

Session 2006

BACCALAUREAT GENERAL

ANGLAIS

Langue vivante 1

Série L

Durée : 3 heures - Coefficient 4

L'usage du dictionnaire et des calculatrices est interdit.

Compréhension	14 points
Expression	
Traduction	6 points

Le sujet comporte 5 pages numérotées 1/5 à 5/5 .

Midway through the ninth year of Irma's employment, Dr Marilyn Lattimore came down with an uncharacteristic cold and was home for two days.

It was in the breakfast room that the conversation took place. Dr Marilyn sat reading the paper and sipping tea and dabbing at her red, drippy nose. Irma was in the adjoining kitchen, had removed the covers of the stove-burners and was scrubbing them single-mindedly.

5 'Do you believe this, Irma? A week of surgeries and I come down with this arrogant little virus.' Dr Marilyn's voice, normally husky, now bordered on masculine.

10 'Back in medical school, Irma, when I rotated through pediatrics, I caught every virus known to mankind. And later, of course, when I had the children. But it's been years since I've been sick and I find this positively insulting. I'm sure some patient gave it to me. I'd just like to know who so I could thank them personally.'

Dr Marilyn was a pretty woman, small, with honey-colored hair, who looked much younger than her age. She walked two miles every morning at six a.m.

Irma said, 'You strong, you get better soon.'

15 'I certainly hope so ... thank you for that bit of optimism, Irma ... would you be a dear and get me some of the fig preserve for my toast?'

Irma fetched the jar and brought it over.

'Thank you, dear.'

'Something else, Doctor Em?'

20 'No, thank you, dear. Are you all right, Irma?'

Irma forced a smile. 'Yes.'

'You're sure?'

'Sure, yes, Doctor Em.'

'Hmm ... don't spare me because of my cold. If there's something on your mind, get it out.'

25 Irma started to head back to the kitchen.

'Dear,' Dr Marilyn called after her, 'I know you well, and it's obvious something's on your mind. You wore that exact same look until we had your papers taken care of. Then you did it again, worrying about whether or not the amnesty would take effect. Something's *definitely* on your mind.'

'I fine, Doctor Em.'

30 '*Irma.*'

'I worry about Isaac.'

'Isaac? Is he all right?'

'Yes, he very good. Very smart.'

Irma broke down in tears.

35 'He's smart and you're crying?' said Dr Marilyn. 'Am I missing something?'

They had tea and fig jam on thin toast and Irma told Dr Marilyn all of it. How Isaac kept coming home from school crying with frustration and boredom. How he'd finished all of his sixth-grade¹ work in two months, taken it upon himself to 'borrow' seventh- and eighth- and even some ninth-grade books and had sped through them as well. Finally, he was caught reading a pre-algebra workbook slipped out of a supply room and was sent to the principal's office for 'unauthorized study and irregular behavior'.

Irma visited the school, tried to handle it on her own. The principal had nothing but disdain for Irma's simple clothes and thick accent; her firm suggestion was that Isaac stop being 'precocious' and concentrate on conforming to 'class standards'.

45 When Irma tried to point out that the boy was well ahead of class standards, the principal cut her off and informed her that Isaac was just going to have to be content repeating everything.

'That's outrageous,' said Dr Marilyn. 'Absolutely outrageous. There, there, dry your eyes ... three years ahead? On his *own*?'

'Two, some three.'

50 'My eldest, John, was somewhat like that. Not quite as smart as your Isaac seems to be, but school was always tedious for him because he moved too fast. Oh, dear, we had some dustups with him Now John's the chief resident² in psychiatry at Stanford³.' Dr Marilyn brightened. 'Perhaps your Isaac could be a physician. Wouldn't that be fabulous, Irma?'

Irma nodded, half listening as Dr Marilyn prattled.

¹ *sixth-grade*: correspond à la classe de 6^{ème}

² *resident*: interne

³ *Stanford (University)*: université prestigieuse de Californie

55 'A child that bright, Irma, there's no limit Give me that principal's number and I'll have a little chat with her.' She sneezed, coughed, wiped her nose. Laughed. 'With this baritone, I'll sound positively authoritative.'
Irma didn't speak.
'What's the number, dear?'

