

BACCALAURÉAT GÉNÉRAL

SESSION 2020

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

**Dès que ce sujet vous est remis, assurez-vous qu'il est complet.
Ce sujet comporte 8 pages numérotées de 1/8 à 8/8.**

Compréhension	10 points
Expression	10 points

Prenez connaissance des documents A, B et C.

Document A

One summer day when I was about ten, I sat on a stoop, chatting with a group of girls my age. [...]

At one point, one of the girls, a second, third, or fourth cousin of mine, gave me a sideways look and said, just a touch hotly, “How come you talk like a white girl?”

5 The question was pointed, meant as an insult or at least a challenge, but it also came from an earnest place. It held a kernel of something that was confusing for both of us. We seemed to be related but of two different worlds.

“I don’t,” I said, looking scandalized that she’d even suggest it and mortified by the way the other girls were now staring at me.

10 But I knew what she was getting at. There was no denying it, even if I just had. I *did* speak differently than some of my relatives [...]. Our parents had drilled into us the importance of using proper diction, of saying “going” instead of “goin’ ” and “isn’t” instead of “ain’t.” We were taught to finish off our words. They bought us a dictionary and a full *Encyclopaedia Britannica* set, which lived on a shelf in the stairwell to our apartment, its titles etched in gold. Any time we had a question about a word, or a concept, or some piece of history, they directed us toward those books. [...] The idea was we were to transcend, to get ourselves further. They’d planned for it. They encouraged it. We were expected not just to be smart but to own our smartness—to inhabit it with pride—and this filtered down to how we spoke.

20 Yet it also could be problematic. Speaking a certain way—the “white” way, as some would have it—was perceived as a betrayal, as being uppity, as somehow denying our culture. Years later, after I’d met and married my husband—a man who is light-skinned to some and dark-skinned to others, who speaks like an Ivy League-educated black Hawaiian raised by white middle-class Kansans—I’d see this confusion play out on the national stage among whites and blacks alike, the need to situate someone inside his or her ethnicity and the frustration that comes when it can’t easily be done. America would bring to Barack Obama the same questions my cousin was unconsciously putting to me that day on the stoop: Are you what you appear to be? Do I trust you or not?

Michelle Obama, *Becoming*, 2018

Document B

As a kid I understood that people were different colors, but in my head white and black and brown were like types of chocolate. Dad was the white chocolate, mom was the dark chocolate, and I was the milk chocolate. But we were all just chocolate. I didn't know any of it had anything to do with "race." I didn't know what race was. My mother never referred to my dad as white or to me as mixed. So when the other kids in Soweto called me "white," even though I was light brown, I just thought they had their colors mixed up, like they hadn't learned them properly. [...]

I soon learned that the quickest way to bridge the race gap was through language. Soweto was a melting pot: families from different tribes and homelands. Most kids in the township spoke only their home language, but I learned several languages because I grew up in a house where there was no option but to learn them. My mom made sure English was the first language I spoke. If you're black in South Africa, speaking English is the one thing that can give you a leg up. English is the language of money. English comprehension is equated with intelligence. If you're looking for a job, English is the difference between getting the job or staying unemployed. [...]

Living with my mom, I saw how she used language to cross boundaries, handle situations, navigate the world. We were in a shop once, and the shopkeeper, right in front of us, turned to his security guard and said, in Afrikaans¹, "*Volg daai swartes, netnou steel hulle iets.*" "Follow those blacks in case they steal something."

My mother turned around and said, in beautiful, fluent Afrikaans, [...] "Why don't you follow these blacks so you can help them find what they're looking for?"

