

BACCALAURÉAT GÉNÉRAL

SESSION 2010

ANGLAIS

LANGUE VIVANTE 1

Série ES - S

DURÉE DE L'ÉPREUVE : 3 heures - COEFFICIENT : 3

L'usage de la calculatrice et du dictionnaire n'est pas autorisé.

Dès que ce sujet vous est remis, assurez-vous qu'il est complet.
Ce sujet comporte 4 pages numérotées de 1/4 à 4/4.

Répartition des points

Compréhension	10 points
Expression	10 points

The scene is set in the early 1960s.

'The kitchen and bathroom will have to be cleaned today.'

'Yes, sah.'

Master got up quickly and went into the study. Ugwu's confused fear made his eyelids quiver. Would Master send him home because he did not speak English well, did not know the strange places Master named? Master came back with a wide piece of paper that he unfolded and laid out on the dining table, pushing aside books and magazines. He pointed with his pen.

'This is our world, although the people who drew this map decided to put their own land on top of ours. There is no top or bottom, you see.'

Master picked up the paper and folded it, so that one edge touched the other, leaving a hollow between. 'Our world is round, it never ends. *Nee anya*, this is all water, the seas and oceans, and here's Europe and here's our own continent, Africa, and the Congo is in the middle. Farther up here is Nigeria, and Nsukka¹ is here, in the south-east, this is where we are.' He tapped with his pen.

'Yes, sah.'

'Did you go to school?'

'Standard two², sah. But I learn everything fast.'

'Standard two? How long ago?'

'Many years now, sah. But I learn everything very fast!'

'Why did you stop school?'

'My father's crops³ failed, sah.'

Master nodded slowly. 'Why didn't your father find somebody to lend him your school fees⁴?'

'Sah?'

'Your father should have borrowed!' Master snapped, and then, in English, 'Education is a priority! How can we resist exploitation if we don't have the tools to understand exploitation?'

'Yes, sah!' Ugwu nodded vigorously. He was determined to appear as alert as he could, because of the wild shine that had appeared in Master's eyes.

'I will enrol you in the staff primary school,' Master said, still tapping on the piece of paper with his pen.

Ugwu's aunty had told him that if he served well for a few years, Master would send him to commercial school where he would learn typing and shorthand. She had mentioned the staff primary school, but only to tell him that it was for the children of the lecturers⁵, who wore blue uniforms and white socks so intricately trimmed with wisps of lace that you wondered why anybody had wasted so much time on mere socks.

'Yes, sah,' he said. 'Thank, sah.'

'I suppose you will be the oldest in class, starting in standard three at your age,' Master said. 'And the only way you can get their respect is to be the best. Do you understand?'

'Yes, sah.'

'Sit down, my good man.'

Ugwu chose the chair farthest from Master, awkwardly placing his feet close together. He preferred to stand.

'There are two answers to the things they will teach you about our land: the real answer and the answer you give in school to pass. You must read books and learn both answers. I will give you books, excellent books.' Master stopped to sip his tea. 'They will teach you that a white man called Mungo Park discovered River Niger. That is rubbish. Our people fished in the Niger long before Mungo Park's grandfather was born. But in your exam, write that it was Mungo Park.'

'Yes, sah.' Ugwu wished that this person called Mungo Park had not offended Master so much.

'Odenigbo. Call me Odenigbo.'

¹ town in Nigeria

² first years of primary school

³ plants cultivated for food or other use, especially cereals, fruit, or vegetables

⁴ amount of money paid by students to attend school

⁵ teachers at university

Ugwu stared at him doubtfully. ‘Sah?’
‘My name is not Sah. Call me Odenigbo.’
50 ‘Yes, sah.’
‘Odenigbo will always be my name. *Sir* is arbitrary. You could be the *sir* tomorrow.’
‘Yes, sah – Odenigbo.’
Ugwu really preferred *sah*, the crisp power behind the word, and when two men from the
Works Department came a few days later to install shelves in the corridor, he told them that they
55 would have to wait for Sah to come home; he himself could not sign the white paper with
typewritten words. He said *Sah* proudly.
‘He’s one of these village houseboys,’ one of the men said dismissively, and Ugwu looked at
the man’s face and murmured a curse about acute diarrhoea following him and all of his offspring
for life. As he arranged Master’s books, he promised himself, stopping short of speaking aloud,
60 that he would learn how to sign forms.

Half of a Yellow Sun, Chimamanda Ngozi Adichie, 2007 (abridged)

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 2, 5, 6, 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. On what continent is the story set? Justify your answer by quoting the text.
2. Odenigbo and Ugwu are the two main characters.
 - a. What does Ugwu call Odenigbo?
 - b. How else is Odenigbo referred to in the text?
3. Establish the relationship between Odenigbo and Ugwu.
4. During the conversation Odenigbo and Ugwu switch from one language to another. Pick out a quotation that proves it.
5. Focus on the information you can find about Ugwu throughout the text and say whether the following statements are true or false. Justify each answer by quoting the text.
 - a. Ugwu is a very young child.
 - b. He was born in a wealthy family.
 - c. Ugwu’s English is limited.
 - d. Ugwu hasn’t completed his primary school education.

6.
 - a. What does Odenigbo reproach Ugwu's father with?
 - b. So what opportunity does Odenigbo want to give Ugwu?
 - c. To what extent is this opportunity a privilege?
7. "Do you understand?" (lines 39-40). Explain in your own words what Odenigbo wants Ugwu to understand. (20-30 words)
8. Say who or what the following pronouns refer to.
 - a.(l.45) – "they"
 - b.(l.48) – "That is rubbish."
 - c.(l.49) – "our"
9. (lines 45-46) – "There are two answers to the things they will teach you about our land: the real answer and the answer you give in school to pass."
 - a. Quote the two answers Odenigbo gives as examples.
 - b. Which one does Odenigbo advise Ugwu to choose in school? Explain why. (30 words)
10. Why does Odenigbo insist on Ugwu's not calling him 'Sah'? (30 words)
11. In lines 63-65, Ugwu feels humiliated and angry. What causes these feelings? (30-40 words)
12. What does Ugwu therefore eventually decide to do?

II. EXPRESSION

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

Subject 1:

- a) Some years later, Ugwu sends a letter to Odenigbo to give him news. Write the letter. (150 words)
- b) Is age an obstacle to learning? Illustrate your view with examples. (150 words)

Subject 2:

"How can we resist exploitation if we don't have the tools to understand exploitation?" (lines 26-27) Discuss and illustrate your view with examples.(300 words)