

Corrigé du bac 2019 : Anglais LV1

Séries S-ES-L – Polynésie

Remplacement

BACCALAURÉAT GÉNÉRAL

SESSION 2019

ANGLAIS

LANGUE VIVANTE 1

Durée de l'épreuve : **3 heures**

Séries **ES** et **S** – coefficient : **3**

Série **L** langue vivante obligatoire (LVO) – coefficient : **4**

Série **L** LVO et langue vivante approfondie (LVA) – coefficient : **8**

L'usage de la calculatrice et du dictionnaire n'est pas autorisé.

Compréhension	10 points
Expression	10 points

Correction proposée par un professeur d'anglais pour le site
www.sujetdebac.fr

I - COMPREHENSION DE L'ÉCRIT (10 points)

Répondre en **anglais** aux questions.

DOCUMENT A, B et C

1. What is the topic of the three documents? Answer briefly.

The topic of the three documents is race, identity and belonging.

DOCUMENT A

2. Where does this scene take place?

The scene takes place in a cab.

3. a) Who are the characters and how are they related?

The characters are family members: the two parents and their three children.

- b) Who is the narrator?

The narrator is one of the children.

4. What is the question raised?

The question raised is the issue of identity.

5. In your own words, compare the reactions of the different members of the family to the question raised. (30 words)

The reactions of the different members of the family to the question raised are different. Indeed, the parents are quite elusive and seem to avoid the question at first, but the mother shows affection and tenderness. The little girl finds it funny but the brothers are curious and determined.

6. (Filière L LVA uniquement)

"On Broadway, the first three cabs we flagged wouldn't take us." (line 1)

"The cabbie must have been black. He took us all the way home" (line 27)

- a) What do these sentences reveal about the world the characters are living in?
These sentences reveal that the characters live facing clearly divided worlds.

- b) Analyze the tone of the narrator at the end of the scene.

At the end of the scene, the tone of the narrator is resigned. We can suppose he is drawing consequences about his experience.

DOCUMENT B

7. Who is John Lewis? In your own words, say as much as you can about him. (30 words)

John Lewis is a representative. He was the chairman of the Students Nonviolent Coordinating Committee, or SNCC, and a champion of civil rights. For this reason, he wanted the Voting Rights Act to be voted. John Lewis is a brave and persuasive person. Moreover, he has influence and has become an author, especially reaching young audiences.

8. a) How did Lewis feel before the march started in 1965?

Before the march started in 1965, John Lewis felt quite afraid because of the danger.

b) Why? Give one quote from the text.

"I thought I was going to die" (l. 14).

9. (Filière L LVA uniquement)

Comment on the attitude of Alabama State troopers and their Sheriff. (30 words)

The Alabama State troopers and their Sheriff have a threatening attitude and are ready to be violent. Indeed, they are "armed with clubs, tear gas, and bull whips" (l. 8/9). Besides, they are against the fact that some change could occur: they are "led by Sheriff Jim Clark, whose lapel, Lewis remembered, sported a button that read, "Never" (l. 9/10).

10. What was John Lewis's intention when he published his graphic novel?

John Lewis's intention when he published his graphic novel was to reach young audiences and to help them as they become fully grown citizens. John Lewis wants to allow them to better understand history.

DOCUMENT C

11. Focus on the speech bubbles in the graphic novel and on the way the words are printed. What does that imply about the relationships between the marchers and the police?

The speech bubbles in the graphic novel and the way the words are printed show the violence of the scene, and especially the tension in the relationships between the marchers and the police.

DOCUMENTS B et C

12. To what extent does document C illustrate document B?

Document C illustrates document B as it is an extract from the graphic novel which is evoked in document B.

II - EXPRESSION ÉCRITE (10 points)

Il y a trois sujets différents selon la filière du candidat (S, ES, L LVA ou L LVO).

- Les candidats des séries S, ES et L LVO doivent traiter le sujet **1 ou 2**.
- Les candidats de la série L LVA doivent traiter les sujets **1 et 3**.