60 Silence.
'Irma?'
'I don' wan' no trouble, Dr Em.'
'You've already got trouble, Irma. Now we have to find a solution.'

Adapted from Jonathan Kellerman, *Twisted*, 2005

COMPRÉHENSION – EXPRESSION

*Vous traiterez les questions **dans l'ordre**, en indiquant clairement leur **numéro** sur votre copie.*

Lorsque la réponse doit être développée, le nombre de mots ou d'éléments de réponse sera indiqué dans la question.

*En l'absence d'indications, vous répondrez **brièvement** à la question posée.*

1. There are five characters in this passage.
 - a) Identify them, saying whether they are present or mentioned.
 - b) Who does Doctor Em (lines 19, 23, 29, 62) refer to?
 - c) Say how the five characters are connected or related.

PART 1 (lines 1 to 35)

2.
 - a) Why is Doctor Lattimore at home on that particular day?
 - b) Pick out two expressions used by Doctor Lattimore, showing how she feels about her condition.
 - c) Say why she uses these expressions.
3.
 - a) Quote Doctor Lattimore's words when she suddenly realizes that there is something wrong with Irma.
 - b) Analyse Irma's reaction, focusing on lines 21 ("Irma forced a smile.") and 25 ("Irma started to head back to the kitchen.") *20 / 30 words*
4.
 - a) Lines 26 to 30.
Analyse Doctor Lattimore's reaction at that point and comment on the use of italics. *20 / 30 words*
 - b) Lines 31 to 35.
Is Doctor Lattimore satisfied with Irma's reaction? *20 / 30 words*

PART 2 (lines 36 to the end)

5.
 - a) In your own words, explain why Isaac comes home from school "crying with frustration and boredom"? (line 37). *30 words*
 - b) The principal reproaches Isaac for "unauthorized study and irregular behavior" (lines 40-41). What exactly does she refer to?
6. Describe the way the principal behaved towards Irma when they met. *2 elements*
7.
 - a) How does Dr Lattimore react to the principal's attitude towards Isaac?
 - b) Why does Dr Lattimore mention her son John in line 50? *20 / 30 words*
 - c) What solution does Doctor Lattimore propose?
8. Describe and analyse the contrasting attitudes of Irma and Dr Lattimore at the end of the passage. *30 / 40 words*

9. Choose one of the following subjects. *250 words approximately. Give the number of words.*

Subject 1

Doctor Lattimore finally decides to pay a visit to the principal. Imagine what happens.

Subject 2

Some parents prefer their children to be taught at home. In your opinion, what are their motivations? Give your point of view.

TRADUCTION

Translate into French from line 12 (*Dr Marilyn was a pretty woman ...*) to line 18 (*'Thank you, dear.'*) and from line 36 (*They had tea ...*) to line 39 (*...them as well.*).

CORRIGE

Ces éléments de correction n'ont qu'une valeur indicative. Ils ne peuvent en aucun cas engager la responsabilité des autorités académiques, chaque jury est souverain.

Corrigé

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It was in the breakfast room that the conversation took place. Dr Marilyn sat reading the paper and sipping tea and dabbing at her red, drippy nose. Irma was in the adjoining kitchen, had removed the covers of the stove-burners and was scrubbing them single-mindedly.

'Do you believe this, Irma? A week of surgeries and I come down with this arrogant little virus.' Dr Marilyn's voice, normally husky, now bordered on masculine.

'Back in medical school, Irma, when I rotated through pediatrics, I caught several I've known to mankind. And later, of course, when I had the children. But it's been years since I've been sick and I find this positively insulting. I'm sure some patient gave it to me. I just like to know who so I could thank them personally.'

Dr Marilyn was a pretty woman, small, with honey-colored hair, who looked much younger than her age. She walked two miles every morning at six a.m.

Irma said, 'You strong, you get better soon.'

'I certainly hope so ... thank you for that bit of optimism, Irma ... would you be a dear and get me some of the fig preserve for my toast?'

Irma fetched the jar and brought it over.

'Thank you, dear.'

'Something else, Doctor Em?'

'No, thank you, dear. Are you all right, Irma?'

Irma forced a smile. 'Yes.'

'You're sure?'

'Sure, yes, Doctor Em.'

'Hmm ... don't spare me because of my cold. If there's something on your mind, get it out.'

Irma started to head back to the kitchen.

'Dear,' Dr Marilyn called after her, 'I know you well, and it's obvious something's on your mind. You wore that exact same look until we had your papers taken care of. Then you did it again, worrying about whether or not the amnesty would take effect. Something's *definitely* on your mind.'

