

BACCALAURÉAT GÉNÉRAL

SESSION 2010

ANGLAIS

LANGUE VIVANTE 1

Séries 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.

Compréhension et traduction	10 points
Expression	10 points

The newsroom where I work is small, so even though I was at my desk, concentrating on finishing my story ahead of deadline, I could see our intern frantically waving from across the room. She had the phone to her ear, but she stood up to signal me. When I leaned over her desk, I saw that she was taking down the information for an obituary¹. [...] When I saw what she had written under the column for survivors I knew why she had called me over. The deceased woman was survived by 57 children and 428 grandchildren!

I took the phone and introduced myself as a feature writer for the paper. The well-spoken woman on the other end identified herself as the dean of one of the local colleges. She told me that her mother, Mavis Burlington, had died that morning at age ninety-eight. She wanted to get the notice in the paper quickly so that as many of Mavis's relatives could attend the funeral as possible.

I had to ask the obvious question, "How is it that she had fifty-seven children?" [...]

The woman told me that Mavis was the daughter of former slaves and grew up on a small farm in the deep South. Her immediate family was large and poor. But Mavis had a special gift—she could read. Whether she was taught by her parents, a mentor, or if she had some formal schooling is unclear. [...]

Throughout Mavis's long life, Mavis taught people—anyone—to read. [...] Total strangers who heard of Mavis by word of mouth would bring their children to her for a reading lesson. Of course, in this way, they didn't remain strangers for long.

The woman on the phone, the college dean, told me her story: She had grown up in the Cabrini projects of Chicago, an area plagued by violence, drugs and poverty. Her mother had heard about Mavis from one of the teachers at the local Catholic elementary school, Saint Joseph's. The teacher wasn't sure if Mavis was still teaching, as she was already in her seventies by then, but the teacher told her mother that Mavis was worth a try. [...]

"You see," said the woman, the college dean, "you might find some doctors or lawyers or teachers among those of us Mavis taught. But you'll find plenty of people who are just working at whatever they can." [...]

"I guess the point is," she continued, "Mavis gave us each a gift, but what we did with that gift was our own doing. She made us feel responsible for ourselves—if we succeeded, we could be proud of our own accomplishment. If we failed, well, it wasn't her fault. She never wanted us to feel that we owed her anything—not thanks or credit or blame."

I was beginning to understand. [...]

Mavis thought of herself as an ordinary person, just like all the people she taught. She did her job because she thought it was important. If her students learned a few extra lessons from her example—things like commitment to work, responsibility and self-respect—well, that was because the ability to see those things was in *them*.

Mavis was just ordinary. But hundreds and hundreds of ordinary people just like her loved her enough to consider themselves her children. [...]

On the day of the funeral, I drove to the largest funeral home in our city. But I never got to pay my respects. I couldn't get near the place. The parking lot was full and cars were lined up on every side street in the biggest traffic jam I had ever seen.

I turned my car around. After all, it's only fitting that her "family" gets first priority.

Marsha Arons, *Chicken Soup for the Teacher's Soul*, 2002.

NOTE IMPORTANTE AUX CANDIDATS :

Les candidats traiteront tous les exercices sur la copie qui leur sera fournie et veilleront à :

- respecter l'ordre des questions et reporter la numérotation sur la copie (numéro de l'exercice et, le cas échéant, la lettre repère ; ex. : 1a, 1b, etc.)
- composer des phrases complètes à chaque fois qu'il leur est demandé de rédiger. 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
- faire précéder les citations éventuellement demandées du numéro de ligne dans le texte.

I – COMPRÉHENSION

1. In which country does the story take place? Justify your answer by quoting two elements from the text.
2. The narrator is
 - a) a teacher
 - b) a journalist
 - c) a college dean
3. Fill in the blanks with three of the following elements:
An intern / A college dean / the narrator/ Mavis
..... telephoned the newsroom where answered
and transferred the call to
4. Explain how the dean and Mavis are related. Justify by quoting by the text.
5. Why did somebody phone the newsroom? (20 words)
6. Are the following statements right or wrong? Justify by quoting from the text.
 - a) Mavis was African-American.
 - b) She had always lived in a city.
 - c) Nobody knows how Mavis learnt to read.
 - d) She only taught people she knew.
 - e) All of Mavis's students had successful careers.
 - f) Mavis expected her students to be grateful.
7. Find in the text the sentence which best explains why "the deceased woman was survived by 57 children and 428 grandchildren" (l.6)
8. Did the narrator attend Mavis's funeral? Justify your answer in your own words. (30 words)
9. What values did Mavis teach her children?

II - EXPRESSION

Vous traiterez l'un des deux sujets au choix. (250 words)

1. You are a journalist. Write an article about Mavis for your newspaper.
2. Can you think of someone you particularly admire? Explain why.