1. John Lewis has been invited by students at Alabama University. He makes a speech in which he talks about his experience and ideals. Write his speech. (+/- 300 words)

Indications pour la rédaction :

Ce sujet d'invention vous invite à vous glisser dans la peau de John Lewis et d'imaginer son discours, à l'aide des documents B et C. Le contenu possible est assez large, et la langue sera particulièrement évaluée. Un soin particulier doit être apporté à la grammaire et à l'organisation de l'argumentation.

Proposition de correction :

Dear students and people from Alabama University,

I wanted to thank your President for this opportunity. Indeed, I was delighted to come to Alabama University and to meet you, in this very specific State, which is dear to my heart, as you may know. As you may know too, we all share a truly troubled history, a truly troubled past, and we all need to keep it in mind. That is the reason why I am honored to share with you my own experience.

More than fifty years ago, back on March, 7, 1965, I was marching with my fellow protesters, from Selma to Montgomery. That really was a hard time. We were afraid; we were terrified, as we knew we could all die. The Alabama state

troopers were there, with their Sheriff, to stop us. They did not want us to succeed. They wanted to fight with us. They wanted to kill us. But we made it. And this is what I want to show you: that everything is possible, the best and the worst; that every moment is time for a change. That we all need to be vigilant and defend our rights, as I did as far as the SNCC and the Voting Rights Act were concerned. Every day is a challenge for all of us, so please try to be brave and persuasive everywhere you go, and in everything you do. Please, remember it all along your way.

2. ‘She wasn’t telling us everything.’ (document A, l. 21). Are parents right not to tell their children everything? (+/- 300 words)

Indications pour la rédaction :

Il s’agit ici de vous interroger sur les mensonges des parents à leurs enfants. Est-ce légitime ? Vous pouvez utiliser le corpus et/ou des connaissances et expériences personnelles. Votre avis devra être rédigé dans une langue de qualité et précisément argumenté, que vous avis soit plutôt favorable, défavorable ou plus nuancé.

Proposition de correction :

All along the document A, we discover a family, in a cab. The family members are talking about their identity, as the two sons clearly want to get to know more about it. The little girl finds it funny, whereas the parents try to avoid the question. Anyway, the issue seems quite important to the two boys, who are very curious and determined. All along the text, we can see how much it is essential for them. Nonetheless, their mother does not really answer: ‘She wasn’t telling us everything.’ (l. 21). That way, we can wonder: are parents right not to tell their children everything?

On one hand, we can argue that parents have to tell their children everything, for example as far as their origins are concerned. We all know that secrets, especially among families, can be hidden and damaging. For this reason, parents are right to tell their children everything. As they are adults and have to care for their children, we might argue that it is one of their responsibilities.

Nonetheless, on the other hand, it can be said that parents, if they hide something, seem to be quite well-intentioned anyway. Indeed, in hiding specific elements, they might be trying to keep their children away from trouble, pain, or even disappointment. Of course, they do not mean to be mean; they might be just trying to protect their children. Again, discussion and clarity might help, if the children are old enough to be able to understand what is at stake and what it means. Besides, help from another adult, from the family or not, might be necessary.

3. To what extent may a work of art be considered as an efficient means to pass a message to new generations?

Illustrate your essay with concrete examples. (+/- 200 words)

Indications pour la rédaction :

Cette question vous invite à vous concentrer sur le thème de l'œuvre d'art comme porteuse de message. Votre propos devra être illustré par des exemples précis : romans, peintures, chansons... Le tout devra apparaître au sein de paragraphes argumentés. Apportez un soin tout particulier à la grammaire et aux connecteurs.

Proposition de correction :

A work of art may be considered as an efficient means to pass a message to new generations. Indeed, thanks to the document C, an extract from John Lewis's graphic novel, young people can now discover history scenes and the creator's very specific experience. Rep. John Lewis is used to writing and delivering speeches but, thanks to the graphic novel, he can easily reach young audiences and allow them to know their past. Indeed, the pictures and speech bubbles represent some evidence and adapt to different persons, and especially the young ones.

Besides, young audiences can easily be reached through works of art which are not including some text, because this way they will not need, for instance, to know the artist's language. This is for example the case with Guernica by Pablo Picasso. In this case, there is no need to read or to understand Spanish to be impressed and even shocked by the message which is conveyed through this iconic painting.