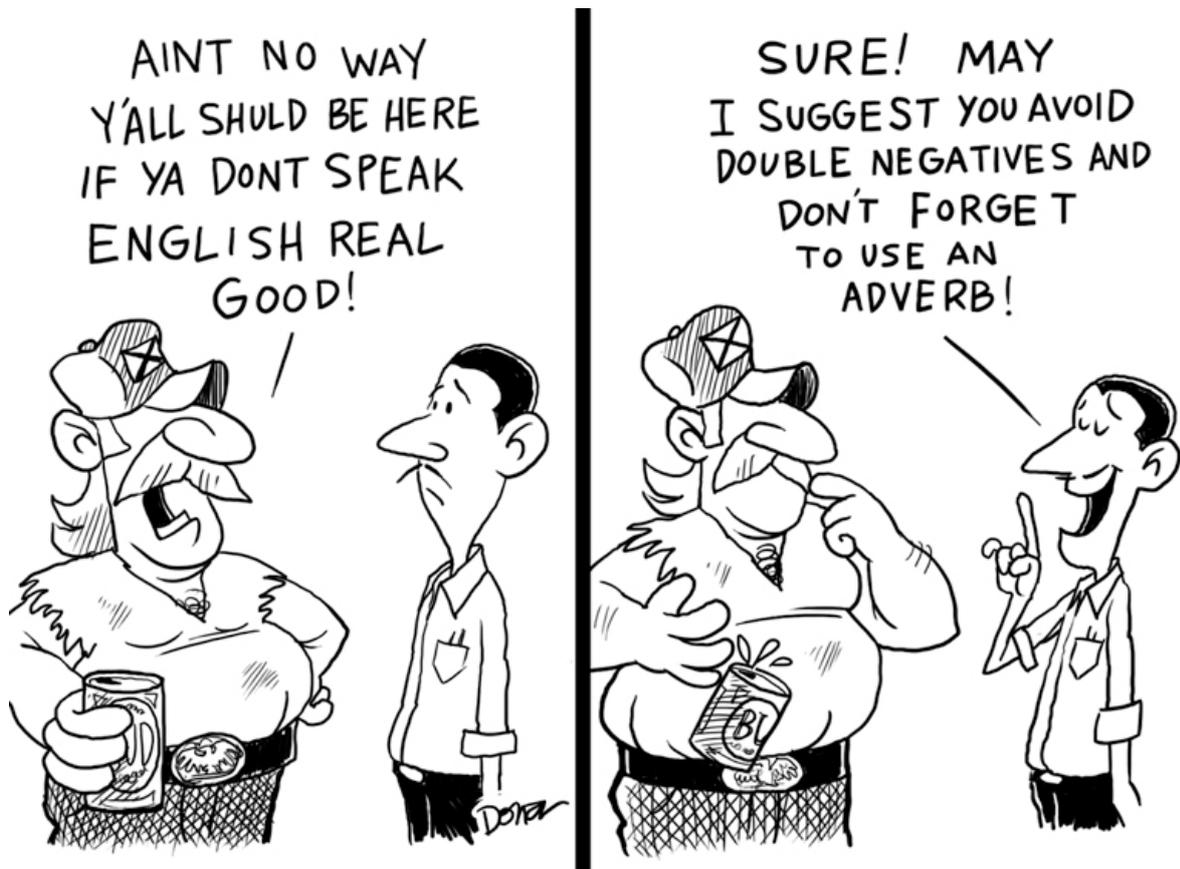
"*Ag, jammer!*" he said, apologizing in Afrikaans. Then—and this was the funny thing—he didn't apologize for being racist; he merely apologized for aiming his racism at us. "Oh, I'm so sorry," he said. "I thought you were like the other blacks. You know how they love to steal."

I learned to use language like my mother did. I would simulcast—give you the program in your own tongue. I'd get suspicious looks from people just walking down the street. "Where are you from?" they'd ask. I'd reply in whatever language they'd addressed me in, using the same accent that they used. [...]

I became a chameleon. My color didn't change, but I could change your perception of my color. If you spoke to me in Zulu, I replied to you in Zulu. [...] Maybe I didn't look like you, but if I spoke like you, I was you.

Trevor Noah, *Born a Crime*, 2016

¹ the language spoken by 60% of white South Africans. During apartheid, it was viewed by many black South Africans as the "language of the oppressor".



<https://politicalgraffiti.files.wordpress.com/2009/01/>

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 - exemples : **A.** ou **F.1**) ;
- faire toujours suivre les citations du numéro de la ligne.

