

BACCALURÉAT GÉNÉRAL

Session 2015

ANGLAIS

Langue Vivante 1

Durée de l'épreuve : **3 heures**

Séries **ES/S** – coefficient : **3**

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

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

L'usage de la calculatrice et du dictionnaire n'est pas autorisé.

Ce corrigé comporte 11 pages numérotées de 1/11 à 11/11.

Répartition des points

Compréhension	10 points
Expression	10 points

DOCUMENT A

A month before for my birthday, Anek had taken me to the new American fast-food place at Sogo Mall. I was happy that day. I had dreamed all week of hamburgers and french fries and a nice cold soda and the air-conditioning of the place. During the ride to the mall, my arms wrapped around my brother's waist, the motorcycle sputtering under us, I imagined sitting at one of those shiny plastic tables across from my brother. We'd be pals. After all, it was my birthday—he had to grant me that. We would look like those university students I had seen through the floor-to-ceiling windows, the ones who laughed and sipped at their sodas. Afterward, we would walk into the summer sun with soft-serve sundaes, my brother's arm around my shoulder.

The place was packed, full of students and families clamoring for a taste of American fast food. All around us, people hungrily devoured their meals. I could smell beef cooking on the grill, hear peanut oil bubbling in the deep fryers. I stared at the illuminated menu above the counter.

“What should I get, Anek?”

“Don't worry, kid. I know just what you'd like.”

We waited in line, ordered at the counter, took our tray to an empty booth. Anek said he wasn't hungry, but I knew he had only enough money to order for me: a small burger and some fries. I decided not to ask him about it. I wasn't going to piss him off, what with it being my birthday and what with people being so touchy about money ever since Pa died. As we walked to the booth, I told Anek we could share the meal, I probably wouldn't be able to finish it all myself anyway.

Even though he had been telling me all month about how delicious and great the place was, my brother looked a little uncomfortable. He kept glancing around nervously. It occurred to me then that it was probably his first time there as well. We had on our best clothes that day—Anek in his blue jeans and white polo shirt, me in my khakis and red button-down—but even then I knew our clothes couldn't compare to the other kids' clothes.

Their clothes had been bought in the mall; ours had been bought at the weekend bazaar and were cheap imitations of what they wore.

Anek stared across the table at me. He smiled. He tousled my hair.

“Happy birthday, kid. Eat up.”

“Thanks, Anek.”

I unwrapped the burger. I peeked under the bun at the gray meat, the limp green pickles, the swirl of yellow mustard and red ketchup. Anek stared out the window at the road in front of the mall. For some reason, I suddenly felt like I should eat as quickly as possible so we could get the hell out of there. I didn't feel so excited any more. And I noticed that the place smelled strange—a scent I'd never encountered before—a bit rancid, like palaa fish left too long in the sun. Later, I would find out it was cheese.

Rattawut Lapcharoensap, *At the café lovely*, in *Sightseeing*, 2005

DOCUMENT B

Moving to America was both exciting and frightening, but we found great comfort in knowing my father spoke English. Having spent years regaling us with stories about his graduate years in America, he had left us with the distinct impression that America was his second home. My mother and I planned to stick close to him, letting him guide us through the exotic American landscape that he knew so well. We counted on him not only to translate the language but also to translate the culture, to be a link to the most foreign of lands. He was to be our own private Rosetta stone¹.

Once we reached America, we wondered whether perhaps my father had confused his life in America with someone else's. Judging from the bewildered looks of store cashiers, gas station attendants, and waiters, my father spoke a version of English not yet shared with the rest of America. His attempts to find a "vater closet" in a department store would usually lead us to the drinking fountain or the home furnishings section. Asking my father to ask a waitress the definition of "sloppy Joe" or "Tater Tots" was no problem. His translations, however, were highly suspect. Waitresses would spend several minutes responding to my father's questions, and these responses, in turn, would be translated as "She doesn't know." Thanks to my father's translations, we stayed away from hot dogs, catfish, and hush puppies², and no amount of caviar in the sea would have convinced us to try mud pie.

We wondered how my father had managed to spend several years attending school in America yet remain utterly befuddled by Americans. We soon discovered that his college years had been mainly spent at the library, where he had managed to avoid contact with all Americans except his engineering professors. As long as the conversation was limited to vectors, surface tension, and fluid mechanics, my father was Fred Astaire³ with words. But one step outside the scintillating world of petroleum engineering and he had two left tongues.

Firoozeh Dumas, *Funny in Farsi*, 2003

¹ Rosetta stone (l.8) : a stone that helped understanding Egyptian hieroglyphs

² hush puppies (l.18) : fried food

³ Fred Astaire (l.25) : an American musical dancer (1899-1987)

COMPRÉHENSION

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

- respecter l'ordre des questions et reporter les repères sur la copie (lettre ou lettre et numéro ou lettre, numéro et lettre). Exemples : **I.** ou **I.1.** ;
- faire toujours suivre les citations du numéro de la ligne ;
- répondre à toutes les questions en anglais.

En l'absence d'indications spécifiques, le candidat répondra **brèvement** aux questions.

