

# CORRIGE

**Ces éléments de correction n'ont qu'une valeur indicative. Ils ne peuvent en aucun cas engager la responsabilité des autorités académiques, chaque jury est souverain.**

Corrigé

**BACCALAURÉAT GÉNÉRAL**

**SESSION 2006**

**ANGLAIS – LVI**

**Séries ES-S**

**Durée : 3 heures - Coefficient 3**

**L'usage des calculatrices et de tout dictionnaire est interdit.**

*Barème appliqué pour la correction*

<i>Compréhension écrite</i>	<i>10 points</i>
<i>Expression</i>	<i>10 points</i>

**Ce sujet comporte 4 pages.**

'I am a teacher and I understand this is the place at which I should present myself for a position in that particular profession.' Through the woman's warm smile I detected a little confusion. Too well bred to say 'What?' she looked a quizzical eye on me, which shouted the word just as audibly. I repeated myself clearly but before I had completed the statement the woman asked of me sweetly.

5 'Did you say you are a teacher?'

'I am,' I said. My own smile was causing me some pain behind my ears but still I endeavoured to respond correctly. I handed her the two letters of recommendation which I had taken from my bag in anticipation of their requirement. She politely held out her slim hand, took them, then indicated for me to sit. However, instead of studying the letters she merely held them in her hand without even

10 glancing at their contents.

'What are these?' she asked with a little laugh ruffling up the words.

'These are my letters of recommendation. One you will see is from the headmaster at—'

Interrupting me, her lips relaxed for just a moment before taking up a smile once more, 'Where are you from?' she asked. The letters were still held in mid-air where I had placed them. 'I am from Jamaica,' I told her.

15

She was silent, we both grinning on each other in a genteel way. I thought to bring her attention back to the letters. 'One of the letters I have given you is from my last post. Written by the headmaster himself. You will see that—'

But once more she interrupted me: 'Where?'

20 I wondered if it would be impolite to tell this beguiling woman to read the letter in her hand so all her questions might be answered. I concluded it would. 'At Half Way Tree Parish School,' I told her.

'Where's that?'

'In Kingston, Jamaica.'

25 'Well, I'm afraid you can't teach here,' and passed the unopened letters back to me.

I was sure there had been some misunderstanding, although I was not clear as to where it had occurred. Perhaps I had not made myself as understood as I could. 'If you would read the letters,' I said, 'one will tell you about the three years of training as a teacher I received in Jamaica while the other letter is concerned with the position I held as a teacher at—'

30 She did not let me finish. 'The letters don't matter,' she told me. 'You can't teach in this country. You're not qualified to teach here in England.'

'But ...' was the only sound that came from me.

'It doesn't matter that you were a teacher in Jamaica,' she went on, 'you will not be allowed to teach here.' She shook the letters at me. 'Take these back. They're of no use.' When I did not take them from her hand she rattled them harder at me. 'Take them,' she said, so loud she almost shouted. Her smile was stale as a gargoyle. My hand shook as it reached out for the letters.

35

And all I could utter was 'But—'

'Miss, I'm afraid there really is no point your sitting there arguing with me.' And she giggled. The untimely chortle made my mouth gape. 'It's not up to me. It's the decision of the education authority. I can do nothing to change that. And, I'm afraid, neither can you. Now, I don't mean to hurry you but I have an awful lot to do. So thank you for coming.'

Every organ I possessed was screaming on this woman, 'What are you saying to me?'

45 She went back about her business. Her face now in its normal repose looked as severe as that of the principal at my college. She picked up a piece of paper, wrote something at the top. She looked to another piece of paper then stopped, aware that I was still there.

'How long is the training in England?' I asked her.

'Goodbye,' she said, pointing a finger at the door.

'Must I go back to a college?'

50 'Really, miss, I have just explained everything to you. You do speak English? Have you not understood me? It's quite simple. There is no point you asking me anything else. Now, please, I have a lot to do. Thank you.'

And she smiled on me — again! What fancy feigning. I could not stand up. My legs were too weak under me. I sat for a little to redeem my composure. At last finding strength to pull myself up, I told this woman, 'I will come back again when I am qualified to teach in this country.'

55

'Yes,' she said, 'you do that. Goodbye.'

