A) **DOCUMENT 1 & 2**

2 major themes common to both documents: **(1) Speaking with accent (4) Identity**

(0.5+ 0.5) **1 pt**

B) **DOCUMENT 1**

Perla Nation is **Pablo Perez**'s (accepter Pablo) daughter. Her father comes from **Mexico**, like **Diego Luna** who is the actor playing the role of **Captain Cassian Andor**[1] in the 2016 Star Wars movie.

(1. accepter "Cassian" ou "Andor" seuls mais pas "Captain" seul)

(0.5 x 4) **2 pts**

C) 1. Perla and her father are great fans of all Star Wars movies.

False: *"He was **by no means a fan** of the saga, and **neither was she**"* (l. 2-3)

(0.5)

2. The actor plays in *Stars Wars* with a Mexican accent.

True: "*Star Wars* actor Diego Luna did not hide his Mexican accent" (title) or *"Did you notice that **he had an accent**?" "Yeah, Dad," […] "**just like yours**."* (l.13-14)   or *"the **Mexican actor** would be **keeping his accent** in the movie"* (l. 16) "an actor was speaking in a Mexican accent" (l. 19-20) or "Diego Luna unabashedly **speaking in his native accent on screen**" (l. 28)

(0.5)

3. Perla's father feels uncomfortable about his accent.

True: *"her father has always been self-conscious about his accent"* (l. 26-27)

Ne pas accepter ~~"Nation remembered …to speak English … her friends' parents"~~ (l.22-24).

(0.5) **1.5 pts**

D) Perla wanted to see the newest Star Wars movie with her father because she thought that **(2) the movie would have an impact on her father.** *"the movie would resonate with her father"* (l. 3-4)   Accepter *"she thought of her father, with his Mexican accent, and what seeing Luna's performance could mean to him."* (l. 17-18)

(0.5 +quote 0.5) **1 pt**

E) 1. Two appropriate adjectives to describe Perla's father reaction to the film:

(a) Happy: *"you could just see this **huge smile on his face**"* (l. 28-29)

(b) Surprised: *"nudged her as soon as he heard the actor"* (l. 9)

or *"he has a heavy accent"* (l. 11)   or *"Did you notice that he had an accent?"* (l. 13)

(0.5 x2) + quotes (0.5 x2) **2 pts**

2. In your own words, explain why Perla's father had such a reaction.

He was surprised/ happy because the actor **did not hide his Mexican accent** and because Diego Luna **sounded like him**. *(l'idée d'intégration, d'identification, de modèle positif, d'image positive. N'attribuer qu'**1 point** si seul l'accent mexicain est mentionné.)*

2 pts

F) Compare what Perla thinks today to what she thought when she was a child.

1) I'm embarrassed when my parents speak English. **1) a- Perla when she was a child.**

2) Having an accent is not a problem. **2) b- Perla today.**

3) Being different makes life more difficult. **3) a- Perla when she was a child.**

(0.5 x3) = **1.5 pts**

G) **DOCUMENT 2**   Find information about the 2 main characters of the text. Use words from the text.

1) Country of origin: **Nigeria** 2) Country of residence: **America / USA**

3) Time spent in the country of residence: **3 years** 4) Job: **telemarketer** 5) Nationality: **American**

0.5 x 5 = **2,5 pts**

H) 1. Why did Ifemelu answer the phone? Answer by quoting the text.

*"she thought it might be **a call from her parents** in Nigeria"* (l. 9-10) accepter *"The ID showed unknown"* (l.9)

1 pt

2. Why didn't Ifemelu stop the conversation immediately? Quote 2 elements from the text.

*"**there was something about his voice** that made her turn down the stove and hold on to the receiver"* (l. 12-13) *"Perhaps it was **his first day on the job**"* (l.14) **/** *"she felt strangely **sorry for him**"* (l. 16)

2 quotes (0.5 x 2) **1 pt**

I) Choose the correct ending for the following sentences and justify by quoting the text.

