

BACCALAURÉAT GÉNÉRAL

ANGLAIS

Langue vivante 2

Séries L S

Série L : durée : 3 heures - Coefficient : 4

Série S : durée : 2 heures - Coefficient : 2

L'usage du dictionnaire et des calculatrices est interdit.

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

Répartition des points

Compréhension	10 points
Expression	10 points

The problem of the sandwich started when a boy named Petey called out, Anyone wan' a baloney (1) sandwich ?

You kiddin'? Your mom must hate you, givin' you sandwiches like that.

5 Petey threw his brown-paper sandwich bag at the critic, Andy, and the class cheered. Fight, fight, they said. Fight, fight. The bag landed on the floor between the blackboard and Andy's front-row desk.

I came from behind my desk and made the first sound of my teaching career: Hey. Four years of high education at New York University and all I could think of was Hey.

I said it again. Hey

10 They ignored me. They were busy promoting the fight that would kill time and divert me from any lesson I might be planning. I moved toward Petey and made my first teacher statement, Stop throwing sandwiches. Petey and the class looked startled. This teacher, new teacher, just stopped a good fight. New teachers are supposed to mind their own business or send for the principal or a dean and everyone knows it's years before they come. Which means you can have a good fight while waiting. Besides, what are you going to do with a teacher who tells you to stop throwing sandwiches when you already threw the sandwich?

20 Benny called out from the back of the room. Hey, teach, he already threw the sangwidge. No use tellin' now don't throw the sangwidge. They's the sangwidge there on the floor.

The class laughed. There's nothing sillier in the world than a teacher telling you don't do it after you already did it. One boy covered his mouth and said, Stopped (2), and I knew he was referring to me. I wanted to knock him out of his seat, but that would have been the end of my teaching career. Besides, the hand that covered his mouth was huge, and his desk was too small for his body.

Someone said, Yo, Benny, you a lawyer, man? And the class laughed again. Yeah, yeah, they said and waited for my move. What will this teacher do?

30 Professors of education at New York University never lectured on how to handle flying-sandwich situations. They talked about theories and philosophies of education, about moral and ethical imperatives, about the necessity of dealing with the whole child, the gestalt (3), if you don't mind, the child's felt needs, but never about critical moments in the classroom.

35 Should I say, Hey, Petey, get up here and pick up that sandwich, or else? Should I pick it up myself and throw it into the wastepaper basket to show my contempt for people who throw sandwiches while millions starve all over the world?

They had to recognize that I was boss, that I was tough, that I'd take none of their shit.

40 The sandwich, in wax paper, lay halfway out of the bag and the aroma told me there was more to this than baloney. I picked it up and slid it from its wrapping. It was not any ordinary sandwich where meat is slapped between slices of tasteless white American bread. This bread was dark and thick, baked by an Italian mother in Brooklyn, bread firm enough to hold slices of rich baloney, layered with slices of tomato, onions and peppers, drizzled with olive oil and charged with a tongue-dazzling relish.

I ate the sandwich.

Frank Mc Court, Teacher Man, 2005

(1) - Baloney sandwich: sandwich made of a lunch meat (already cooked)

(2) - Stopped: specific pronunciation of "stupid"

(3) - Gestalt: a theory of psychology.

I. COMPREHENSION

1. Situation

- 1.1. Where does the scene take place? Be as precise as possible (country, city, specific area/borough) and justify with quotes from the text.
- 1.2. What do you know about the narrator? (occupation, experience, education)
- 1.3.1 What do you know about the other characters? (occupation, approximate age)
- 1.3.2 Describe the way they speak and interact. What conclusions can you draw from this?
- 1.4 On what specific occasion does the narrator meet the other characters? Justify with a quote from the text.
- 1.5.1 What object is the source of the problem?
- 1.5.2 Other elements further aggravate the situation. Give two elements.
- 1.5.3 According to the narrator, the other characters may have a specific intention. What is it?

2. Evolution

- 2.1. Copy out the following table on your exam paper and, for each action, put a tick in the right box.

Actions	What the narrator actually did	What the narrator thought of doing	What the other characters thought the narrator would do
tell them not to throw objects			
send for help			
punch someone			
lecture the other characters on the food issue in the world			

- 2.2. What is the impact of the narrator's actions and/or words? Justify your answer with two quotes.
- 2.3. Does the narrator feel well-prepared for this kind of situation? Answer in your own words and justify with two quotes from the text.
- 2.4. *"Should I say, Hey, Petey, get up here and pick up that sandwich, or else? Should I pick it up myself and throw it into the wastepaper basket to show my contempt for people who throw sandwiches while millions starve all over the world?"*

Who is asking the questions? To whom? What do these questions imply about this person's state of mind?

3. Ending

3.1. What does the narrator eventually do?

3.2. Using your own words, present information from the text that may explain this decision.

Seuls les candidats de la série L traiteront les questions suivantes :

4.

4.1. Give two examples that show the narrator's sense of humor in relating his experience.

4.2. Translate into French from (line 21) "*The class laughed. ...*" to (line 23) "*... referring to me.*"

II. EXPRESSION

Les candidats de la série L traiteront les DEUX sujets (300 mots au total, soit environ 150 mots pour chaque sujet, plus ou moins 10%. Indiquer le nombre de mots).

Les candidats de la série S traiteront l'UN des deux sujets au choix (200 mots, plus ou moins 10%. Indiquer le nombre de mots).

Sujet 1 :

Had you been the narrator, would you have done the same thing? Why or why not?

Sujet 2 :

Expressing your reactions and feelings, narrate a worrying or an embarrassing situation in which you once found yourself.