'I fine, Doctor Em.'

'Irma.'

'I worry about Isaac.'

'Isaac? Is he all right?'

'Yes, he very good. Very smart.'

Irma broke down in tears.

'He's smart and you're crying?' said Dr Marilyn. 'Am I missing something?'

They had tea and fig jam on thin toast and Irma told Dr Marilyn all of it. How Isaac kept coming home from school crying with frustration and boredom. How he'd finished all of his sixth-grade¹ work in two months, taken it upon himself to 'borrow' seventh- and eighth- and even some ninth-grade books and had sped through them as well. Finally, he was caught reading a pre-algebra workbook slipped out of a supply room and was sent to the principal's office for 'unauthorized study and irregular behavior'.

Irma visited the school, tried to handle it on her own. The principal had nothing but disdain for Irma's simple clothes and thick accent; her firm suggestion was that Isaac stop being 'precocious' and concentrate on conforming to 'class standards'.

When Irma tried to point out that the boy was well ahead of class standards, the principal cut her off and informed her that Isaac was just going to have to be content repeating everything.

'That's outrageous,' said Dr Marilyn. 'Absolutely outrageous. There, there, dry your eyes ... three years ahead? On his *own*?'

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'My eldest, John, was somewhat like that. Not quite as smart as your Isaac seems to be, but school was always tedious for him because he moved too fast. Oh, dear, we had some dustups with him Now John's the chief resident² in psychiatry at Stanford³.' Dr Marilyn brightened. 'Perhaps your Isaac could be a physician. Wouldn't that be fabulous, Irma?'

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En l'absence d'indications, vous répondrez **brièvement** à la question posée.

Corrigé

1. There are five characters in this passage.

a) Identify them, saying whether they are present or mentioned.

Two characters are present: Doctor Marilyn Lattimore and Irma. Three characters are mentioned: Isaac, John, and the principal of Isaac's school.

(1 point par personnage) **5 pts**

b) Who does Doctor Em (lines 19, 23, 29, 62) refer to?

Doctor Em refers to Doctor Marilyn Lattimore.

1 pt

c) Say how the five characters are connected or related.

Irma is employed by Doctor Lattimore. Isaac is Irma's son. John is Doctor Lattimore's son. The principal is the head of Isaac's school.

4 pts

PART 1 (lines 1 to 35)

2. a) Why is Doctor Lattimore at home on that particular day?

She has got a cold / a dripping nose. / She is ill. / She is sick. / She has caught a virus. / She's been sick for two days.

2 pts

b) Pick out two expressions used by Doctor Lattimore, showing how she feels about her condition.

Line 6: "arrogant little virus"

Line 10: "I find this positively insulting."

2 pts

c) Say why she uses these expressions.

She is normally very fit. She has not been sick like that for ages.

2 pts

3. a) Quote Doctor Lattimore's words when she suddenly realizes that there is something wrong with Irma.

Line 20: "Are you all right, Irma?"

2 pts

b) Analyse Irma's reaction, focusing on lines 21 ("Irma forced a smile.") and 25 ("Irma started to head back to the kitchen.") *20 / 30 words*

Although she has got a problem, she pretends everything is fine. She tries to avoid further questions by leaving the room. She is reluctant to speak about her situation.

(Accepter: she is embarrassed / worried / ill-at-ease)

9 pts

4. a) Lines 26 to 30.

Analyse Doctor Lattimore's reaction at that point and comment on the use of italics. *20 / 30 words*

She is certain that Irma is hiding something. She wants to show her sympathy, the fact that she is concerned. The words in italics show she insists so as to make her tell the truth.

9 pts

b) Lines 31 to 35.

Is Doctor Lattimore satisfied with Irma's reaction? *20 / 30 words*

She does not understand. It's not logical for a mother should be pleased to have a son who is intelligent, and so she says "Am I missing something?" (line 35)

9 pts

PART 2 (lines 36 to the end)

5. a) In your own words, explain why Isaac “comes home from school crying with frustration and boredom”? (line 37). 30 words

He is a lot better than the other pupils so the lessons are too slow for him, that's why he gets bored. He would like to learn more and faster. 9 pts

b) The principal reproaches Isaac for “unauthorized study and irregular behavior” (lines 40-41). What exactly does she refer to?

