

Session 2008

BACCALAURÉAT GÉNÉRAL

ANGLAIS

Langue vivante 2

Séries L et S

Corrigé

Série L *durée 3 heures - coefficient 4* **Série S :** *Durée 2 heures - coefficient 2*

L'usage du dictionnaire et des calculatrices est interdit.

Compréhension :	10 points
Expression :	10 points

The narrator is the mother of the family.

Everyone's behaviour has altered for the worse.

At school, Jordan has been lashing out at other kids, even the bigger ones. He punched and kicked Debbie Suffling who, though tall and strong-looking, actually has a blood condition that means she must not be hit.

5 Julie Edmunds, his teacher, sent Jordan straight to the head's office where he sat stony-eyed and sullen and refusing to say sorry. That's what Julie tells us when we go in to see her – that it's not the incident itself but his total lack of remorse about it that she takes most seriously.

I'm sure he's sorry, Mick tells her. He's just too proud to say it.

10 We don't encourage that sort of pride in this school, Julie says. We try to encourage children to respect others and put the truth first.

And she eyes Liv's buggy¹ and I know what she's thinking: what's she doing with another baby at her age when she can't even control the ones she's already got?

15 But it's not just Jordan. Rosa, who's loud and difficult at home but normally an angel at school – so good and conscientious that she will literally sweat if she doesn't get her homework done on time – has lost her pen, her PE kit and half of her books, and been in trouble more than once for talking in assembly.

Our Rosa? Mick says. Talking in assembly?

20 Not only that, but her shoelaces are fraying, her shirt's perpetually splattered with ink, her fingers are grubby and her arms covered in strange itchy spots which she picks till they bleed.

Who's throwing ink at you, Rose? I ask her. Someone's flicking it at you, aren't they?

It's my cartridge, she says flatly. It leaks.

All over your back?

25 She makes an ugly face at me.

And the spots – I wonder if they're flea bites. We must get Maria a flea collar, I say.

It's not Maria, Rosa almost says. But she stops. I don't have my kitten² out of this!

Well, what's biting you, Rosa?

I don't know, she says. I scratch it, maybe?

30 In November?

Leave me alone, she says. I'm fine, OK?

What is it? I ask her when she bursts into sudden tears. What's the matter, darling?

But she won't talk to me, just stomps upstairs. Half an hour later I find her asleep on her bed with the kitten purring on her chest.

35 And then there's Nat. I'll ask him to do a simple thing like empty the dishwasher or tidy his room or eat an egg on toast or remove his school blazer from where he just lets it drop in the hall and he'll immediately attack me.

Why do you insist on making my life hell? he screams.

40 I'm surprised at how much I want to hit him – I, who've never laid a finger on my kids. How can Nat – once the sunniest, easiest boy (far easier in many ways than the other two) – have turned into this monster? He sits in his room with the curtains shut and something electronic in his hand. He slouches around the house complaining. And then there's the food thing.

45 OK, I say as he pushes his plate away, why aren't you eating? It had better be good.

You – know – I – hate – scrambled – eggs.

I don't know that at all.

I told you. Last time. I hate the skin on them.

What skin? There isn't a skin –

50 There is, look. And he pokes with the edge of his fork.

Eat them, boy, Mick advises softly from behind his paper.

Oh God! Nat wails³, letting his head sink into his hands. I'll throw up, I'll be sick.

Julie Myerson, *Something Might Happen*, 2003.

¹ Liv's buggy : baby Liv's pushchair

² kitten : young cat

³ wails : laments

NOTE AUX CANDIDATS

Les candidats traiteront le sujet sur la copie qui leur sera fournie et veilleront à :

- respecter l'ordre des questions et reporter la numérotation sur la copie (numéro et lettre repère le cas échéant, ex. 14c) ;
- faire précéder les citations de la mention de la ligne ;
- composer des phrases complètes chaque fois qu'il leur est demandé de rédiger la réponse.

COMPRÉHENSION

1. a) Give the names of the two characters who are not members of the family circle.
Debbie Suffling / Julie Edmunds

b) Justify your choice by quoting from the text.

Lines 2-3: 'At school, Jordan has been lashing out at other kids (...) he punched and kicked Debbie Suffling'

L. 5: 'Julie Edmunds, his teacher'

c) Whose kitten is Maria?

