

Corrigé

**BACCALAURÉAT GÉNÉRAL**

**SESSION 2006**

**ANGLAIS – LVI**

**Séries ES-S**

**Durée : 3 heures - Coefficient 3**

**L'usage des calculatrices et de tout dictionnaire est interdit.**

*Barème appliqué pour la correction*

<i>Compréhension écrite</i>	<i>10 points</i>
<i>Expression</i>	<i>10 points</i>

**Ce sujet comporte 4 pages.**

## I. COMPRÉHENSION

### NOTE IMPORTANTE AUX CANDIDATS :

Les candidats traiteront le sujet **sur la copie qui leur sera fournie** en respectant l'**ordre des questions** et en faisant apparaître la **numérotation**, (numéro et lettre repère le cas échéant,  
ex: 15b - **voir en particulier les questions 3, et 9**). Ils composeront des phrases complètes chaque fois qu'il leur est demandé de rédiger les réponses. **Le nombre de mots** indiqué constitue une exigence minimale. En l'absence d'indication, les candidats répondront brièvement à la question posée. **Les citations** seront précédées de la mention de la ligne.

1. What do you learn about the narrator: occupation, country of origin and sex?  
*The narrator's a Jamaican female teacher.*
2. In what country does the scene take place?  
*The scene takes place in England (l.31 "you're not qualified to teach here in England")*
3. (lines 1-2) 'I understand this is the place at which I should present myself for a position in that particular profession.'
  - a) In the passage 'the place' is not described in detail. What could the underlined words refer to?  
*This place could be a school office or a job centre.*
  - b) Explain what the narrator has come there for.  
*She has come there to apply for a job as a teacher.*
4. (line 7). *I handed her the two letters of recommendation...*  
Who does the underlined pronoun refer to? Suggest what that character's status or job may be.  
*It refers to the other woman who may be a secretary or headmistress.*
5. What does the narrator expect the other character to do with the letters?  
*The narrator expects her to take them and read them through.*
6. What does the narrator feel these letters prove?  
*She feels these letters prove she is a competent and fully qualified teacher.*

**Questions 7 and 8. Focus on lines 8 to 37. *She politely held out ... reached out for the letters.***

7. There are three stages in the way the other character deals with the letters. Describe what these stages are. *She takes / holds them but then she can't be bothered to read them. Eventually, she wants the narrator to take them back.*
8. Pick out two quotations from the text which show how this character justifies such an attitude.

*l.31 'You're not qualified to teach in this country'. (citation indispensable)*

*l. 25 'Well, I'm afraid you can't teach here.'*

*l.30 'The letters don't matter'.*

*ll.30-31 'You can't teach in this country'*

*ll.33-34 'It doesn't matter that you were a teacher in Jamaica,' she went on, 'you will not be allowed to teach here.'*

9. Focus on the passage from line 30 to the end of the text. Are the following statements true or false? Justify each answer with a quotation from the text.

a) This character is impressed by the narrator's professional experience.

false.

I.30 "The letters don't matter"

I.33 "It doesn't matter that you were a teacher in Jamaica"

I.34 "Take these back. They're of no use."

b) This character is helpful towards the narrator.

false.

I.39 "there really is no point your sitting there arguing with me."

I.41 "I can do nothing to change that."

II.47-48 "How long is the training in England?" I asked her.

"Goodbye," she said, pointing a finger at the door.

I.51 "there is no point you asking me anything else."

c) This character is insulting about the narrator's mastery of the English language.

true.

II.50-51 'You do speak English?' ('Have you not understood me? It's quite simple.')

10. I.44. Her face now in its normal repose...

In what way have her face and attitude changed throughout the whole scene? Use elements from the whole text to justify your answer. (40 words, quotations not included)

Although she was being **polite, smiling and welcoming** at the beginning, (I.2 'the woman's warm smile', I.4 'sweetly', I.8 'politely') she became abrupt, interrupting several times (II. 13, 19 and 30) and even laughed mockingly (I.11 'a little laugh'). She smiled again in an obviously insincere and hypocritical way. (I.13 'taking up a smile once more'). She then even became **aggressive**, 'shaking the letters at [the narrator] and almost shouting'. In the end she **openly laughed at her**, (I.40 'giggled. The untimely chortle'). Finally she tried to ignore her and she became dismissive / severe. (I.48 'Goodbye,' she said, pointing a finger at the door.)

