pas figurer les guillemets, ou ne mentionnent pas les numéros de lignes, ni les erreurs de copie, ni les erreurs de numérotation. Les éléments en gras constituent le minimum exigible.
- Lorsque les candidats rédigent ' in their own words', ne pas pénaliser les erreurs si le message est compréhensible.

**COMPRÉHENSION SUR 20 POINTS, TOTAL DES POINTS DIVISÉ PAR 2 = NOTE SUR 10**

**I. COMPRÉHENSION DE L'ÉCRIT**

Questions	Réponses attendues	Pts par réponse
<b>Document 1:</b>		
<b>A. Copy the sentence and fill in the blanks.</b>	1) The scene takes place in a SCHOOL which is located in CYANGUGU in AFRICA.	<b>1,5 pt</b>
<b>B. 1) Who is Jean-Patrick? Choose the appropriate answer.</b>	He is a <i>schoolboy</i> .	<b>0,5 pt X 3</b>
<b>B. 2) Who is Telesphore? Choose the appropriate answer.</b>	He is an <i>athlete</i> .	<b>0,5 pt</b>
<b>B. 3) Conclusion: complete the sentence using your own words.</b>	The aim of Telesphore's visit is <b>to talk</b> about sport OU <b>to share</b> his experience as a great Olympic runner <b>with students...</b> (accepter toutes les réponses qui font sens avec les idées de partage et de parole avec des jeunes)	<b>1 pt</b> <b>0,5 pt X 2</b> (0,5 pour l'idée de parole / partage et 0,5 pour l'idée de s'adresser à des jeunes)
<b>C. Answer the following questions.</b>		
<b>1) What did the boy imagine about the visitor's physical appearance? Quote the text.</b>	"Jean-Patrick had expected a <b>big man</b> " (l. 8)	<b>0,5 pt</b>
<b>2) What did the visitor really look like? Quote the text.</b>	"A man <b>thin as papyrus</b> " (ll. 6-7) OU " <b>the runner stood not much taller than Roger</b> " (l. 8)	<b>0,5 pt</b>

<p><b>3) How does Jean-Patrick feel in the document? Choose the appropriate answer.</b> Jean-Patrick feels</p>	<p>b- first excited, then disappointed and finally inspired.</p>	<p><b>1 pt</b></p>
<p><b>D. Both statements are right. Justify by quoting the text.</b></p>		
<p>1) Occasionally Telesphore can run without much effort.</p>	<p>“a feeling like flying that sometimes filled his body when he ran” (ll. 19-20)</p>	<p><b>1 pt</b></p>
<p>2) Telesphore is enthusiastic about his sport and proud of his country.</p>	<p>“I’m Telesphore Dusabe, a marathon runner representing Rwanda in the Olympics. I am blessed to be here in Cyangugu to talk to you today.” (ll. 13-14) OU “his face lit from the inside as if by a flame” (ll. 18-19)</p>	<p><b>1 pt</b></p>
<p><b>Total exercises document 1</b></p>		<p><b>7,5 POINTS</b></p>

<p><b>Document 2:</b></p>		
<p><b>E. Who do the underlined pronouns refer to?</b></p>		
<p>1) “<u>I</u> remember vividly” (l.1)</p>	<p>Dominic Hobson</p>	<p><b>0,5 pt</b></p>
<p>2) “<u>He</u> had let down himself” (l.11)</p>	<p>Dominic Hobson’s oldest son (accepter: “my oldest son” / “an 11-year-old boy”)</p>	<p><b>0,5 pt</b></p>
<p>3) “<u>We</u> had risen early” (l.6)</p>	<p>Dominic Hobson and the boy / his son</p>	<p><b>0,5 pt</b></p>

<p><b>4) Conclude: who is telling the story? Answer in your own words.</b></p>	<p><b>Dominic Hobson</b> is telling the story.</p>	<p><b>0,5 pt</b></p>
<p><b>F. 1) Pick out the appropriate information. Copy the table onto your answer sheet and complete it with words from the text.</b></p>		
<p>DAY OF MATCH</p>	<p><b>Sunday</b></p>	<p><b>0,5 pt</b></p>
<p>THE SPORT played on that day</p>	<p><b>Cricket</b></p>	<p><b>0,5 pt</b></p>
<p><b>2) Pick out two different elements from the text suggesting the context was not ideal for the game.</b></p>	<p>“We had risen <b>early</b> to get there. And <b>waited</b> for much of that <b>rainy</b> day for play to start, and then to stop, and then to start again. He finally went in to bat at <b>ten-to-seven</b>, in <b>gathering rain</b> and <b>deepening gloom.</b>” ll 6-8 (accepter 2 des occurrences en gras)</p>	<p><b>1 pt</b> <b>0,5 pt X 2</b></p>
<p><b>3) Did the boy win? Answer the question and</b></p>	<p><b>No, he didn’t.</b> “<b>He was out</b>, clean bowled, second ball.” (l. 9) <b>OU</b> “An 11-year-old boy</p>	<p><b>1,5 pt</b></p>

