

BACCALAURÉAT GÉNÉRAL

SESSION 2009

ANGLAIS LV 1

Série L

Durée : 3 heures - Coefficient : 4

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

*Dès que le sujet vous est remis, assurez-vous qu'il est complet.
Ce sujet comporte 5 pages numérotées de 1/5 à 5/5.*

BARÈME

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|----------------------------|--------|
| COMPRÉHENSION - EXPRESSION | 14 pts |
| TRADUCTION | 6 pts |

The dream house was the only important thing that I can remember both my parents being enthusiastic about, the only thing I can remember them ever working on together. While it was being built, they moved us into temporary quarters, a rental house in a pleasant development called Stonewall Woods.

5 We went to Centerville Elementary School. I remember my third-grade teacher, a red-haired woman who took us beyond the subjects third-graders were supposed to study. Every Friday, just before lunchtime, she would start talking in a way none of us understood but which was tremendously pleasing to our ear. Her strange talk signaled that it was time to listen to the French records. The people on
10 the records said things from deep inside their throats, and we kids tried to repeat the sounds. I found out the first time we had French class that I was good at rolling the *r*. My teacher's compliments inspired me to try extraordinarily hard to speak fluent French. My red-haired beauty also taught us how to operate a cash register, how to read a thermometer, and how to move our foot from the gas pedal to the brake.
15 "Look how fast you move your foot!" she used to cheer. It wasn't the extracurricular lessons that interested me. Rather it was my teacher's approval I craved.

I was happy at Centerville Elementary, except for the times when I passed the big kids' hallway after lunch break and saw everyone kicking Tyrone. I'd never met him. He was a fifth-grader. I knew his name because I'd heard it shouted. "Tyrone!
20 Hey, Tyrone! Look over here, Tyrone!" Tyrone walked precisely down the middle of the long hall that stretched the distance of the big kids' half of the school. He folded his arms and lowered his head as he walked. Along the way, kids would walk up beside him and shove him or punch him on the arm or kick him on his butt. There were even a few girls who sneaked up behind him and slapped him on his head.
25 Tyrone never tried to defend himself. He just looked straight ahead and kept walking. I remember being angry at Tyrone for not striking back.

I only saw one person come to his rescue—my big brother Marq. When Marq walked beside Tyrone, the other children shouted at Tyrone, but they didn't punch him or kick him. The mysterious thing was that I never saw a teacher when the big
30 kids tried to hurt Tyrone, except for my brother's teacher, who grabbed Marq by the arm and pulled him back into her room. When Marq told Dad and Mom he'd gotten in trouble for walking with Tyrone, our parents erupted. They wanted to know all about Tyrone's troubles, every detail. I was flattered by their sudden interest in what I had to say, and was deeply impressed by the way they acted together.

35 The entire family rode together in Dad's Mercedes the next morning. Marq and I took it as a reward for having done a good deed, although we still weren't sure exactly what the deed might have been. Dad and Mom spoke vaguely and softly when they explained why they were going to school with us. They turned in to the principal's office as I went down the hall toward my classroom. They never told me
40 what it was all about except that it wasn't about me or Marq or Daryl. They only said, "The kids won't pick on that boy anymore." And they were right. That weekend they announced that at the end of the school year the family was moving out of that school district. Unaware of the reasons for our move, I was quietly heartbroken. We were going to live in an apartment they'd hurriedly constructed in the basement of the
45 dream house.

The basement was the only part that had been completed. It was small, the floors raw cement, the walls unfinished. "We won't be down here long," my father said buoyantly. "This is just temporary. A couple of months at most. They're going
50 great guns on the upper story." But there were arguments between the workmen and my father, about unpaid bills, as best as I could tell, and the work became sporadic.

55 At first it was fun for us boys, living in a semi-abandoned construction site. We built forts out of scrap lumber¹ and rigged² swings and trapezes from the joists³. Then it got to be dreary and uncomfortable and something we were ashamed of when friends came to play. My father's hearty reassurances began to ring false, a burden to listen to. I would spend more years in that basement than in any other place I've ever lived.

Jon Du Pre, *The Prodigal Father*, 2000

¹lumber: bois de construction

²rig: installer

³joists: poutres en bois

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 - EXPRESSION

1. This text is:
 - a) an extract from a detective novel
 - b) an extract from an autobiography
 - c) an extract from somebody's diary
 - d) the script of an interview
2. Give the approximate age of the narrator in this passage and justify your answer in your own words, by using two elements from the text.
3. List the members of his family.
4. The narrator also focuses on two other characters. Who are they?
5. This passage is mainly about one big change in the narrator's life. What change? (30 words)
6. The narrator is under the impression that his parents:
 - a) were very close to each other
 - b) weren't very close to each otherJustify your answer with one quotation from the text.

Focus on the passage from line 5 to line 16

7. Give three reasons why the narrator liked the “red-haired woman” mentioned in line 6. Answer in your own words. (30 to 40 words)
8. How do you understand the sentence “Rather it was my teacher’s approval I craved”? (line 16)

Focus on the passage from line 17 to line 34

9. Are the following statements true (T) or false (F)? Justify your answer by quoting from the text and indicate the lines.
 - a) Tyrone was the narrator’s friend.
 - b) The other children behaved in a friendly way towards Tyrone.
 - c) Marq didn’t care about Tyrone and his problem.
 - d) The reaction of Marq’s teacher was illogical.
 - e) The narrator’s parents didn’t care about Tyrone and his problem.
10. What were the narrator’s feelings concerning Tyrone and his problem?

Focus on the passage from line 35 to line 45

11. For the narrator, going to school was especially exciting that day. Explain why in your own words (give two reasons).
12. Who did the parents want to see at the school? What for?
13. Soon after the visit to the school, the parents told their children about the big decision they had made. What was it? Give one quotation.
14. How did the narrator feel on hearing the news? Answer in your own words, using elements from the text. (30 words)

Focus on the passage from line 46 to line 55

15. Did the narrator like the “dream house”? Answer in your own words. (30 words)
16. The parents were faced with a problem regarding their house. What was the nature of this problem?
17. There was also a problem between the children and their father. What was it?

18. Traitez l'un des deux sujets suivants au choix (environ 250 mots).

- a. Changes: are you afraid of them or do you consider that they make life more interesting? Give examples to illustrate your point.
- b. What makes it difficult or easy to be the newcomer in a group? Illustrate your point of view with examples.

TRADUCTION

Translate the passage from line 1 down to line 9 (“...to listen to the French records”).