

BACCALAURÉAT GÉNÉRAL

SESSION 2012

LANGUE VIVANTE 1 : ANGLAIS

SÉRIE L

Durée de l'épreuve : 3 heures

Coefficient : 4

Dès que le sujet vous est remis assurez-vous qu'il est complet.

Ce sujet comporte 5 pages numérotées de 1 à 5.

L'usage du dictionnaire ainsi que des calculatrices n'est pas autorisé.

BARÈME

COMPRÉHENSION – EXPRESSION	14 POINTS
TRADUCTION	6 POINTS

The authorities at the Mickey¹ made Danny repeat a grade; he was a year older than most of his classmates. By seventh grade², when the would-be writer first mentioned Ketchum's Exeter idea to his English teacher, Mr. Leary, the Irishman already considered Danny Baciagalupo to be among his very best students. By the time the
5 boy was taking eighth-grade English, Danny was far and away Mr. Leary's teacher's pet.

Several of Mr. Leary's former pupils had gone on to attend Boston Latin. A few had attended Roxbury Latin – in the old Irishman's opinion, a somewhat snooty Anglo school. Two boys Mr. Leary had taught had gone to Milton, and one to Andover, but
10 no one from Mr. Leary's English classes had ever gone to Exeter; it was farther afield from Boston than those other good schools, and Mr. Leary knew it was a very good school. Might it have been a feather in Mr. Leary's cap if Daniel Baciagalupo were accepted at Exeter?

Mr. Leary felt bedeviled by most of the other seventh- and eighth-grade boys at the
15 Mickey. It was notable that Danny didn't join in the teasing his teacher took, because teasing – and other, harsher forms of harassment – reminded the boy of his Paris school experience.

Mr. Leary was red-faced from drink; he had a potato-shaped nose, the veritable
20 image of the alleged staple of his countrymen's diet. Wild white tufts of hair, like fur, stuck out above his ears, but Mr Leary was otherwise bald – with a pronounced dent in the top of his head. He looked like a partially defeathered owl. 'As a child,' Mr. Leary told all his students, 'I was hit on the head by an unabridged dictionary, which doubtless gave me my abundant love of words.'

Both the seventh- and eighth-grade boys called him 'O', for Mr. Leary had dropped
25 the *O* from his name. These badly behaved boys wrote no end of *O*'s on the blackboard when Mr. Leary was out of the classroom. They called to him, 'O!' – but only when his back was turned.

Why this tormented the former Mr. O'Leary so, Danny didn't understand, nor did
30 Daniel Baciagalupo think it was any big deal for his teacher to have dropped the *O* from his name. (Just look at Angel Pope, and everything *he* had dropped. Did the Italian kids think that only the Irish occasionally tried to make less of their ethnicity?)

But Mr. Leary's foremost reason for finding Daniel Baciagalupo such an excellent
35 student was that the boy loved to write, and he wrote and wrote. In the seventh and eighth grade at the Mickey, Mr. Leary had never seen anything quite like it. The boy seemed *possessed* – or at least *obsessed*.

True, it would not infrequently disturb Mr. Leary to read what young Dan would
40 write about, but his stories – many of them far-fetched, most of them violent, and inappropriate for a teenager – were invariably well-written and clear. The kid simply had a gift for storytelling; Mr. Leary just wanted to help him master the grammar, and all the rest of the *mechanics* of writing. At Exeter, Mr. Leary had heard, they were sticklers for grammar. They made a nuts-and-bolts business out of writing there – you had to write every day, about something.

When Mr. Leary wrote to the admissions people at Exeter, he made no mention of
45 the subject matter of young Dan's creative writing. Exeter was not much interested in so-called creative writing, anyway; the essay, Mr. Leary assumed, was all-important there. And the Michelangelo School, where Daniel Baciagalupo was such an exceptional student, was in a neighborhood of Italo-Americans. (Mr. Leary was careful not to use the *immigrant* word, though this was very much his meaning.)

These people were prone to laziness and exaggeration, Mr. Leary wanted Exeter to know. The Baciagalupo boy was 'unlike the rest'.

John Irving, *Last Night in Twisted River*, 2009 (abridged)

¹ the Mickey: short for Michelangelo School

² seventh grade: second year of secondary school (11 to 12-year-old pupils)

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). 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 (moins de 20 mots) à la question posée.

COMPRÉHENSION ET EXPRESSION

1. Who are the two main characters in the story? Give their full names, approximate ages, origins and occupations. Justify your answer with elements from the text.
2. What passion do they share? Justify your answer with one quotation for each character.
3. To what extent is the relationship between these two characters special? Support your answer with elements from the text.
4. Pick out all the names of the schools mentioned in the text. Which schools are the two main characters connected to and how?
5. a) Describe Mr. Leary, focusing on his most distinctive traits. Use your own words.
b) What general impression of the character is given by this description?
6. Lines 24-25: "*Mr. Leary had dropped the O' from his name.*"
a) Explain in your own words why Mr. Leary did that.
b) How did the other characters react to this decision and why?
7. To what extent does Mr. Leary have ambivalent feelings about Danny's writing? Answer in your own words using elements from the text.
8. Lines 43-44: Mr. Leary "*made no mention of the subject matter of young Daniel's creative writing*". To whom did he make no mention of this and why?
9. Line 50: "*The Baciagalupo boy was 'unlike the rest'.*"
a) What does "*the rest*" refer to?
b) Explain in your own words why this boy was "...'unlike the rest'."

10. Choose one of the two following subjects: subject 1 OR subject 2.
250 words approximately. Indicate the number of words.

Subject 1:

Write the letter of motivation Danny is sending to the admissions office at Exeter School.

Subject 2:

Lines 40-42: "*At Exeter, [...] you had to write every day, about something.*"

Do you think it is useful for a student to write "every day, about something"?
Explain why or why not and illustrate with examples.

TRADUCTION

Translate into French from line 32 ("*But Mr. Leary's foremost reason for finding Daniel Baciagalupo such an excellent student...*") to line 39 ("*The kid simply had a gift for storytelling*").