*Small Island*, Andrea Levy, 2004.(abridged and adapted)

## I. COMPRÉHENSION

### 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,

ex: 15b - **voir en particulier les questions 3, et 9**). 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 à la question posée. Les **citations** seront précédées de la mention de la ligne.

1. What do you learn about the narrator: occupation, country of origin and sex?  
*The narrator's a Jamaican female teacher.*
2. In what country does the scene take place?  
*The scene takes place in England (l.31 "you're not qualified to teach here in England")*
3. (lines 1-2) 'I understand this is the place at which I should present myself for a position in that particular profession.'  
a) In the passage 'the place' is not described in detail. What could the underlined words refer to?  
*This place could be a school office or a job centre.*  
b) Explain what the narrator has come there for.  
*She has come there to apply for a job as a teacher.*
4. (line 7). *I handed her the two letters of recommendation...*  
Who does the underlined pronoun refer to? Suggest what that character's status or job may be.  
*It refers to the other woman who may be a secretary or headmistress.*
5. What does the narrator expect the other character to do with the letters?  
*The narrator expects her to take them and read them through.*
6. What does the narrator feel these letters prove?  
*She feels these letters prove she is a competent and fully qualified teacher.*

### Questions 7 and 8. Focus on lines 8 to 37. *She politely held out ... reached out for the letters.*

7. There are three stages in the way the other character deals with the letters. Describe what these stages are. *She takes / holds them but then she can't be bothered to read them. Eventually, she wants the narrator to take them back.*
8. Pick out two quotations from the text which show how this character justifies such an attitude.

*l.31 'You're not qualified to teach in this country'. (citation indispensable)*

*l. 25 'Well, I'm afraid you can't teach here.'*

*l.30 'The letters don't matter'.*

*ll.30-31 'You can't teach in this country'*

*ll.33-34 'It doesn't matter that you were a teacher in Jamaica,' she went on, 'you will not be allowed to teach here.'*

9. Focus on the passage from line 30 to the end of the text. Are the following statements true or false? Justify each answer with a quotation from the text.

a) This character is impressed by the narrator's professional experience.  
*false.*

*l.30 "The letters don't matter"*

*l.33 "It doesn't matter that you were a teacher in Jamaica"*

*l.34 "Take these back. They're of no use."*

b) This character is helpful towards the narrator.

*false.*

*l.39 "there really is no point your sitting there arguing with me."*

*l.41 "I can do nothing to change that."*

*ll.47-48 "How long is the training in England?" I asked her.*

*"Goodbye," she said, pointing a finger at the door.*

*l.51 "there is no point you asking me anything else."*

c) This character is insulting about the narrator's mastery of the English language.

*true.*

*ll.50-51 'You do speak English?' ('Have you not understood me? It's quite simple.')*

10. l.44. Her face now in its normal repose...

In what way have her face and attitude changed throughout the whole scene? Use elements from the whole text to justify your answer. (40 words, quotations not included)

*Although she was being **polite, smiling and welcoming** at the beginning, (l.2 'the woman's warm smile', l.4 'sweetly', l.8 'politely') she became abrupt, interrupting several times (ll. 13, 19 and 30) and even laughed mockingly (l.11 'a little laugh'). She smiled again in an obviously insincere and hypocritical way. (l.13 'taking up a smile once more'). She then even became **aggressive**, 'shaking the letters at [the narrator] and almost shouting'. In the end she **openly laughed at her**, (l.40 'giggled. The untimely chortle'). Finally she tried to ignore her and she became dismissive / severe. (l.48 'Goodbye,' she said, pointing a finger at the door.)*

11. What do these changes reveal about this character's true feelings? (30 words)

*They reveal she has been faking smiles all along since **her natural expression is far more severe and less genial**. Only at the very end does she **stop pretending**. She is **condescending** throughout the scene. (We may suspect she is prejudiced against people of colour. Bonus 3 points)*

12. Using the following quotations, analyse the changes in the narrator's state of mind and show the different stages the narrator has gone through. (30 words)

line 6	<i>My own smile was causing me some pain behind the ears...</i>
line 36	<i>My hand shook...</i>
lines 53-54	<i>My legs were too weak under me.</i>
line 55	<i>'I will come back again...'</i>