justify. with one quote.	had let down his team. He had let down his father. Above all, he had let down himself, for his character had failed to live up to his talent.” (ll 10-11)	(pas fragmentable)
G. 1) So, according to the father, what could the boy say after the match? Choose the TWO best speech bubbles from below.	b- I was no good today. d- Sorry, I'm really ashamed.	1 pt 0,5 pt X 2
2) What could the father say? Choose the most appropriate answer.	a- Don't worry, usually you're good.	0,5 pt
H. Match the sentence that best sums up each person's opinion.		
1- Sport has more negative aspects than positive aspects.	b) Orwell	0,5 pt
2- Human beings need to eliminate negative energy without risking their lives.	c) benmoutter	0,5 pt
3- The sporting spirit is as important as results.	a) JohnH	0,5 pt
<b>Total exercices document 2</b>		<b>8,5 POINTS</b>

<b>Documents 1 and 2</b>		
I. In <u>document 2</u> , Dominic Hobson compares sport to war. Find one verb in <u>document 1</u> that also associates sport with war.	“conquered” (l. 19) Accepter “to win” (ll. 25 ou 27)	1 pt
J. Choose the right answer and justify for EACH document by quoting the texts. In <u>both</u> documents, the children believe the ultimate motivation in sport is	3- being the winner.	0,5 pt
Document 1	“How it feels to win, he repeated in his head.” (l. 27)	1 pt
Document 2	“But even he prefers an ugly victory to a beautiful defeat.” (l. 22)	1 pt
<b>Total exercices documents 1 et 2</b>		<b>3,5 POINTS</b>

<b>Total général</b>	<b>20 points à diviser par 2 pour obtenir note sur 10</b>
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## BACCALAURÉAT 2015 - EXPRESSION ÉCRITE - GRILLE LV1 - LV2 - ANGLAIS

Contenu / Réalisation de la/des tâche(s)	LV1	LV2	Cohérence de la construction du discours	LV1	LV2	Correction de la langue	LV1	LV2	Richesse de la langue	LV1	LV2
Satisfaisante quant au contenu et l'intelligibilité,  Touche personnelle et/ou référence pertinente à des notions culturelles.	5		Point de vue clair, discours naturellement étayé par des éléments pertinents	5		Bonne maîtrise des structures simples et courantes,  MEME SI des erreurs sur les structures complexes qui ne conduisent à aucun malentendu	5		Gamme suffisamment large de mots et expressions pour varier les formulations,  MEME SI quelques lacunes ou confusions.	5	
Intelligible et suffisamment développée,  MEME SI sans originalité et/ou absence de connaissances culturelles.	4	5	Effort soutenu d'articulation dans le discours  MEME SI exemples et arguments sont introduits de façon maladroite	4	5	Assez bonne maîtrise des structures simples et courantes,  MEME SI quelques erreurs sur les structures simples qui ne gênent pas la compréhension.	4	5	Gamme suffisante de mots et expressions pour pouvoir développer,  MEME SI utilisation fréquente de périphrases, de répétitions ou de mots incorrects.	4	5
Correspond à un début de traitement de toutes les tâches  MAIS développements trop limités ou très maladroits (lecture qui requiert un effort).	2	3	Point de vue perceptible,  MEME SI l'agencement du discours relève plus de la juxtaposition que de la logique	2	3	Production immédiatement compréhensible,  MEME SI fréquence des erreurs sur des structures simples ou courantes.	2	3	Mots et structures pour la plupart adaptés à l'intention de communication,  MAIS limités, ce qui réduit les possibilités de développement.	2	3
Partielle (une tâche non traitée) ou pas de véritable tentative de réponse	0	1	Point de vue difficile à percevoir  Pas de cohérence	0	1	Production pratiquement inintelligible.  Erreurs très nombreuses	0	1	Vocabulaire pauvre, nombre important de périphrases, incorrections, répétitions,  MEME SI le discours reste inintelligible.	0	1
Exercice non réalisé	0	0		0	0		0	0		0	0
5 points			5 points			5 points			5 points		