Maria is Rosa's kitten.

d) There are six characters in the family circle. Using the table below, classify them into two age groups and give a name to each age group.

Group 1: Adults / Grown-ups / Parents (Accepter Old)	Group 2: Children / (Accepter Young)
- Mick - the narrator / mother (ou narrator seul, ou mother seul)	- Nat - Jordan - Liv - Rosa ou Rose

2. a) Line 18: 'Our Rosa? Mick says.' Who does "Our" refer to?
"Our" refers to Mick and the narrator / his wife / the mother.
Ou **"Our" refers to the parents (Accepter the family).**

b) Complete the following sentence.

Mick is probably Rosa's...

- teacher
- father
- younger brother

Mick is probably Rosa's father.

Focus on the passage from line 1 down to line 13.

3. a) Where did "the incident" (line 7) take place? (10 words maximum)
The incident took place at school.

b) Give the names of the two characters (one boy and one girl) who took part in "the incident".

Jordan and Debbie.

4. a) Among the following list, choose the two adjectives that best apply to the boy after "the incident".

ashamed – guilty – heartless – sympathetic – uncooperative – worried
heartless and uncooperative.

b) Justify your answer with one quotation for each adjective.

heartless: "stony-eyed" (l. 6) ou "his total lack of remorse" (l. 7)

uncooperative: "stony-eyed" (l. 6) ou "refusing to say sorry" (l. 6) ou "He's just too proud to say it." (l. 9)

Il faut obligatoirement deux citations différentes.

c) Line 9: '*I'm sure he's sorry, Mick tells her.'* Who do the underlined pronouns refer to?

"I" refers to Mick. "He" refers to Jordan. "Her" refers to Julie (Edmunds) / the teacher.

d) What did Mick try to do then? (10-15 words)

He tried to convince the teacher that Jordan was sorry / full of remorse.

Focus on the passage from line 14 down to line 34.

5. Say whether these statements are right or wrong. Justify your answers by quoting from the text.

a) Rosa behaves well at home. (one quotation)

W: 'Rosa, who's loud and difficult at home' (l. 14)

b) Rosa's attitude at school has become positive. (one quotation)

**W: 'been in trouble more than once for talking in assembly.' (lines 16-17)
'has lost her pen, her PE kit and half of her books' n'est pas acceptable.**

c) Rosa's physical appearance is worrying. (two quotations)

R: 'her shoelaces are fraying' (l. 19) / 'her shirt's perpetually splattered with ink' (l. 19) / 'her fingers are grubby' (l. 20) / 'her arms covered in strange itchy spots' (l. 20) / 'I wonder if they're flea bites' (l. 26) / 'what's biting you, Rosa?' (l. 28)

d) The relationship between Rosa and the narrator is tense. (two quotations)

R: 'she says flatly' (l. 23) / 'She makes an ugly face at me' (l. 25) / 'Rosa almost shouts' (l. 27) / 'You leave my kitten out of this!' (l. 27) / 'Leave me alone' (l. 31)

Focus on the passage from line 35 down to the end.

6. Choose one word from the passage to complete the sentence.

Nat is one of the narrator's

kids

7. a) Fill in the blanks with adjectives taken from the list below. (one blank = one adjective)

bad-tempered – clever – good-looking – loveable – scared – shy

According to the narrator, Nat used to be But now she thinks he has become at home.

loveable / bad-tempered

b) Pick out one quotation to justify each adjective chosen in 7.a).

Loveable: 'once the sunniest, easiest boy' (l. 40)

Bad-tempered: 'I'll ask him to do a simple thing (..) and he'll immediately attack me.' (lines 35-37) / 'He slouches around the house complaining.' (l. 42)

8. An incident is related at the end of this passage.

a) What happened with Nat? (10-15 words)

He refused to eat his scrambled eggs, saying he didn't like them.

b) Compare the narrator's and Mick's attitudes towards Nat. (10-20 words)

Whereas his mother tries to argue with him, his father just orders him to eat his eggs.

Read the whole text again.

9. Quote the sentence which best sums up the narrator's view on the family's situation.
'Everyone's behaviour has altered for the worse.' (l. 1)

TRADUCTION

Seuls les candidats de la série L réaliseront cet exercice.

