**CORRIGE**

## DOCUMENT A

1. Why did Pritha Sen move to Delhi?

   **She moved to Delhi to start a new job (twenty years ago).**

2. "She felt alone" (line 3). How can you explain that?

   **She had just moved in. She knew no one. She was single, was older than the rest of the staff. She was quite shy. Bonus : she felt she didn't belong in the place she had started working in.**

   **Exiger trois éléments au moins. Bonifier tout ce qui a trait au sentiment de décalage lié au style de la société où elle travaille.**

3. What changed that situation? Use elements from the text to support your answer.

   **She began to invite co-workers over for dinner, which was an opportunity for her to become friends with colleagues or people she didn't know much.**

4. How did people feel as they "sat by her table" (lines 6-7)? Use elements from the text to support your answer.

   **They <u>shared a happy time</u>: cooking worked wonders and sharing a meal gave people <u>a sense of communion</u>.**

5. What lessons did Pritha Sen learn when she was in Delhi?

   **First, she learnt that opening your table to others is a great way to develop stronger bonds with others. Besides, she also learnt to welcome others and make them feel less lonely, as she did with her young Malayali colleague.**

Seuls les candidats de la série L composant au titre de la <u>LVA</u> (Langue Vivante Approfondie) traitent la question 6.

6. To what extent can Pritha Sen's story be seen as a "tale" (line 20)?

   **Sen's story was remarkable/extra-ORDINARY.**

   **There is a lesson in it / a moral to it. Alone in a new city, without any friends, and against all odds, she succeeded in enchanting her**

**colleagues by using her ingredients and recipes "enchantment" (line 9); "magic wok" (line 20); "the extraordinary power of food" (line 21).**


## DOCUMENT B

7. a) Where is the scene set?

   **The main action takes place in Camillo Junior High (School).**

   **Si Washington DC dans la réponse ne pas accepter.**

   b) Where is Mai Thi from?

   **She is from Vietnam.**

8. Why is Mai Thi initially rejected?

   **She is initially rejected because of her origin, as a lot of other pupils have strong prejudice against Vietnamese people, especially concerning their food habits.**

9. Who takes her defence and how?

   **Danny, a pupil, takes her defence as she is mocked by another pupil: he throws his canteen tray at him and punches him in the face.**

10. a) What initiatives help Mai Thi integrate?

    **Two adults in the school, Mrs Baker and Mrs Bigio, help her fit in by preparing and offering Vietnamese food for the whole class. They also use Vietnamese words to make her feel at home, and sing a song together.**

    **2 initiatives attendues sur les trois possibles.**

    b) What impact does the discovery of Vietnamese food and culture have on the way Mai Thi is perceived?

    **They started to realize they had something to learn from her and that her culture and country could be interesting.**

11. a) Compare and contrast the different ways Danny and the adults try to take care of Mai Thi.

    **Danny reacts spontaneously, instinctively and violently, to defend Mai Thi who is insulted because of her origins, whereas the two women think of a long-term stratagem.**

b) Why are the adults more successful in changing the relationship to Mai Thi?

**The adults' more deliberate response succeeds because it leads the pupils to discover Vietnamese culture and thus helps bridge the gap. Different customs / recipes reveal a common humanity.**

> Seuls les candidats de la série L composant au titre de la <u>LVA</u> (Langue Vivante Approfondie) traitent la question 12.

12. *"It's a recipe from Vietnam," she said. "Mrs Bigio has made them for our class." We cheered. "The caramel sauce is called nuoc mau. Did I say that correctly, Mai Thi Huong?"* (lines 27-30). Analyse this quotation to show how cuisine has been used by the characters to bring the school community together.

**It is important to notice that Mrs Bigio does not just suggest that Vietnamese food should be served at the canteen. She prepares it herself. By doing this and by asking about the right pronunciation of nuoc mau, she wants to set an example: reaching out brings people together.**

> Tous les candidats traitent la question 13.

### DOCUMENTS A ET B

13. Sharing food can sometimes bring people together. How does this sentence apply to both texts?

**Both texts underline how food can bring people together:**

- **sharing a meal brings people together physically**

- **serving local food can give guests an insight into another culture**

- **as a social ritual, a common meal may serve to stress a common humanity beyond cultural differences**

# BAREME – SERIE L LVO, S, ES

| TABLEAU RECAPITULATIF DES NOTES | | |
|---|---|---|
| I-COMPREHENSION note/10 non arrondie | | |
| | Questions | LVO |
| Document A | 1. | 1 pt |
| | 2. | 3 pts |
| | 3 | 4 pts |
| | 4 | 4 pts |
| | 5 | 6 pts |
| | 6 | ---- |
| Document B | 7.a | 2 pts |
| | 7.b | 2 pts |
| | 8 | 2 pts |
| | 9 | 5 pts |
| | 10a | 2 pts |
| | 10b | 4 pts |
| | 11a | 3 pts |
| | 11b | 3 pts |
| | 12 | --- |
| Documents A&B | 13 | 9 pts (3x3) |
| Sous-total partie compréhension | | (…/50 pts) : 5= …/10<br>Ne pas arrondir |
| EXPRESSION note/10 non arrondie | | |
| Sous-total partie expression | | (…/20 pts) : 2 = …/10<br>Ne pas arrondir |
| NOTE FINALE<br>(Compréhension + Expression) | | Note de la compréhension /10 + note de l'expression /10 =<br>Note finale /20 arrondie au demi-point près, (comme indiqué ci-dessous)<br><br>Les ½ points sont autorisés car cette note n'est qu'une partie de la note finale qui figurera sur le relevé de notes du candidat. |

Arrondir uniquement la note finale selon les règles suivantes:

1. Si la décimale est inférieure ou égale à 0,24, arrondir au point entier inférieur
Exemples : 12,125/20 → 12/20
12,24/20 → 12/20

2. Si la décimale se situe entre 0,25 et 0,74 inclus, arrondir au demi-point
Exemples : 12,25/20 → 12,5/20
12,74/20 → 12,5/20

3. Si la décimale est supérieure ou égale à 0,75, arrondir au point entier supérieur
Exemples : 12,75/20 → 13/20 12,87/20 → 13/20

# BAREME – SERIE L LVA

| TABLEAU RECAPITULATIF DES NOTES | | |
|---|---|---|
| II-COMPREHENSION note/10 non arrondie | | |
| | Questions | LVA |
| Document A | 1. | 1 pt |
| | 2. | 2 pts |
| | 3 | 4 pts |
| | 4 | 4 pts |
| | 5 | 4 pts |
| | 6 | 6 pts (2x3) |
| Document B | 7.a | 2 pts |
| | 7.b | 2 pts |
| | 8 | 2 pts |
| | 9 | 4 pts |
| | 10a | 2 pts |
| | 10b | 4 pts |
| | 11a | 3 pts |
| | 11b | 3 pts |
| | 12 | 8 pts |
| Documents A&B | 13 | 9 pts (3x3) |
| Sous-total partie compréhension | | (…/60 pts) : 6= …/10 Ne pas arrondir |
| EXPRESSION note/10 non arrondie | | |
| Sous-total partie expression | | (…/20 pts) : 2 = …/10 Ne pas arrondir |
| NOTE FINALE (Compréhension + Expression) | | Note de la compréhension /10 + note de l'expression /10 = Note finale /20 arrondie au demi-point près, (comme indiqué ci-dessous) Les ½ points sont autorisés car cette note n'est qu'une partie de la note finale qui figurera sur le relevé de notes du candidat. |

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