

**Suggestions de correction et barème
à l'attention des correcteurs du baccalauréat
Série L LV1 ANGLAIS**

I. COMPRÉHENSION – EXPRESSION

*Vous traiterez les questions dans l'ordre, en indiquant clairement leur numéro sur votre copie.
Lorsque la réponse doit être développée, le nombre de mots ou d'éléments de réponse est indiqué dans la question.
En l'absence d'indications, vous répondrez brièvement à la question posée.*

1. Find three elements showing that the scene takes place in India. (The characters' names will not be accepted.)
“monsoon” (l. 19), “puribhaji” (l. 13) “ragdaa patties” (l. 13) “rupees” (l. 45) 3 pts
2. Where exactly do the characters meet?
They meet in Miss Alvarez's classroom / in Jehangir's classroom / in a classroom.
Pour “at school”, mettre la moitié des points. 2 pts
3. Say how Jehangir is connected to the other characters present in the scene.
He is Miss Alvarez's pupil and Yezad (Chenoy)'s son. 2 x 2 pts = 4pts

Focus on Jehangir and Miss Alvarez.

4. a) What school project was Jehangir involved in?
He was involved in her project of homework monitoring. 4 pts
b) Why was he chosen to take part in it?
He was chosen because he was Miss Alvarez's best student / a good student. 4 pts
5. a) Explain the role Jehangir was expected to play in this project.
He was expected to check that the pupils did their homework properly. / He helped the pupils / he supervised the homework of the pupils. 4 pts
b) What did he do wrong?
He repeatedly accepted money from rich, lazy students who wanted to get good marks. 6 pts
c) What did Miss Alvarez decide to do as a consequence?
She decided to suspend (accepter : stop / cancel) the project and to summon Jehangir's father to the school.
(N'exiger qu'un des éléments de réponse.) 4 pts
6. a) Pick out the two adjectives expressing Miss Alvarez's feelings when she found out what Jehangir had done.
l. 42 “shocked”
l. 47 “upset” 2 pts
b) In your own words, explain her reaction.
She trusted him and so she did not expect her best pupil to behave so badly and she was very disappointed.
Bonus: She never thought he would betray her. 6 pts
7. Lines 35-37: “And as she spoke, her arm went up and embraced her pupil's shoulders; she was able to make it a gesture of identification and protection.”

Comment on Miss Alvarez's attitude. (20/30 words)

By touching Jehangir in such a way, she both "identifies" him as being the culprit / the one who is guilty / who has done wrong and "protects" him, possibly from his father's reaction or because he still is her "golden boy".

2 x 4 pts = 8 pts

8. How does Jehangir feel during the whole scene? Justify by quoting from the text.

He is embarrassed / ashamed / guilty.

l.28: "Jehangir scrutinized his father's shoes"

l.29: " Then the tears made his eyes blurry "

l.41: " But Jehangir's eyes were still studiously examining footwear."

4 pts + 2 pts = 6 pts

Now focus on Yezad.

9. At the beginning of the scene (lines 6 to 9) what in his attitude and thoughts shows that Yezad has not yet realized how serious the situation is? (20/30 words)

He is relaxed at the beginning. He is even pleased with his son's mischief. He is pleased to find out that his son is not so perfect and takes after him.

2 x 3 pts = 6 pts

10. From line 10 to 20, Yezad doesn't concentrate on Miss Alvarez's words. Explain why. (20/30 words)

- He is not listening to Miss Alvarez because he is daydreaming. He is thinking about the time when he went to school / he is remembering his youth.

- He used to go to the same school as his son and he recognizes the smell of the place.

- Moreover, he can remember his school mates.

3 x 4 pts = 12 pts

11. a) Quote Yezad's words showing that he has finally understood what Jehangir has done.

"I don't know what to say." (line 40)

1 pt

b) In your own words, describe Yezad's reactions at the end of the passage.

- He feels sick. He apologizes. He is speechless / shocked. (N'exiger qu'une seule de ces reactions.)

- He promises that Jehangir will not do it again.

2 x 4 pts = 8 pts

12. **Choose one of the following subjects.**

60 pts

(250 words approximately. Give the number of words.)

Subject 1

Imagine what happened between Yezad and Jehangir after the conversation with Miss Alvarez.

Subject 2

"No sense being goody-goody all the time." (line 7)

Do you think like Yezad that children will only be children if they sometimes get into trouble?

II. TRADUCTION

Translate into French from line 38 (*Yezad's eyebrows rose...*) to line 45 (*'...was my golden boy.'*).

1. Yezad's eyebrows rose as he looked at his son, then at Miss Alvarez. 6 pts

Yezad haussa les sourcils en regardant son fils, puis Miss Alvarez.

2. She nodded sadly. 3 pts

Elle acquiesça avec tristesse.

3. **“I don’t know what to say.” 2 pts**
« Je ne sais pas quoi dire. »
4. **The classroom smell nauseated him now 3 pts**
L’odeur de la classe lui donnait la nausée / l’incommodait à présent / maintenant,
5. **as he looked again at Jehangir for explanation. 6 pts**
alors qu’à nouveau il questionnait / interrogeait Jehangir du regard / alors qu’il portait à nouveau son regard sur Jehangir dans l’attente d’une explication.
6. **But Jehangir’s eyes were still studiously examining footwear. 6pts**
Mais Jehangir était toujours plongé dans l’examen minutieux des chaussures (des uns et des autres) / examinait toujours minutieusement les chaussures (des uns et des autres).
7. **“I was just as shocked when I found out,” said Miss Alvarez. 6 pts**
« Lorsque j’ai découvert l’affaire / cela / ce qui s’était passé, j’ai été aussi choquée que vous, dit Miss Alvarez.
8. **“Not by those three, they’re such duffers.” 4 pts**
Non pas par les trois autres / ces trois-là. Ce sont de tels cancre. »
9. **She blushed at her word. 4 pts**
Elle rougit en prononçant ce mot. / Prononcer ce mot la fit rougir.
10. **“I mean, they’re hopeless in their studies because they don’t care, 6 pts**
«Ce que je veux dire, c’est qu’ils ont des résultats scolaires lamentables /c’est que leurs résultats scolaires sont lamentables / qu’ils n’arriveront jamais à rien parce qu’ils s’en fichent / parce qu’ils n’en ont rien à faire,
11. **they come from rich families, 4 pts**
Ils viennent de / sont issus de / appartiennent à des / familles riches.
12. **parents who think money will get them everything in life, 6 pts**
Ils ont des parents qui pensent que l’argent leur apportera tout dans la vie / que l’argent peut tout acheter / leur ouvrira toutes les portes.
13. **But Jehangir was my golden boy.” 4 pts**
Mais Jehangir était ma perle rare / mon rayon de soleil / ma pépite / un élève en or / mon jeune espoir. »