Traduire en français le passage de 'And then there's Nat' (ligne 35) à '... he screams.' (ligne 38)

And then there's Nat. / I'll ask him to do a simple thing / like empty the dishwasher / or tidy his room / or eat an egg on toast / or remove his school blazer / from where he just lets it drop in the hall / and he'll immediately attack me. /
Why do you insist on making my life hell? / he screams. /

Et puis il y a Nat. Il suffit que je lui demande de faire une chose toute bête comme vider le lave-vaisselle, ranger sa chambre, manger un œuf sur du pain grillé ou ramasser sa veste d'uniforme qu'il laisse traîner par terre dans l'entrée pour qu'il m'agresse aussitôt.

Pourquoi est-ce que tu t'obstines à faire de ma vie un enfer ? hurle-t-il.

10 unités de sens à 2 points = 20 points

EXPRESSION

Les candidats de la série S choisiront de traiter l'UN des deux sujets au choix (200 mots).

Les candidats de la série L devront obligatoirement traiter les DEUX sujets (300 mots au total, soit environ 150 mots pour chaque sujet).

Sujet 1 : Some time later, the narrator and Mick are discussing the family situation. Write their conversation.

Sujet 2 : Do you think school should 'encourage children to respect others' (lines 10-11)? Discuss.

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

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
0,5 point - présentation inacceptable - écriture illisible - consignes non respectées - hors sujet - contresens	0,5 - 1 - 1,5 point - inintelligible - lexique indigent - erreurs récurrentes de grammaire élémentaire	/ 10
1 - 1,5 - 2 points	2 - 2,5 - 3 - 3,5 points	
- recopiage du support - hors sujet partiel - sujet compris mais traitement plat et superficiel - construction vague	- compréhension possible malgré des erreurs fréquentes - lexique limité - syntaxe peu élaborée	
2,5 - 3 - 3,5 points - existence d'une problématique - effort de construction	4 - 4,5 - 5 points - erreurs occasionnelles - vocabulaire adapté - syntaxe adéquate	
4 points - enchaînement des idées - développement organisé - références culturelles - conviction, humour	5,5 - 6 points - erreurs rares - vocabulaire riche - syntaxe élaborée - capacité à nuancer	
<p>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.</p> <p>On tiendra compte du soin apporté à présentation et à la rédaction. On valorisera tout particulièrement les copies dont les auteurs ont <i>réagi</i> au sujet proposé en s'engageant et en exprimant un point de vue personnel.</p>		

SERIE S : MYERSON

ITEM	TOTAL POINTS	CONTENU	REMARQUES
1 A	6	2 x 3 pts	
1 B	6	2 x 3 pts	
1 C	4		
1 D	5	(2 x 1 pt) + (6 x 0,5 pt)	• titres : 2 pts • noms : 3 pts
2 A	5		
2 B	5		
3 A	5		
3 B	4	2 x 2 pts	
4 A	6	2 x 3 pts	
4 B	4	2 x 2 pts	
4 C	6	3 x 2 pts	
4 D	6	2 x 3 pts	
5	6	6 x 1 pt	
6	5		
7 A	6	2 x 3 pts	
7 B	4	2 x 2 pts	
8 A	6	2 x 3 pts	
8 B	6	2 x 3 pts	
9	5	5	
TOTAL	100		

SERIE L : MYERSON

ITEM	TOTAL POINTS	CONTENU	REMARQUES
1 A	5	2 x 2,5 pts	
1 B	5	2 x 2,5 pts	
1 C	3		
1 D	5	(2 x 1 pt) + (6 x 0,5 pt)	• titres : 2 pts • noms : 3 pts
2 A	4		
2 B	4		
3 A	4		
3 B	3	2 x 1,5 pt	
4 A	4	2 x 2 pts	
4 B	4	2 x 2 pts	
4 C	6	3 x 2 pts	
4 D	4	2 x 2 pts	
5	6	6 x 1 pt	
6	3		
7 A	4	2 x 2 pts	
7 B	4	2 x 2 pts	
8 A	4	2 x 2 pts	
8 B	4	2 x 2 pts	
9	4		
Sous-Total	80		
Traduction	20		
TOTAL	100		