

Session 2007

BACCALAUREAT GENERAL

ANGLAIS

Langue vivante 1

Séries ES-S

Durée : 3 heures - Coefficient 3

L'usage du dictionnaire et des calculatrices est interdit.

Compréhension	10 points
Expression	10 points

Le sujet comporte 4 pages numérotées 1/4 à 4/4.

- "I wanted to discuss Bertie for a moment," she said. "I know you're busy, but..."
- Christabel glanced at her watch. "A few minutes. I really must..."
- Irene seized her chance. "You'll have noticed how bright he is," she said.
- Christabel looked away for a moment. Of course Bertie was bright – frighteningly so – but she was
- 5 not going to encourage this pushy woman. There was nothing worse in her view, nothing, than a pushy parent.
- "He's not slow," she said, carefully.
- Irene's eyes widened in surprise. "Not slow? Of course he's not slow. He's gifted."
- "In what respect?" asked Christabel evenly. "Most children have gifts of one sort or another. That
- 10 little boy over there – that tall one – he's very good with a ball. Gifted, in fact."
- Irene's lips pursed. "That's different, quite different. Gifted is a term of art in developmental psychology. It should only be used for children who have exceptional intelligence."
- "I don't know," said Christabel casually. "I haven't had all that much experience of young children, I suppose – no more than twenty-two years – but I do think that most children have their little gifts.
- 15 Certainly Bertie is quite good at assembling the train set. And he's not bad when we have our little sing-songs."
- Irene struggled to contain herself. "And his Italian?" she blurted out. "His Italian? Have you noticed that he speaks Italian?"
- Miss Macfadzean had, but too much was at stake now to tell the truth.
- 20 "Italian?" she said. "How interesting. Are you Italian? Or your husband? We often get bilingual children in – when one of the parents speaks another language. Children pick it up so readily in the home. They're remarkable linguists. All of them – not just Bertie."
- "I am not Italian," said Irene. "Nor is my husband, for that matter. Bertie has *learned* Italian. It is an accomplishment he has – one of a number of accomplishments."
- 25 "How useful," said Miss Macfadzean coolly. "He will be well placed should he go on holiday to Italy."
- "That's not the point," said Irene. "He has learned Italian to read it and appreciate the culture."
- "How nice," said Miss Macfadzean, glancing at her watch. "Such noble people the Italians, sometimes."
- 30 "Yes," said Irene. "And he's recently passed Grade six saxophone. Grade six."
- "What an active little boy!" said Miss Macfadzean. "I'm surprised that he finds time to come to playgroup! We're obviously very lucky to have him."
- "He needs more stimulation," Irene pressed on. "If you could find the time to work with his reading..."
- 35 "Out of the question," said Miss Macfadzean. "There are all the other children to think about. I'm sorry." She paused for a moment. "Anyway, I did want to have a word with you about Bertie's behaviour. He needs to work a bit more on his co-operation with other children. He's not exactly gifted in that respect. Sometimes there are *incidents*."
- "Incidents?"
- 40 "Yes," went on Miss Macfadzean. "He likes the train set. But he must learn to share it a bit more. He destroyed a rather nice little station set-up that one of the other children had made. He said that he had blown it up. He said it was something to do with politics."
- Irene smiled. "Dear Bertie! That's the trouble, you see. He's so much more advanced than the other children. They won't know anything about politics. They won't even know the word."
- 45 "No, they won't," agreed Miss Macfadzean. "But he shouldn't really spoil their games. We have to teach them how to live and let live. We have to encourage socialisation."
- "Bertie knows all about socialisation," said Irene quickly. "The problem is that all the other children are...well, sorry to have to say this, but they're just not up to him. They won't understand him. And that means he gets frustrated. You have to see it from his point of view."
- 50 Miss Macfadzean glanced at her watch again. "Perhaps he needs to be left alone a bit more. Perhaps he needs a little more space to be a five-year-old boy. Do you think...?" She tailed off weakly, disconcerted by Irene's stare.
- "Bertie is a very special child," Irene said quietly. "But not everyone seems to understand that." She glanced at Miss Macfadzean, who looked away again. It was hopeless, Irene thought; hopeless.

Les candidats traiteront le sujet **sur la copie qui leur sera fournie** en respectant l'**ordre des questions** et en faisant apparaître la **numérotation**. Ils composeront des phrases complètes à chaque fois qu'il leur est demandé de rédiger des réponses. **Le nombre de mots** indiqué dans les consignes 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.

COMPREHENSION

1) Look at the underlined pronouns and write down the names of the characters they refer to.

a) Line 1: " I wanted to discuss Bertie for a moment (...) I know you're busy.

b) Line 3: "You'll have noticed how bright he is,"

2) How are the characters related to each other?

3) Why do the mother and the schoolteacher meet?

4) According to the mother, her son is:

timid – clever – slow – lazy

a - Choose the correct answer and write it on your paper.

b - Justify your choice by quoting three different adjectives from the text.

5) (line 6) Pushy parents are:

a) parents who don't care about their children

b) parents who want their children to excel

c) parents who spend too much time at work

d) parents who spoil their children

The schoolteacher

6) She glances at her watch: lines 2, 28 and 50. What does this reveal about her state of mind? (20 words)

7) Quote at least 3 sentences showing that she uses irony in her conversation with the mother.

8) I.35 "Out of the question" shows that there is a change in the schoolteacher's attitude: what was she trying to do before saying that? What is she trying to do now? (30 words)

9) In your own words and using elements from the text, explain what she reproaches the boy with. (40 words)

10) What does she mean when she says "Perhaps he needs a little more space to be a five-year-old boy."? (line 51) (20 words)

The mother

11) Lines 23-24: " It is an accomplishment he has – one of a number of accomplishments." Suggest one adjective which best describes the mother's feeling for her son.

12) In your own words and using elements from the text show what the mother thinks of the other children. (20 words)

13) What does she expect the schoolteacher to do with her son at school? (10 words)

The son

14) Write true or false. Justify by quoting from the text.

- a) His parents are Italian.
- b) He finds it difficult to get along with the other children.
- c) He is very calm.

15) Translate into French from line 20 "Italian?" down to line 22 "not just Bertie".

EXPRESSION

CHOOSE SUBJECT 1 or SUBJECT 2 (A+B)

1)

According to you, what is the role of school? Illustrate your point of view with examples. (300 words)

2)

a) - Imagine the conversation between the mother and her husband after her visit to the school. (150 words)

AND

b) - Lots of people think it is easier to learn a second language at an early age. Discuss this point of view. (150 words)