She reproaches Isaac for reading a pre-algebra book which was too advanced for him. Bonus de 2 pts pour l'élève qui a compris l'idée qu'Isaac est allé se servir dans la réserve. (“slipped out” + “supply room”) 2 pts

6. Describe the way the principal behaved towards Irma when they met. 2 elements

She looked down on Irma / felt superior to her. She didn't listen to her / interrupted her. 4 pts

7. a) How does Dr Lattimore react to the principal's attitude towards Isaac?

She is shocked by the principal's attitude. 2 pts

b) Why does Dr Lattimore mention her son John in line 50? 20 / 30 words

Dr Lattimore's son, John, was also a smart pupil. Like Isaac, he got bored at school because he understood everything very quickly, which was a source of problems. 6 pts

c) What solution does Doctor Lattimore propose?

She proposes to call the principal so as to solve the problem. 2 pts

8. Describe and analyse the contrasting attitudes of Irma and Dr Lattimore at the end of the passage. 30 / 40 words

Doctor Lattimore sounds determined. Nothing will prevent her from calling the principal. Irma, however, is reluctant. She does not give Doctor Em the phone number at once. She may be afraid of the consequences on her son's future in that school. 10 pts

9. Choose one of the following subjects. 250 words approximately. Give the number of words. 60 pts

Subject 1

Doctor Lattimore finally decides to pay a visit to the principal. Imagine what happens.

Subject 2

Some parents prefer their children to be taught at home. In your opinion, what are their motivations? Give your point of view.

TRADUCTION

Translate into French from line 12 (*Dr Marilyn was a pretty woman ...*) to line 18 (*‘Thank you, dear.’*) and from line 36 (*They had tea ...*) to line 39 (*...them as well.*).

1. Dr Marilyn was a pretty woman, small, with honey-colored hair,

Dr Marilyn était une jolie femme, de petite taille, aux / les cheveux blond doré 4 pts

2. who looked much younger than her age.

qui semblait / faisait / paraissait bien / beaucoup plus jeune que son âge. 4 pts

3. She walked two miles every morning at six a.m.

Elle faisait deux miles à pied tous les matins à six heures. 4 pts

4. Irma said, 'You strong, you get better soon.'

Irma dit: « Z'êtes solide / costade, vous s'rez / ça ira mieux bientôt. » 4pts

5. 'I certainly hope so ...

«J'espère bien ... 2pts

6. thank you for that bit of optimism, Irma ...

merci pour cette touche d'optimisme, Irma ... 4 pts

7. would you be a dear and get me some of the fig preserve for my toast?

vous seriez gentille / un amour de m'apporter un peu de confiture de figue pour mes toasts. » 4 pts

8. Irma fetched the jar and brought it over.

Irma alla chercher le pot et le lui apporta. 4 pts

9. 'Thank you, dear.'

« Merci, ma chère / ma grande. » 2 pts

10. They had tea and fig jam on thin toast

Elles prirent le thé avec de fines tranches de pain grillé et de la confiture de figue 4 pts

11. and Irma told Dr Marilyn all of it.

et Irma raconta toute l'histoire au Docteur Marilyn. 4 pts

12. How Isaac kept coming home from school crying with frustration and boredom.

Comment Isaac rentrait tout le temps / à chaque fois de l'école en pleurant de frustration et d'ennui. 6 pts

13. How he'd finished all of his sixth-grade work in two months,

Comment il avait fini / bouclé tout son programme de 6^e en deux mois, 4 pts

14. taken it upon himself to 'borrow' seventh- and eighth- and even some ninth-grade books

avait pris l'initiative « d'emprunter » des livres de 5^e – de 4^e et même quelques livres de 3^e 6 pts

15. and had sped through them as well.

et comment, de surcroît, il en était très vite arrivé au bout. 4 pts

Corrigé

RECAPITULATIF

COMPREHENSION – EXPRESSION 140 points

1. a) 5 points
b) 1 point
c) 4 points
2. a) 2 points
b) 2 points
c) 2 points
3. a) 2 points
b) 9 points
4. a) 9 points
b) 9 points
5. a) 9 points
b) 2 points
6. 4 points
7. a) 2 points
b) 6 points
c) 2 points
8. 10 points
9. 60 points

Corrigé

TRADUCTION 60 points