

BACCALAURÉAT GÉNÉRAL

SESSION 2016

ANGLAIS

LANGUE VIVANTE 1

Durée de l'épreuve : **3 heures**

Séries **ES** et **S** – coefficient : **3**

Série **L** Langue vivante obligatoire (LVO) – coefficient : **4**

Série **L** LVO et Langue vivante approfondie (LVA) – coefficient : **8**

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

Dès que ce sujet vous est remis, assurez-vous qu'il est complet.
Ce sujet comporte 6 pages numérotées de 1/6 à 6/6.

Répartition des points

| | |
|--------------------------|-----------|
| Compréhension de l'écrit | 10 points |
| Expression écrite | 10 points |

Lisez les documents A et B.

Document A

[Frederick and Jette Meisenheimer left Hanover in 1904 to start a brand new life in America. They have settled in a village called Beatrice in Missouri.]

In what little spare time he had, Frederick began to study English. He borrowed books from Dr. Becker and read for an hour each morning. Every week he bought the town's newspaper, the *Beatrice Optimist*, and slowly worked his way through it, dictionary by his side. He listened closely to conversations at the tavern, eager to grasp the language's strange vernacular¹. Frederick was an assiduous student. A year after their arrival in America, he had amassed a fair vocabulary and was rarely caught out by the army of irregular verbs that lurked in ambush. But for all his hard work, Frederick had no gift for English. After the dour rigidity of his native tongue, its anarchy unnerved him. There was always a glimmer of apprehension in his eyes when he spoke, as if every sentence were a high wire from which he was liable to topple² at any moment. His unease made him retreat from the perils of idiom. He adopted a cautious, formal mode of speech, although this wasn't just because of his fear of opaque colloquialisms: English was the language of his family's future. It deserved to be spoken with respect, not sullied with lazy elisions and cheap slang. As he listened to the alien words form themselves in his mouth, his heart would swell with pride.

Because Frederick loved America. He loved its big open spaces, the sunsets that drenched the evening sky in blistering color. He loved the warmth of the people. Above all, he loved the smell of promise that hung in the air. Europe, he could see now, was slowly suffocating under the weight of its own history. In America the future was the only thing that mattered. Frederick turned his back on everything that had gone before, and looked ahead into the bright lights of the young century. Here a man could reinvent himself. His determination to learn a new language was his own path toward such reincarnation. German became just an echo of his past.

Jette was not so lucky. Joseph's birth, rather than directing her eyes toward the future, instead turned her gaze back toward the home she had left behind. Motherhood changed everything that she thought she knew. Everything was now refracted through the prism of a new mother's love. She stared down at Joseph as he slept, and knew that she would be destroyed if he ever left her. Suddenly, remorse flooded through her as she thought about her parents, alone now on the other side of the world. [. . .] It had been her idea to come to America, but now she began to wish that they had never left. As she watched Frederick eagerly immerse himself in his new country, she kept her homesickness a guilty secret.

Unlike her husband, Jette learned scarcely a word of English. Almost everyone in the town still spoke German, and she found her old language a welcome comfort in the face of the strange parade of foreign customs outside her front door.

Alex George, *A Good American*, 2012

¹ vernacular: the language spoken in a particular area or by a particular group

² to topple (here): to lose balance and fall down

Document B

[The narrator recalls a period of time when he and his twin sister were teenagers.]

Our family came to a stop in Great Falls, Montana, in 1956, the way many military families came to where they came to following the war. We'd lived on air bases in Mississippi and California and Texas. Our mother had her degree and did substitute teaching in all those places. Our father hadn't been deployed to Korea, but
5 been assigned to desk jobs at home, in the supply and requisition forces. He'd been allowed to stay in because he'd won combat ribbons, but hadn't advanced beyond captain. And at a certain point—which happened when we were in Great Falls and he was thirty-seven—he decided the Air Force was no longer offering him much of a future and, having put in twenty years, he ought to take his pension and muster out.
10 [. . .]

