

Corrigé

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.

COMPRÉHENSION – EXPRESSION

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Vous traiterez les questions **dans l'ordre**, en indiquant clairement la réponse 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.

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.

2 pts

Line 6: "arrogant little virus"

Line 10: "I find this positively insulting."

Ill

c) Say why she uses these expressions.

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

2 pts

She can't stand.

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.

(Acceptor: 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

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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 / costaute, 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

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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

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TRADUCTION 60 points

Recommandations pour les correcteurs de l'épreuve d'anglais L LV1

Épreuve 2006

Dans la partie compréhension (questions 1 à 8), et plus particulièrement dans les questions qui exigent une rédaction, on ne sanctionnera la rédaction que si la mauvaise qualité de l'anglais rend les réponses incompréhensibles.

Questions	Compréhension et expression
1.	a) et c) Obligation de préciser si les personnages sont présents ou simplement indiqués (1 pt ou 0). Ne pas accorder de point pour toute erreur sur le génitif ou absence de génitif (obstacle au sens).
2.	Accepter même les citations directes. b) Accepter aussi l. 10-11 : <i>I'd just like to know etc.</i> c) Accepter la citation directe " <i>it's been years since I've been sick</i> " ou toute paraphrase comme : <i>she's very angry at herself for being ill</i> ou une paraphrase telle que <i>she can't stand being sick</i> .
3.	b) Donner les 9 points aux candidats qui auront répondu à la question à partir des deux idées proposées (4 + 5 pts).
5.	a) Accepter : <i>exceptionnally gifted, super talented, smart, bright, brilliant</i> .
6.	Accepter aussi des citations directes du texte (ex : l. 42-43 et 45-46)
8.	5 pts pour chacun des personnages. Ne pas pénaliser les analyses plus approfondies. Accepter les réponses qui permettraient d'expliquer l'attitude d'Irma (ex : <i>she wants to keep a low profile... she'd been an undocumented immigrant for a while.</i>).

Unités	Traduction
1.	Accepter aussi : <i>aux cheveux couleur de miel</i> .
3.	Accepter <i>parcourait</i> et <i>trois kilomètres</i> . Ne pas sanctionner <i>elle marchait 3 kilomètres</i> . Erreur sur les temps dans cette unité ou les unités suivantes (- 2)
4.	Accepter aussi des traductions comme : <i>vous solide, vous aller mieux bientôt</i> .
7	Accepter <i>pain grillé</i> et aussi <i>mon toast</i> .
8	Accepter <i>le pot de confiture</i> .
9	Accepter <i>merci beaucoup</i> ou <i>tout plein</i> , mais ne pas accepter <i>ma chérie</i> (-1).
14	<i>Taken it upon himself</i> = 2 pts ; <i>borrow</i> = 2pts ; <i>grades</i> = 2 pts pour l'ensemble.
15	Accepter <i>et comment il en était aussi très vite arrivé au bout</i> ou <i>comment il les avait aussi dévorés</i> .