

Corrigé bac 2008 : Anglais LV1

Série S-ES – Métropole

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.

BACCALAURÉAT GENERAL

SESSION 2008

ANGLAIS – LV1

Séries ES-S

Durée : 3 heures – Coefficient 3

L'usage des calculatrices et de tout dictionnaire est interdit.

Barème appliqué pour la correction

<i>Compréhension écrite</i>	<i>10 points</i>
<i>Expression</i>	<i>10 points</i>

The Camel Bookmobile, Masha Hamilton, 2007

I. COMPRÉHENSION

NOTE IMPORTANTE AUX CANDIDATS :

Les candidats traiteront le sujet **sur la copie qui leur sera fournie** en respectant l'**ordre des questions** et en faisant apparaître la **numérotation** (numéro et lettre repère le cas échéant, ex : 15b – **voir en particulier les questions 5, 6, 7, 8 et 9**). Ils composeront des phrases complètes chaque fois qu'il leur est demandé de rédiger les réponses. **Le nombre de mots** indiqué constitue une exigence minimale. En l'absence d'indication, les candidats répondront brièvement à la question posée. Les **citations** seront limitées aux éléments **pertinents** et précédées de la mention de la ligne.

1. In what country does the scene take place ? Justify your answer by quoting from the text.

The scene takes place in the USA.

(l.3) – “New York City”

Acceptor (l.52) – “New York City”

2. How many characters are present in the scene? Name them and say which one is the main character.

There are three characters present in the scene : Fiona Sweeney who is the main character, Chris and Devi.

3. Give additional information about the main character (surname, nickname, family composition).

The main character is Fiona Sweeney whose nickname is Fj (l.4). She has one brother and two sisters (l.50). We're not sure whether her mother is still alive (l.7) but she brought them up by herself (l.28).

Les 3 premiers repérages sont essentiels ; toute remarque pertinente sur les parents sera bonifiée.

4. Pick out two quotations to prove that the main character is about to leave.

(l.1-2) : “Fiona Sweeney ... duffel bag.”

(l.5) : “she wouldn't be hearing sirens for a while.”

(l.6-7) : “She turned her attention back to her bag, which still had space. What else should she take ?”

(l.12) : “She tucked it in.”

(l.30-31) : “the paper on which she'd written a list of all the items he thought she should bring and might forget.”

Ne pas accepter les citations suivantes :

(l.20-21) : “She had pills ; she had repellents ; logically, she knew she'd be fine.”

(l.24-25) : “Eventually, mosquitoes became a metaphor for everything she feared about this trip.”

(l.27) : “why she was going”

(l.42) : “already partly in another place”

5. The main character's destination is Kenya. Rewrite the following sentences using words from the text to complete them.

Kenya is a country in (a)..... where (b)... and English are the two official languages.
Nairobi is the capital while (c)..... is a smaller city.

a – Africa

b – Swahili

c – Garissa

6. a) How does the main character feel in the passage from line 19 to line 26 ?

She feels apprehensive / she's dreading the trip / she is worried / she's anxious ... / she fears ... / she's got butterflies in her stomach.

b) Give at least three reasons why the main character feels this way. (30 words)

First, she knows that Kenya is infested with mosquitoes and plagued with malaria which causes the death of many people. What's more, violence is rampant. Lastly, she wonders what's in store for her (fear of the unknow).

7. a) Who was an inspiration for the main character to do something out of the ordinary ?
Justify with a quotation

Her mother was an inspiration for her as can be seen in line 28 ("she'd been a hero, (...)) or lines 28-29 ("Now it was Fi's turn to do something worthwhile.")

b) In what way was this person an inspiration ? (20 words)

Fi admired her mother for having brought / bringing up her four children on her own without ever complaining about her lot.

8. Among the following sentences, choose the one which explains what the play on words "Nai-robbery"

a) *The crime rate in Nairobi is very high.*

9. a) Which people does the pronoun "them" refer to in the sentence "Fi felt connected to them in many ways" (l.41) ?

It refers to Chris and Devi.

b) Do these people approve of the main character's decision to go to Kenya ? Sum up their arguments. (30 words)

They disapprove on the grounds that it's too dangerous and she doesn't need to go abroad to fight illiteracy. What's more, illiteracy may not be the most urgent issue / the top priority in Kenya.

