

BACCALAURÉAT GÉNÉRAL

SESSION 2010

ANGLAIS

LANGUE VIVANTE 1

Série L

DURÉE DE L'ÉPREUVE : 3 heures - COEFFICIENT : 4

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.

Répartition des points

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|-------------------------------|-----------|
| Compréhension et Expression : | 14 points |
| Traduction : | 6 points |

In the empty classroom Miss Alvarez's high heels echoed sharply as she descended the platform and shook hands. "I'm sorry to make you come all the way, Mr. Chenoy, but it's quite a serious matter."

Jehangir lingered in the corridor outside, and she called him in. "I still find it hard to believe that my best student was involved with those other boys," she started reluctantly.

5 Yezad smiled, wondering what sort of mischief the youngsters had been up to, part of him pleased that Jehangir was in it with his peers. No sense being goody-goody all the time. Childhood, boyhood wasn't complete if the rascals didn't get into trouble. He'd been the same, during his own years in this school ...

10 And the classrooms had hardly changed. Rows of empty desks stretched behind Miss Alvarez, he could see them over her shoulder. That schoolboy smell of sweat and youthfulness and foodstuffs was in the air, ammoniac, mingled with traces of ink, snacktime biscuits, lunchtime sandwiches, puribhaji, ragdaa patties. Permeating everything, occupying the room as solidly as the furniture, a timeless smell ...

15 Suddenly, Yezad's own youth was upon him. Memory began to populate the empty benches with faces from the past. Those happy days, when a week of school was a lifetime, rich and complete; in a week, strangers might become dear friends, battles could be lost and won, whole kingdoms acquired, for time worked differently then. How slowly the seasons changed then – from one monsoon to another seemed an eternity, the skies pouring endless rain, the only bright spot the chance of a holiday if the roads got flooded.

20 "So you see, Mr. Chenoy, it's my most important project," said Miss Alvarez.

His name pulled him back into the present – she was talking about Homework Monitoring. He remembered Jehangir explaining it at Nariman's birthday party. Barely four months ago ...seemed so much longer ...

He faked a concerned nod: "It sounds very interesting."

25 "And I had such high hopes for the class. But now I have to suspend the project. You see, three boys who didn't do their homework gave money to the Monitor to get good marks."

Jehangir scrutinized his father's shoes, his own, and Miss Alvarez's, which revealed her toes, each crowned with a lovely little ruby. Then the tears made his eyes blurry, and the rubies became one long crimson smear.

30 Meanwhile, Yezad tut-tutted and shook his head to show disapproval. He wondered what was Jehangir's role. Not the bribing, he had no money; besides, his homework was always done, and he was a Homework Monitor–

The incipient thought froze in his mind. "Did you catch the three?"

35 "Yes. Also the Monitor who took the money." 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.

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

She nodded sadly.

"I don't know what to say." The classroom smell nauseated him now as he looked again at Jehangir for explanation. But Jehangir's eyes were still studiously examining footwear.

40 "I was just as shocked when I found out," said Miss Alvarez. "Not by those three, they're such duffers¹." She blushed at her word. "I mean, they're hopeless in their studies because they don't care, they come from rich families, parents who think money will get them everything in life. But Jehangir was my golden boy."

45 She swallowed. "When I discovered that every week he was taking sixty rupees, twenty from each of the three, I was so upset, I–"

Sixty. She had said sixty. Yezad stopped listening. He mumbled how sorry he was, and promised to make sure Jehangir learned his lesson from the incident.

Adapted from Rohinton Mistry, *Family Matters*, 2002

¹ duffer: an informal word for a pupil who is unable to learn anything

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.)
2. Where exactly do the characters meet?
3. Say how Jehangir is connected to the other characters present in the scene.

Focus on Jehangir and Miss Alvarez.

4. a) What school project was Jehangir involved in?
b) Why was he chosen to take part in it?
5. a) Explain the role Jehangir was expected to play in this project.
b) What did he do wrong?
c) What did Miss Alvarez decide to do as a consequence?
6. a) Pick out the two adjectives expressing Miss Alvarez's feelings when she found out what Jehangir had done.
b) In your own words, explain her reaction.
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)
8. How does Jehangir feel during the whole scene? Justify by quoting from the text.

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)
10. From line 10 to 20, Yezad doesn't concentrate on Miss Alvarez's words. Explain why. (20/30 words)
11. a) Quote Yezad's words showing that he has finally understood what Jehangir has done.
b) In your own words, describe Yezad's reactions at the end of the passage. (20/30 words)

12. Choose one of the following subjects.
(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.'*).