*At first she feels slightly uneasy, as she is aware her own smile is forced. Later on she is upset by the other woman's unexpected hostility and contempt. Then she is so shocked that she is unable to do anything. Eventually, though, she pulls herself together and asserts that she will not be put off so easily.*

13. Translate into French from line 27 to line 30 'If you would read the letters,' ... she did not let me finish.

"If you would read the letters," I said,	"Si vous voulez bien lire ces lettres," dis-je
"one will tell you about the three years of training as a teacher I received in Jamaica	"l'une d'elles vous renseignera sur les trois années de formation à l'enseignement que j'ai reçue(s) à la Jamaïque
while the other letter is concerned	alors que l'autre a trait
with the position I held as a teacher at—"	à mes fonctions d'enseignante à ..."
She did not let me finish.	Elle ne me laissa pas terminer.

## II. EXPRESSION

Choose subject 1 (a+b) or subject 2.

1. a) Some time later the two characters in the text meet again. The narrator has become "qualified to teach in this country" and decides to go and see the same person again. Write their conversation. (150 words)

b) Should French diplomas be valid everywhere in Europe? (150 words)

2. How can overcoming obstacles at school or at work make someone stronger? Illustrate your point with one or two examples. (300 words)

**1. Compréhension : 10 points**

Questions	Points
1	3
2	2
3	a) 4 b) 4
4	2 + 4
5	3 + 3
6	6
7	3 x 3
8	2 x 3
9	3 x 3
10	3 x 4
11	3 x 3
12	4 x 3
13	2 + 4 + 2 + 2 + 2

Bonification de 1point à points

**2. Expression : 10 points**

Voir grille d'évaluation ci-après.

**Guide pour l'évaluation de l'expression personnelle en anglais**  
**Baccalauréat séries L LV2, ES LVI, S LVI et LV2**

Corrigé

Suggestions du groupe d'anglais de l'Inspection Générale des langues vivantes

Réalisation (de l'exercice et traitement du sujet : 4 points)	Recevabilité linguistique : 6 points	Total des points
<p>0,5 point</p> <ul style="list-style-type: none"> <li>- présentation inacceptable</li> <li>- écriture illisible</li> <li>- consignes non respectées</li> <li>- hors sujet</li> <li>- contresens</li> </ul>	<p>0,5 - 1 - 1,5 point</p> <ul style="list-style-type: none"> <li>- inintelligible</li> <li>- lexique indigent</li> <li>- erreurs récurrentes de grammaire élémentaire</li> </ul>	/ 10
<p>1 - 1,5 - 2 points</p> <ul style="list-style-type: none"> <li>- recopiage du support</li> <li>- hors sujet partiel</li> <li>- sujet compris mais traitement plat et superficiel</li> <li>- construction vague</li> </ul>	<p>2 - 2,5 - 3 - 3,5 points</p> <ul style="list-style-type: none"> <li>- compréhension possible malgré des erreurs fréquentes</li> <li>- lexique limité</li> <li>- syntaxe peu élaborée</li> </ul>	
<p>2,5 - 3 - 3,5 points</p> <ul style="list-style-type: none"> <li>- existence d'une problématique</li> <li>- effort de construction</li> </ul>	<p>4 - 4,5 - 5 points</p> <ul style="list-style-type: none"> <li>- erreurs occasionnelles</li> <li>- vocabulaire adapté</li> <li>- syntaxe adéquate</li> </ul>	
<p>4 points</p> <ul style="list-style-type: none"> <li>- enchaînement des idées</li> <li>- développement organisé</li> <li>- références culturelles</li> <li>- conviction, humour</li> </ul>	<p>5,5 - 6 points</p> <ul style="list-style-type: none"> <li>- erreurs rares</li> <li>- vocabulaire riche</li> <li>- syntaxe élaborée</li> <li>- capacité à nuancer</li> </ul>	

Dans un esprit d'évaluation positive, on n'hésitera pas à bonifier (en seconde lecture et selon une échelle de + 0,5, / + 1 / + 1,5) les copies qui se lisent relativement facilement, avec intérêt, voire avec plaisir.

On tiendra compte du soin apporté à présentation et à la rédaction. On valorisera tout particulièrement les copies dont les auteurs ont *réagi* au sujet proposé en s'engageant et en exprimant un point de vue personnel.