10. What arguments does the main character give to refute their ? (30 words)

She argues that New York City is just as dangerous as Garissa. Besides, she has already been involved in volunteer work in New York, but she thinks that the need to fight illiteracy is even greater in Africa.

11. Quote elements from the text to show that, despite their disagreement, the atmosphere is cosy and comfortable in the passage from line 35 to line 44.

(l.36) : "We don't want to down all your wine by ourselves."

(l.37) : "an Enya CD played low"

(l.39) : "plopped onto the floor"

(l.39) : "sprawled on the couch"

(l.40) : "a glass of cabernet"

(l.40-41) : "If they reached out, the three of them could hold hands."

(l.42) : "a soft light"

(l.43) : "a flattering glow"

On exigera 2 éléments sur les 8 possibles + bonus de 3 points sur 4 citations exactes ou plus.

Read the whole text again.

12. Explain why the people present in the scene have decided to meet at the main character's home. (30 words)

They have come for a farewell party and to show they care. They are there to help her pack and to see if they can't get her to change her mind.

13. Analyze what personal benefits the main character hopes to derive from this Kenyan experience. (30 words)

- ***She hopes to spice up her life / make her life more exciting by taking some "different risks" (l.53).***
- ***She wants to escape the daily routine / her humdrum existence.***
- ***Above all, she longs to give a meaning to her life by doing something useful.***
- ***She may also want to do as well as or better than her mother,***
- ***even prove she can do something her mother would have been opposed to.***

On exigera 2 éléments sur les 5 possibles + bonus de 1 point par élément supplémentaire.

II. EXPRESSION

Choose subject 1(a+b) or subject 2.

Subject 1 :

a) Write the letter the main character sends to a friend after living and working in Kenya for a few weeks. (150 words)

b) One of the characters suggests that all that people in developing countries want is “food and medicine” (1.55). To what extent do you agree ? (150 words)

Subject 2 :

Is it possible to combine idealism with a professional career ? (300 words)

Barème

1. Compréhension : 10 points

Questions	Points
1	2 + 2
2	2 + 3 + 1
3	2 + 2 + 2
4	3 + 3
5	2 + 2 + 2
6	a) 4 b) 3 + 3 + 3
7	a) 2 + 2 b) 4
8	3
9	a) 2 b) 10
10	10
11	3 + 3
12	10
13	10

2 . Expression : 10 points

Voir grille d'évaluation ci-après.

Guide pour l'évaluation de l'expression personnelle en anglais
Baccalauréat séries L LV2, ES LV1, S LV1 et LV2

Suggestions du groupe d'anglais de l'Inspection Générale des langues vivantes

Réalisation (de l'exercice et traitement du sujet : 4 points)	Recevabilité linguistique : 6 points	Total des points
<p>0,5 point</p> <ul style="list-style-type: none"> - présentation inacceptable - écriture illisible - consignes non respectées - hors sujet - contresens 	<p>0,5 – 1 – 1,5 points</p> <ul style="list-style-type: none"> - inintelligible - lexique indigent - erreurs récurrentes de grammaire élémentaire 	
<p>1 – 1,5 – 2 points</p> <ul style="list-style-type: none"> - recopiage du support - hors sujet partiel - sujet compris mais traitement plat et superficiel - construction vague 	<p>2 – 2,5 – 3 – 3,5 points</p> <ul style="list-style-type: none"> - compréhension possible malgré des erreurs fréquentes - lexique limité - syntaxe peu élaborée 	
<p>2,5 – 3 – 3,5 points</p> <ul style="list-style-type: none"> - existence d'une problématique - effort de construction 	<p>4 – 4,5 – 5 points</p> <ul style="list-style-type: none"> - erreurs occasionnelles - vocabulaire adapté - syntaxe adéquate 	
<p>4 points</p> <ul style="list-style-type: none"> - enchaînement des idées - développement organisé - références culturelles - conviction, humour 	<p>5,5 – 6 points</p> <ul style="list-style-type: none"> - erreurs rares - vocabulaire riche - syntaxe élaborée - capacité à nuancer 	

Dans un esprit d'évaluation positive, on n'hésitera pas à bonifier (en seconde lecture et selon une échelle de + 0,5 / +1 / +1,5) les copies qui se lisent relativement facilement, avec intérêt, voire avec plaisir.

On tiendra compte du soin apporté à la présentation et à la rédaction. On valorisera tout particulièrement les copies dont les auteurs ont *réagi* au sujet proposé, en s'engageant et en exprimant un point de vue personnel.