

**Session 2011**

**BACCALAURÉAT GÉNÉRAL**

**ANGLAIS**

**Langue vivante 1**

**Série L**

**Série L :**

durée 3 heures – coefficient 4

**L'usage du dictionnaire et des calculatrices est interdit.**

<b>Compréhension / Expression</b>	<b>14 points</b>
<b>Traduction</b>	<b>6 points</b>

**Le sujet comporte 5 pages numérotées 1/5 à 5/5.**

After a few months in Atlanta, I had no sponsor, and the three months of rent provided by the U.S. government was about to expire. I suffered under constant headaches and often could barely move; the pain could be blinding. I wanted to begin a life, and needed help with countless things: a driver's license, a car, a job, admission to college.

5 "Phil will help with all that," Mary said as we waited one rainy day at the Lost Boys Foundation office. She patted my knee. "He's the best sponsor I've found."

10 [...] I was very nervous about meeting Phil. I am not joking when I tell you that we all believed, all of us Sudanese, that anything could happen, at any time. In particular, I allowed the possibility that I might arrive at the office of the Foundation the morning of our meeting and be immediately turned over to immigration officials. That I would be returned to Kakuma or perhaps some other place. I trusted Mary, but thought that perhaps this Phil Mays was an agent of some kind who disapproved of our conduct thus far in the U.S. Phil told me later that he could see it in my posture: supplicating, tense. I was grateful for any hour in which I was welcomed and not in danger.

15 I waited in the lobby, wearing blue dress pants, which I had been given by the church. They were too short, and the waist was far too wide for me, but they were clean. My shirt was white and fit me nicely; I had ironed it for an hour the night before and again in the morning.

20 A man stepped out of the elevator, wearing jeans and a polo shirt. He was pleasant looking, in his thirties, appearing very much like the average white man of Atlanta. This was Phil Mays. He smiled and walked toward me. He took my hand between his two hands, and shook it slowly, staring into my eyes. I was even more certain that he intended to deport me.

25 Mary left us alone, and I told Phil a brief version of my story. I could see that it affected him deeply. He had read about the Lost Boys in the newspaper, but hearing my more detailed version upset him. I asked about his life and he told me something of his own story. He was a real-estate developer, he said, and had done very well for himself. He was raised in Gainesville, Florida, the adopted son of an entomology professor who left academia to become a mechanic. His adoptive mother left the family when he was four and his father reared him alone. Phil had been an athlete, and when he could not perform at a college level, he became a sportscaster, a job he held when he graduated. Eventually he went to law school and moved to Atlanta, married, and opened his own office. When he was a teenager, he discovered he had been adopted and eventually went looking for his biological parents. The results were mixed, and he had always had questions about his life, his origins, his nature, and the nurturing he received. When Phil read about us and the Lost Boys Foundation, he was determined to donate money to the organization; he and his wife, Stacey, had decided on \$10,000. He called the LBF and spoke to Mary. She was thrilled with the prospect of the donation, and asked Phil if he might like to donate more than money, that perhaps he'd like to come down to the office and possibly donate his time, too?

30 And now he was sitting with me, and it was obvious that he was struggling with the predicament we both found ourselves in. He had not originally planned to become my sponsor, but within minutes he knew that if he left that day and simply wrote a check, I would be exactly where I had been before – lost and somewhat helpless. I felt terrible for him, watching him

struggle with the decision, and in any other situation would have told him that money was enough. But I knew that I needed a guide, someone who could tell me, for instance, how to find treatment for my headaches. I stared at him and tried to look like someone with whom he could spend time, someone who would be appropriate to bring into his home, to meet his wife and twins, then under a year old. I smiled and tried to seem easygoing and pleasant, not someone who would bring only misery and trouble.

55  
60 “I love childrens!” I said. For some time I could not remember to leave the s off the end of the plural for child. “I am very good with them,” I added. “Any help you might give me, I will repay you in child care. Or yard work. I will be happy to do anything.”

David Eggers, *What is the What*, 2006

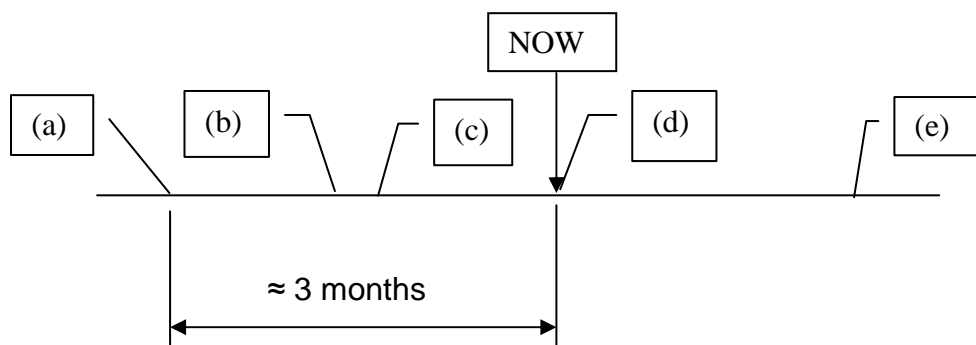
## COMPREHENSION – EXPRESSION

*Vous traiterez les questions **dans l'ordre** en indiquant clairement **leur numéro** sur votre copie. Lorsque la réponse doit être développée, le nombre de mots sera indiqué dans la question.*

*En l'absence d'indications quant au nombre de mots, vous répondrez **brèvement** (moins de 20 mots sans compter les citations) à la question posée.*

- 1) Name the country and the city where the story is set. Justify with 2 quotations.
- 2) a- Say exactly where the action takes place.  
b- In line 42, what does LBF stand for?  
c- Define its function. (30 words)
- 3) What do you know about the identity of 'I'? (20 words)
- 4) Explain who the characters are and why they meet.
  - a- from line 1 to line 8
  - b- from line 9 to line 61
- 5) a- Put the following events into chronological order.  
b- Sum up the narrator's experience (40 words):

meets Mary	rent money about to expire	arrives in Atlanta	a sponsor is found	meets Phil
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- 6) a- Pick out at least 3 elements that characterise Phil's social status.  
b- Using your own words, explain the reasons for Phil's personal involvement with the LBF. (20/30 words)
- 7) What do these terms mean for each character concerned? (30/40 words)
  - a- donation
  - b- repayment

8) Say what the following expressions reveal about the characters' intentions and feelings. (30/40 words)

a- *'my posture: supplicating, tense.'* (line 16)

b- *'He smiled'*(line 24)

c- *'He took my hand between his two hands, and shook it slowly'* (lines 24-25)

9) Say what effect the following expressions have on the reader:

- lines 27-28: *'I could see that it affected him deeply.'*

- line 29: *'my more detailed version upset him.'*

- lines 46-47: *'it was obvious that he was struggling with the predicament'*

- line 50: *'I felt terrible for him'*

Explain why the narrator says:

- line 9: *'I am not joking when I tell you'*

10) How does the narrator feel at the beginning (lines 9-26), and at the end? Find five expressions from the text to illustrate your answer. (40 words)

11) Translate from line 9: *'I was very nervous...'* to line 15: *'...in the U.S.'*

**EXPRESSION** *Le candidat devra traiter le sujet 1 ou le sujet 2. Attention le sujet 2 comporte 2 sous-parties (a + b).*

1- Would you be ready to fight for a humanitarian cause? Which one? Give your reasons. (300 words)

2- a- Phil writes an e-mail to the local governor to ask for help for LBF. (100 words)

b- Line 27: *"I told Phil a brief version of my story."* Imagine what the narrator told him. (200 words)