11. What do these changes reveal about this character's true feelings? (30 words)

They reveal she has been faking smiles all along since **her natural expression is far more severe and less genial**. Only at the very end does she **stop pretending**. She is **condescending** throughout the scene. (We may suspect she is prejudiced against people of colour. Bonus 3 points)

12. Using the following quotations, analyse the changes in the narrator's state of mind and show the different stages the narrator has gone through. (30 words)

line 6	My own smile was causing me some pain behind the ears...
line 36	My hand shook...
lines 53-54	My legs were too weak under me.
line 55	'I will come back again...'

At first she feels slightly uneasy, as she is aware her own smile is forced. Later on she is upset by the other woman's unexpected hostility and contempt. Then she is so shocked that she is unable to do anything. Eventually, though, she pulls herself together and asserts that she will not be put off so easily.

13. Translate into French from line 27 to line 30 'If you would read the letters,' ... she did not let me finish.

"If you would read the letters," I said,	<i>"Si vous voulez bien lire ces lettres," dis-je</i>
"one will tell you about the three years of training as a teacher I received in Jamaica	<i>"l'une d'elles vous renseignera sur les trois années de formation à l'enseignement que j'ai reçue(s) à la Jamaïque</i>
while the other letter is concerned	<i>alors que l'autre a trait</i>
with the position I held as a teacher at—"	<i>à mes fonctions d'enseignante à ..."</i>
She did not let me finish.	<i>Elle ne me laissa pas terminer.</i>

## II. EXPRESSION

Choose subject 1 (a+b) or subject 2.

1. a) Some time later the two characters in the text meet again. The narrator has become "qualified to teach in this country" and decides to go and see the same person again. Write their conversation. (150 words)

b) Should French diplomas be valid everywhere in Europe? (150 words)

2. How can overcoming obstacles at school or at work make someone stronger? Illustrate your point with one or two examples. (300 words)

**1. Compréhension : 10 points**

Questions	Points
1	3
2	2
3	a) 4 b) 4
4	2 + 4
5	3 + 3
6	6
7	3 x 3
8	2 x 3
9	3 x 3
10	3 x 4
11	3 x 3
12	4 x 3
13	2 + 4 + 2 + 2 + 2

Bonification de 1 point à points

**2. Expression : 10 points**

Voir grille d'évaluation ci-après.

**Guide pour l'évaluation de l'expression personnelle en anglais**  
**Baccalauréat séries L LV2, ES LVI, S LVI et LV2**

Corrigé

Suggestions du groupe d'anglais de l'Inspection Générale des langues vivantes

Réalisation (de l'exercice et traitement du sujet : 4 points)	Recevabilité linguistique : 6 points	Total des points
<p>0,5 point</p> <ul style="list-style-type: none"> <li>- présentation inacceptable</li> <li>- écriture illisible</li> <li>- consignes non respectées</li> <li>- hors sujet</li> <li>- contresens</li> </ul>	<p>0,5 - 1 - 1,5 point</p> <ul style="list-style-type: none"> <li>- inintelligible</li> <li>- lexique indigent</li> <li>- erreurs récurrentes de grammaire élémentaire</li> </ul>	/ 10
<p>1 - 1,5 - 2 points</p> <ul style="list-style-type: none"> <li>- recopiage du support</li> <li>- hors sujet partiel</li> <li>- sujet compris mais traitement plat et superficiel</li> <li>- construction vague</li> </ul>	<p>2 - 2,5 - 3 - 3,5 points</p> <ul style="list-style-type: none"> <li>- compréhension possible malgré des erreurs fréquentes</li> <li>- lexique limité</li> <li>- syntaxe peu élaborée</li> </ul>	
<p>2,5 - 3 - 3,5 points</p> <ul style="list-style-type: none"> <li>- existence d'une problématique</li> <li>- effort de construction</li> </ul>	<p>4 - 4,5 - 5 points</p> <ul style="list-style-type: none"> <li>- erreurs occasionnelles</li> <li>- vocabulaire adapté</li> <li>- syntaxe adéquate</li> </ul>	
<p>4 points</p> <ul style="list-style-type: none"> <li>- enchaînement des idées</li> <li>- développement organisé</li> <li>- références culturelles</li> <li>- conviction, humour</li> </ul>	<p>5,5 - 6 points</p> <ul style="list-style-type: none"> <li>- erreurs rares</li> <li>- vocabulaire riche</li> <li>- syntaxe élaborée</li> <li>- capacité à nuancer</li> </ul>	