DOCUMENT A

Tous les candidats traitent les questions de I à III

Read the whole text.

I.

1. Identify the main characters and say how they are related.

The main characters are Anek and the narrator. They are brothers.

2 pts (1 + 1)

2. What do you learn about the main characters' family situation and its consequence?

The father died ("Pa died" I.20) so they have less money at home / the family is poor and this creates tensions / they can hardly afford a burger each / they buy cheap clothes at the weekend bazaar.

5 pts (2 + 3)

3. "I was happy that day." (I.2)

Find two elements showing this day is special for the narrator. Explain.

It is the narrator's birthday and he's going to spend the day with his big brother at the new American fast-food place at Sogo Mall.

2 éléments exigibles.

4 pts (2 + 2)

Read the whole text again and focus on the main characters.

- II. What words best define their relationship? Justify your choices with a quote for each word.

rivalry / reject / care / indifference / tension

care: “Don’t worry, kid. I know just what you’d like.” (l.15) / “Anek said he wasn’t hungry, but I knew he had only enough money to order for me.” (l.17) / “I decided not to ask him about it.” (l.18) / “I told Anek we could share the meal” (l.20-21) / “He tousled my hair” (l.30) / “my arms wrapped around my brother’s waist” (l.4) / “my brother’s arm around my shoulder” (l.9) / “Happy birthday, kid.” (l.31)

tension: “I wasn’t going to piss him off.” (l.18-19) / “after all, it was my birthday — he had to grant me that” (l.6) / “what with people being so touchy about money ever since Pa died” (l.19-20)

6 pts (care: 2 pts + tension: 4 pts)

III.

1. Now focus on the place. How had they imagined it? Answer in your own words giving three different elements.

They had imagined it as a glamorous/pleasant place where people had a good time with their friends and families, enjoyed themselves and where the food was delicious.

6 pts (2 + 2 + 2)

2. Did it match reality? Give three different elements to justify your answer.

No, it didn’t. The place was overcrowded, the people were struggling to be served and behaved like animals, devouring their meals. The food smelled and looked strange.

6 pts (2 + 2 + 2)

N’accorder aucun point en l’absence de justification.

3. How did they feel once there? (30 words)

They felt embarrassed / ill-at-ease / uncomfortable / awkward, as if they didn’t fit in / as if they didn’t belong. They didn’t feel so excited any more, somewhat disappointed. They felt like running away.

6 pts (2 + 2 + 2)

Seuls les candidats de la série L composant au titre de la LVA (Langue Vivante Approfondie) traitent également la question IV

IV.

1. "I could smell beef cooking on the grill, hear peanut oil bubbling in the deep fryers." (l.11-12)

How does the author make the reader share the narrator's experience? Find other instances of this technique. Identify and classify them.

He uses the senses (of smell and hearing).

smell	"the place smelled strange" (l.37) / "a scent [...] a bit rancid, like palaa fish left too long in the sun" (l. 37-38)
hearing	"motorcycle sputtering" (l.4) / "laughed" (l.8) / "clamoring" (l.10)
sight	"shiny plastic tables" (l.5) / "we would look like those university students" (l.6-7) / "packed" (l.10) / "I stared at the illuminated menu" (l.12-13) / "glancing around nervously" (l.23-24) / "stared across the table" (l.30) / "peeked" (l.33) / "gray meat" (l.33) / "limp green pickles" (l.33-34)
taste	"nice cold soda" (l.3) / "sipped" (l.8) / "soft-serve sundaes" (l.9) / "a taste" (l.10) / "hungrily devoured their meals" (l.11) / "I should eat as quickly as possible" (l.35-36)
touch	"my arms wrapped" (l.4) / "my brother's arm around my shoulder" (l.9) / "He tousled my hair" (l.30) / "I unwrapped" (l.33)

12 pts (2 pts + 5 x 2 pts)

Les 5 sens sont exigés avec 1 exemple pour chaque sens.

2. Read the last paragraph again.
How does the narrator's mood evolve?
The author's style illustrates this change of mood. Give one technique and find a quote.

Change of mood: disillusion / disappointment

Un élément exigible parmi:

- Use of expressions that show his disillusion → “I suddenly felt like I should eat as quickly as possible, so we could get the hell out of there.” (l.35-36) / “not so excited any more” (l.36-37) / “I noticed that the place smelled strange” (l.37) / “For some reason, I suddenly felt like I should eat as quickly as possible” (l.35-36)
- Use of words with a negative connotation → “I peeked at the gray meat” (l.33) / “limp” (l.33) / “rancid” (l.38) / “left too long in the sun” (l.38)
- Verbs of perception → “peeked”(l.33) / “stared” (l.34) / “noticed” (l.37) / “smelled” (l.37) / “felt” (l.35)
- First-person narrative → repetition of the personal pronoun “I” 8 times
- Distance → repetition of the definite article “the” 6 times

8 pts (disillusion : 4 pts + style : 2 + 2 pts)

DOCUMENT B

Tous les candidats traitent les questions de V à VII

Read the whole text.

- V. “Having spent years regaling us with stories about his graduate years in America, he had left us with the distinct impression that America was his second home.” (l.2-4)

Who do the underlined pronouns refer to?

