

# BACCALAURÉAT GÉNÉRAL

**SESSION 2009**

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**ANGLAIS**

**LANGUE VIVANTE 2**

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**Série L et S**

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Série L

Durée 3 heures - Coefficient 4

Série S

Durée 2 heures - Coefficient 2

*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 5 pages numérotées de 1/4 à 4/4.

Compréhension	10 points
Expression	10 points

*Alicia has invited her boyfriend to lunch at her house.*

At that family lunch, when I was invited because I was part of the family, I was just sitting there minding my own business when her dad asked me what I was going to do after my GCSEs<sup>1</sup>.

'Not everybody is academic, Robert' said Alicia's mum quickly.

5 You see how it worked? She was trying to protect me, but what she was trying to protect me from was a question about whether I had any future at all. I mean, everyone does something after their GCSEs, don't they? Even if you sit at home watching daytime TV for the rest of your life, it's a future of sorts. But that was their attitude with me – don't mention the future, because I didn't have one. And then we all had to pretend that not  
10 having a future was OK. That's what Alicia's mum should have said. 'Not everybody has a future, Robert.'

'I know not everybody is academic. I was just asking him what he wanted to do,' said Robert. 'He's going to do art and design at college,' said Alicia.

'Oh,' said her dad. 'Good. Excellent.'

15 'You're good at art, are you, Sam?' her mum said.

'I'm all right. I'm just worried about if we have to do essays and stuff at college.'

'You're not so good at English?'

'Not at writing it, no. Or speaking it. I'm fine at all the rest.'

That was supposed to be a joke.

20 'It's just a matter of confidence,' said her mum. 'You haven't had the same advantages as a lot of people.'

I didn't know what to say to that. I have my own bedroom, a mum who's in work and who likes reading and who gets on my case if I haven't done my homework... To be honest, I don't really know how many more advantages I could use. Even my dad not  
25 being around was a good thing, because he's not into education at all. I mean, he wouldn't actually stop me trying to study, but... Actually, maybe that's not true. It was always a thing between him and Mum. She was desperate to go to college, and he's a plumber, and he's always made decent money, and there was this thing going on between them, because Mum reckoned he felt inferior and tried to cover it up by telling her what a waste of time  
30 it was getting qualifications. I don't know. As far as people like Alicia's parents are concerned, you're a bad person if you don't read and study, and as far as people like my dad are concerned, you're a bad person if you do. It's all mad, isn't it? It's not reading and whatever that makes you good or bad. It's whether you rape people, or get addicted to crack and go out mugging. I don't know why they all get themselves into such a stew.

35 'I think Sam was joking. Mum,' said Alicia. 'He's good at speaking.' I didn't find that very helpful, either. They'd heard me speak. They could make their own minds up. It wasn't like we were talking about my skating skills, something they'd never seen. If they needed to be told that I could talk, then obviously I was in trouble.

40 'No, he is good, I know,' said her mum. 'But sometimes, if you don't... If you haven't...' Alicia started to laugh. 'Go on, Mum. Try and finish the sentence in a way that doesn't piss Sam off<sup>2</sup>.' 'Oh, he knows what I mean,' she said. And I did, but that's not the same as saying I liked it.

Nick Hornby, *Slam*, 2007

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<sup>1</sup> GCSEs: General Certificate of Secondary Education (British school exam)

<sup>2</sup> piss someone off (*slang*): irritate someone

### NOTE AUX CANDIDATS

Les candidats traiteront le sujet sur la copie qui leur sera fournie et veilleront à :

- respecter l'ordre des questions et reporter la numérotation sur la copie. (numéro et lettre repère, le cas échéant; ex. : 8b)
  - faire précéder les citations de la mention de la ligne.
  - composer des phrases complètes à chaque fois qu'il leur est demandé de rédiger la réponse.
  - respecter le nombre de mots indiqué qui constitue une exigence minimale.
- En l'absence d'indication, les candidats répondront brièvement à la question posée.

### COMPRÉHENSION DE L'ÉCRIT

1. a) Who are the characters present in the scene?  
b) How are they related to one another?
2. Who is telling the story?
3. Who are the characters mentioned in the scene and how are they related to the narrator?
4. What is the main subject of conversation? (10-15 words)
5. a) What are the narrator's interests in the text?  
b) What isn't he interested in?
6. a) What could Alicia's mother mean when she says: "*You haven't had the same advantages as a lot of people.*" (ll. 20-21)? (30-40 words)  
b) What is the narrator's point of view on the subject? Use elements from the text to support your answer. (40-50 words)
7. a) What do Alicia's parents think about school? (Add one quotation to your answer)  
b) What about Sam's father and mother? (Add one quotation for each character)  
c) In your own words, say what is really important for Sam. (15 words)

8. " 'Go on, Mum. Try and finish the sentence in a way that doesn't piss Sam off.' " (ll. 40-41)  
Choose **two** adjectives in the following list to qualify Alicia's attitude towards Sam, and include them in one sentence:  
critical   supportive   protective   provocative   ironical
9. Explain the sentence: "*And I did, but that's not the same as saying I liked it.*" (l. 41-42).  
(30-40 words)

**Seuls les candidats de la série L traiteront cette question.**

10. Translate from line 1 "*At that family lunch...*" down to line 6 "*...any future at all.*"

## **EXPRESSION**

**Les candidats de la série L traiteront les DEUX sujets (300 mots, soit 150 mots pour chaque sujet).**

**Les candidats de la série S traiteront l'UN des deux sujets au choix (200 mots).**

### **Sujet 1**

Imagine the conversation between Alicia and her parents after Sam's departure.

### **Sujet 2**

To what extent is academic education essential to a successful life?