Dans un esprit d'évaluation positive, on n'hésitera pas à bonifier (en seconde lecture et selon une échelle de + 0,5, / + 1 / + 1,5) les copies qui se lisent relativement facilement, avec intérêt, voire avec plaisir.  
 On tiendra compte du soin apporté à présentation et à la rédaction. On valorisera tout particulièrement les copies dont les auteurs ont *réagi* au sujet proposé en s'engageant et en exprimant un point de vue personnel.

## Recommandations pour les correcteurs de l'épreuve d'anglais ES-S LV1

### Épreuve 2006

Dans la partie compréhension, et plus particulièrement dans les questions qui exigent une rédaction, on ne sanctionnera la rédaction que si la mauvaise qualité de l'anglais rend les réponses incompréhensibles.

Questions	Précisions
1.	Pas de justification demandée. 1 pt par élément.
2.	Pas de justification demandée dans la consigne. Donc, <i>the scene takes place in England</i> . Mais accepter aussi tout simplement <i>England</i> = 2 pts.
3.	a) Pas de justification demandée. Accepter <i>school, school office, education authority office, job centre</i> (= 4 pts). <i>Office</i> seul = 2 pts. Ne pas accepter d'équivalent français (ANPE, rectorat, ministère). b) Exiger une phrase complète (3 pts pour tout énoncé du type : <i>to get a job as a teacher, for a job as a teacher</i> ).
4.	<i>The other woman</i> ou <i>the other character</i> = 2 pts. <i>Who maybe a secretary, a headmistress, etc.</i> = 4 pts. Accepter toute réponse sensée ( <i>boss</i> = 2 pts)
5.	Accepter la réponse <i>she expects (wants) her to read them</i> (sans <i>take</i> ou <i>accept</i> ) = 6 pts. Sanctionner <i>she wants him</i> (- 2 pts).
6.	Accepter : <i>the letters prove that she is a well-trained and experienced teacher</i> ou toute phrase rédigée qui fait mention de la compétence et de la qualification. Réponse non rédigée ou un seul élément mentionné ( <i>compétence</i> ou <i>qualification</i> ) = 3 pts.
7.	Il y a quatre étapes : <i>she takes the letters, she doesn't read them, she hands them back, she shakes and rattles them</i> . Parmi ces quatre étapes, accepter toute suite de trois étapes qui rende compte du sens de façon cohérente.
8.	La ligne 31 est indispensable. Pour l'autre citation, accepter aussi " <i>Take these back. They're of no use</i> " (l. 34).
9.	Il faut que <i>true, false</i> et a justification soient cohérents. Réponse <i>true/false</i> non justifiée ou citation non cohérente = 0.
10.	3 étapes. Pour chaque étape, 2 pts pour une affirmation et 2 pts pour une citation. Enlever 2 pts si moins de 30 mots.
11.	Si effort de développement des idées, sur 30 mots, décrivant l'attitude du personnage de façon cohérente même en utilisant d'autres formulations que celles du corrigé, 9 pts. Donner le bonus de 3 pts pour toute réponse mentionnant le préjugé racial même si c'est la seule réponse fournie..

Question 13 : traduction			Points
1		Toute traduction basée sur un conditionnel = 0 sur 2. Ne pas accepter <i>les lettres</i> (-1). Erreur de conjugaison sur <i>dire</i> : -1. <i>Je dis</i> = -1	2
2		Accepter <i>formation d'enseignant</i> . Traduction par <i>stage</i> ou <i>stagiaire</i> = -1. Ne pas accepter <i>entraînement</i> = - 2pts.	4
3		Accepter <i>tandis que</i> mais pas <i>pendant que</i> (0) Accepter <i>concerne</i> , mais pas <i>est concerné par</i> ou <i>avec</i> (0)	2
4		Ne pas accepter <i>position, position tenue</i> etc. (0)	2