The pronoun “us” refers to the narrator and his/her mother. The pronoun “he” refers to the narrator’s father.

3 pts (1,5 + 1,5)

VI.

1. Read the first paragraph again and explain the family situation in your own words.

The father studied in America and the family moved there.

6 pts (3 + 3)

2. Which member of the family has an important role to play in this situation? Explain what role.

The father is the one who has an important role to play. He is a guide to his family and is supposed to translate for them and explain this foreign culture. (I.6,7,8)

8 pts (2 + 3 + 3)

VII. "My father spoke a version of English not yet shared with the rest of America." (I.11-12)
Explain the quote.

He doesn't make himself understood by Americans.

Analyse the narrator's tone

The narrator's tone is ironic / humorous. The narrator doesn't mean what he/she is saying. It seems that it is America that has to adapt to the father's English.

and find two other instances to illustrate your point.

- "Once we reached America, we wondered whether perhaps my father had confused his life in America with someone else's" (I.9-10)
- "His attempts to find a "vater closet" in a department store would usually lead us to the drinking fountain or the home furnishings section." (I.12-14)
- "His translations, however, were highly suspect." (I.15)
- "Thanks to my father's translations, we stayed away from hot-dogs, catfish, and hush puppies, and no amount of caviar in the sea would have convinced us to try mud pie." (I.17-19)
- "We wondered how my father had managed to spend several years attending school in America yet remain utterly befuddled by Americans." (I.20-21)
- "As long as the conversation was limited to vectors, surface tension, and fluid mechanics, my father was Fred Astaire with words." (I.23-25)
- "But one step outside the scintillating world of petroleum engineering and he had two left tongues." (I.25-26)

12 pts (2 pts + 3 pts + 3 pts + 2 x 2 pts)

DOCUMENT A AND DOCUMENT B

Tous les candidats traitent la question VIII

Read the two documents again.

VIII.

1. Explain the differences and similarities in the way both narrators have access to American culture. (70 words)

Both have access to American culture thanks to a family member / relative. In document A, Anek takes the narrator to the new American fast-food place. In document B, the narrator's father plays the role of a mediator in their discovery of American culture.

The narrator in document A has access to American culture through food whereas in document B the narrator's perception is filtered by the father's experience.

10 pts (5 x 2 pts)

2. What can the reader perceive about American culture in both documents?

In both documents, American culture is reduced to clichés: the consumer society, i.e. fast-food restaurants and malls/stores.

For someone who doesn't belong, having access to American culture seems to remain quite difficult.

6 pts (3 + 3)

EXPRESSION (10 points)

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 le sujet I ou le sujet II, au choix.

SUJET I

The narrator in document B writes an e-mail to a friend to relate a family outing in a restaurant in America. (300 words)

SUJET II

Is food the only way to discover a foreign culture? (300 words)

Seuls les candidats de la série L composant au titre de la LVA (Langue Vivante Approfondie) traitent le sujet III ou le sujet IV, au choix.

SUJET III

“Appearances are sometimes deceptive.” Discuss. (300 words)

SUJET IV

To what extent does globalization transcend culture? (300 words)

CALCUL DE LA NOTE FINALE

TABLEAU RECAPITULATIF DES NOTES		
COMPREHENSION		
Question	Barème Série ES / S / L LVO	Barème L LVA
I. 1.	2 pts (1 + 1)	2 pts (1 + 1)
I. 2.	5 pts (2 + 3)	5 pts (2 + 3)
I. 3.	4 pts (2 + 2)	4 pts (2 + 2)
II.	6 pts (2 + 4)	6 pts (2 + 4)
III. 1.	6 pts (2 + 2 + 2)	6 pts (2 + 2 + 2)
III. 2.	6 pts (2 + 2 + 2)	6 pts (2 + 2 + 2)
III. 3.	6 pts (2 + 2 + 2)	6 pts (2 + 2 + 2)
IV. 1.		12 pts (2 + 5 x 2 pts)
IV. 2.		8 pts (4 + 2 + 2)
V.	3 pts (1,5 + 1,5)	3 pts (1,5 + 1,5)
VI. 1.	6 pts (3 + 3)	6 pts (3 + 3)
VI. 2.	8 pts (2 + 3 + 3)	8 pts (2 + 3 + 3)
VII.	12 pts (2 + 3 + 3 + 2 x 2 pts)	12 pts (2 + 3 + 3 + 2 x 2 pts)
VIII. 1.	10 pts (5 x 2 pts)	10 pts (5 x 2 pts)
VIII. 2.	6 pts (3 + 3)	6 pts (3 + 3)
Sous-total	... /80 pts : 8 = .../10	.../100 pts : 10 = .../10
EXPRESSION		
Sous-total	Note sur 20 pts : 2 = 10	

NOTE FINALE: note compréhension /10 + note expression /10 = /20

Arrondir la note finale :

- notes de 0 à 0,24 / de 0,5 à 0,74 : arrondir au demi-point inférieur
- notes de 0,25 à 0,49 / de 0,75 à 0,99 : arrondir au demi-point supérieur