3 pts

1. (1) Before the phone call, Ifemelu **(c)- made efforts to sound American.**

"faking an American accent" (l. 1) or *"she had perfected, from careful watching of friends and newscasters, the blurring of the t, the creamy roll of the r"* (l. 2-4) or *"Why was it a compliment, an accomplishment, to sound American?"* (l. 40-41) Ne pas accepter ~~"you sound totally American"~~ (l. 36)

(0.5 x2)

2. (2) Ifemelu laughed because **(b-) the telemarketer was bad at geography.**

"what was funny was that he was selling international telephone rates and did not know where London was" (l. 25-27) */ "Well I call London sometimes"…"Ok, hold on while I look up France"* (l. 21-22)

(0.5 x2)

3. (3) After the phone call, Ifemelu wondered if **(a-) it had been a good idea to change her accent.**

"Why was it a compliment, an accomplishment, to sound American?" (l. 40-41)

or *"begin to feel the stain of a burgeoning shame spreading all over her, for thanking him, for crafting his words "You sound American" into a garland that she hung around her own neck."* (l. 38-40)

(0.5 x2)

J) **DOCUMENTS 1 AND 2**

1) I changed my mind about accents. **a- BOTH Perla and Ifemelu.**

2) Why did I work so much on my accent? **c- ONLY Ifemelu.**

3) A celebrity with an accent can really make a difference **b- ONLY Perla Nation**

(0.5 x3) **1,5 pts**

TOTAL /20

(÷2)   … /10

BACCALAURÉAT 2018 - EXPRESSION ÉCRITE - GRILLE LV1 - ANGLAIS

Contenu / Réalisation de la/des tâche(s)	LV1	LV2	Cohérence de la construction du discours	LV1	LV2	Correction de la langue	LV1	LV2	Richesse de la langue	LV1	LV2
Satisfaisante quant au contenu et l'intelligibilité, Touche personnelle et/ou référence pertinente à des notions culturelles.	5	5	Point de vue clair, discours naturellement étayé par des éléments pertinents	5	5	Bonne maîtrise des structures simples et courantes, MEME SI des erreurs sur les structures complexes qui ne conduisent à aucun malentendu	5	5	Gamme suffisamment large de mots et expressions pour varier les formulations, MEME SI quelques lacunes ou confusions.	5	5
Intelligible et suffisamment développée, MEME SI sans originalité et/ou absence de connaissances culturelles.	4	5	Effort soutenu d'articulation dans le discours MEME SI exemples et arguments sont introduits de façon maladroite	4	5	Assez bonne maîtrise des structures simples et courantes, MEME SI quelques erreurs sur les structures simples qui ne gênent pas la compréhension.	4	5	Gamme suffisante de mots et expressions pour pouvoir développer, MEME SI utilisation fréquente de périphrases, de répétitions ou de mots incorrects.	4	5
	3	4		3	4	Production immédiatement compréhensible, MEME SI fréquence des erreurs sur des structures simples ou courantes.	3	4	Mots et structures pour la plupart adaptés à l'intention de communication, MAIS limités, ce qui réduit les possibilités de développement.	3	4
Correspond à un début de traitement de toutes les tâches MAIS développements trop limités ou très maladroits (lecture qui requiert un effort).	2	3	Point de vue perceptible, MEME SI l'agencement du discours relève plus de la juxtaposition que de la logique	2	3	Production globalement compréhensible, MAIS les erreurs se multiplient, au point de rendre la lecture peu aisée.	2	3	Vocabulaire pauvre, nombre important de périphrases, incorrections, répétitions, MEME SI le discours reste intelligible.	2	3
Partielle (une tâche non traitée) ou pas de véritable tentative de réponse / b	0	1	Point de vue difficile à percevoir / Pas de cohérence	0	1	Production pratiquement inintelligible. / Erreurs très nombreuses	0	1	Vocabulaire très pauvre / Discours pratiquement inintelligible.	0	1
Exercice non réalisé	0	0		0	0		0	0		0	0
	5 points			5 points			5 points			5 points	

N° Candidat	A (0.5 x2) 1 pt	B (0.5 x4) 2 pts	C (0.5 x3) 1,5 pts	D (0.5 x2) 1 pt	E.1) (0.5 x4) 2 pts	E. 2) 2 pts	F (0.5 x3) 1,5 pts	G (0.5 x5) 2.5 pts	H. 1) 1 pt	H. 2) (0.5 x2) 1 pt	I (0.5 x6) 3 pts	J (0.5 x3) 1,5 pts	TOTAL CE / 20	5 pts	5 pts	5 pts	5 pts	TOTAL PE /20	NOTE