Répondre en **anglais** aux questions.

I COMPRÉHENSION DE L'ÉCRIT (10 points)

Tous les candidats traitent les questions A à D.

DOCUMENT A

- A. What type of text is it? Choose the correct answer.
1. An extract from a novel
 2. An extract from a speech
 3. An extract from an autobiography
- B. What does the sentence "How come you talk like a white girl?" (l. 4) reveal about the writer's race?
How did the writer react to the question? Pick out two adjectives.
- C. Explain in your own words the paradox pointed out in the sentence "we seemed to be related but of two different worlds" (l. 7). (20 words)
- D. What was the writer advised to do to "get [herself] further"(l. 17)? Pick out two examples.

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

- E. Explain in your own words the sentence "We were expected not just to be smart but to own our smartness—to inhabit it with pride—and this filtered down to how we spoke" (l.18-19). (30 words)

Tous les candidats traitent les questions F et G.

- F. Give three examples of how black people react to black people speaking "the 'white' way" (l. 20).
- G. Explain in your own words the paradox pointed out in the sentence "A man who is light-skinned to some and dark-skinned to others, who speaks like an Ivy League-educated black Hawaiian raised by white middle-class Kansans" (l. 22-24). (50 words)

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

- H. Explain in your own words the sentence “The need to situate someone inside his or her ethnicity and the frustration that comes when it can’t easily be done” (l. 25-27). (50 words)

Document B

Tous les candidats traitent les questions I à P.

- I. What type of text is it? Choose the correct answer.
1. An extract from a novel
 2. An extract from a speech
 3. An extract from a biography
- J. Who does “I” (l. 1) refer to?
- K. What are the three languages mentioned in the text?
- L. Match and copy out your answers.
- | | |
|------------------------|------------------------------------|
| 1. “I” (l. 1) is ... | a. of mixed South African origins. |
| 2. “Dad” (l. 2) is ... | b. of white South African origins. |
| 3. “Mom” (l. 2) is ... | c. of black South African origins. |
- M. Explain in your words the sentence “We were all just chocolate” (l. 3). (20 words)
- N. According to the writer, why do black South Africans need to be able to speak English? Pick out three reasons from the text.
- O. Focus on the text from line 18 to line 26.
1. In what language does the shopkeeper speak to the security guard?
 2. In what language does the mother speak to the shopkeeper?
 3. How does the shopkeeper react? Justify your answer.
- P. In your own words, explain why the writer compares himself to a “chameleon” (l. 31). (40 words)

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

- Q. In your own words, explain the sentence “he didn’t apologize for being racist; he merely apologized for aiming his racism at us” (l. 24-25). (50 words)

Tous les candidats traitent les questions R, S et T.

Document C

- R. Using elements from the picture, say what is surprising about the scene. (40 words)
- S. How does the cartoon illustrate the power of language? (20 words)

Documents A, B et C

- T. What themes do the three documents have in common? (40 words)

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

- U. "Speaking [good] English is the one thing that can give you a leg up" (document B, l. 13). Show how the three documents illustrate this idea. (50 words)

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.

Seuls les candidats des séries S, ES, et L qui ne composent pas au titre de la LVA (Langue Vivante Approfondie) traitent l'un des deux sujets suivants.

1. Michelle Obama gives a short speech to a group of black boys and girls to show them that speaking appropriate English was a real asset in her life. Write her speech. (250 words)

OU

2. Do you agree with Trevor Noah's assumption that speaking a language can help you "cross boundaries, handle situations, navigate the world" (document B, l. 17-18)? (250 words)

Seuls les candidats de la série L composant au titre de la LVA (Langue Vivante Approfondi) traitent les deux sujets suivants.

1. Michelle Obama gives a short speech to a group of black boys and girls to show them that speaking appropriate English was a real asset in her life. Write her speech. (200 words)

ET

2. Do you agree with Trevor Noah's assumption that speaking a language can help you "cross boundaries, handle situations, navigate the world" (document B, l. 17-18)? (200 words)