Each time our family moved to a new place—any of the far-flung locales—and settled ourselves into a rented house, and our father put on his pressed blue uniform and drove off to work at some air base, and my mother commenced a new teaching position, Berner¹ and I would try to think that this was where we'd say we were from if
15 anyone asked. We practiced saying the words to each other on our way to whatever our new school was each time. "Hello. We're from Biloxi, Mississippi." "Hello. I'm from Oscoda. It's way up in Michigan." "Hello. I live in Victorville." I tried to learn the basic things the other boys knew and to talk the way they talked, pick up the slang expressions, walk around as though I felt confident being there and couldn't be
20 surprised. Berner did the same. Then we'd move away to some other place, and Berner and I would try to get situated all over again. This kind of growing up, I know, can leave you either cast out and adrift, or else it can encourage you to be malleable and dedicated to adjusting—the thing my mother disapproved of, since she didn't do it, and held out for herself some notion of a different future, more like the one she'd
25 imagined before she met our father. We—my sister and I—were small players in a drama she saw to be relentlessly unfolding.

Richard Ford, *Canada*, 2012

¹ Berner: the narrator's twin sister

NOTE AUX CANDIDATS

Les candidats traitent le sujet sur la copie qui leur est fournie et veillent à :

- respecter l'ordre des questions et reporter les repères sur la copie (lettre ou lettre et numéro ou lettre, numéro et lettre). Exemples : **A.** ou **A.1.** ou **A.1.a.** ;
- faire toujours suivre les citations du numéro de la ligne ;
- recopier les phrases à compléter en **soulignant** l'élément introduit.

Répondez en anglais aux questions

I. COMPRÉHENSION DE L'ÉCRIT (10 points)

Document A

Tous les candidats traitent les questions de A à C.

- A.** Copy out the paragraphs and complete with one or more words which you will underline.

Frederick used to live in He America in 1904.
He loves very much.
His native tongue is and he learns thanks to the
town's newspaper and Speaking this new language makes
him but also

- B.** Say whether the following statements are **True** or **False**. Justify your choice for each statement by quoting an element from the text.

1. Frederick works very hard to learn this new language.
2. Speaking this language is easy for him.
3. He misses speaking his native language.
4. Jette feels at home in America.
5. She blames herself for her homesickness.

- C.** Joseph's birth has several consequences on Jette. Name at least two of them using your own words.

Seuls les candidats des séries S et ES et ceux de la série L qui ne composent pas au titre de la LVA (Langue vivante approfondie) traitent la question D.

- D.** In your own words, compare how Frederick and Jette feel about...
1. their native country or continent.
 2. America.
- Give at least two items for each character.

Seuls les candidats de la série L composant au titre de la LVA (Langue vivante approfondie) traitent la question E.

- E. Comment briefly on Frederick's state of mind as illustrated by the following sentence: "*German became just an echo of his past.*" (l. 24)

Tous les candidats traitent les questions de F à J.

Document B

- F. What do the narrator's parents do for a living?
- G. What are the consequences of their having to change towns regularly...
1. on the teenagers' everyday lives?
 2. on their mother's career?
- H. Compare how the teenagers and their mother adapt to these places and feel about this situation. Answer in a few sentences.

Documents A and B

- I. Say in your own words how the following characters relate to language:
1. Frederick.
 2. Jette.
 3. the teenagers.
- J. To what extent do the teenagers share Frederick's experience? Point out similarities and differences.

II. EXPRESSION ÉCRITE (10 points)

Afin de respecter l'anonymat de votre copie, vous ne devez pas signer votre composition, citer votre nom, celui d'un camarade ou celui de votre établissement.

Tous les candidats traitent le sujet suivant.

Jette and Frederick talk about their life in America and their expectations for Joseph's future. Imagine their conversation. (150 mots +/- 10%)

Seuls les candidats des séries ES, S et ceux de la série L qui ne composent pas au titre de la LVA (Langue vivante approfondie) traitent également le sujet suivant.

You are Vincent / Julie Dubois. You have just moved back to France after living in the USA and other countries. You write an email to an American friend of yours about the advantages and drawbacks of regularly moving to new places. (150 mots +/- 10%)

Seuls les candidats de la série L composant au titre de la LVA (Langue vivante approfondie) traitent également l'un des deux sujets suivants.

1. To what extent does language bring people together? (300 mots +/- 10%)

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2. "Travel is fatal to prejudice, bigotry and narrow-mindedness." (Mark Twain, *The Innocents Abroad*, 1869). Discuss and illustrate. (300 mots +/- 10%)