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Espaces et échanges

Sujet 2

BACCALAURÉAT GÉNÉRAL

SESSION 2014

ANGLAIS

MERCREDI 18 JUIN 2014

LANGUE VIVANTE 1

Série L – Durée de l'épreuve : 3 heures – coefficient : 4

Série L Langue Vivante Approfondie (LVA) – Durée de l'épreuve : 3 heures – coefficient : 4

Séries ES-S – Durée de l'épreuve : 3 heures – coefficient : 3

L'usage des calculatrices électroniques et du dictionnaire est interdit.

Dès que ce sujet vous est remis, assurez-vous qu'il est complet.
Ce sujet comporte 6 pages numérotées de 1/6 à 6/6.

Répartition des points

Compréhension de l'écrit	10 points
Expression écrite	10 points

Lisez les documents A et B.

Document A

[The narrator recalls his sea voyage to England as a child.]

- His name was Mr Fonseka and he was travelling to England to be a teacher, I would visit him every few days. He knew passages from all kinds of books he could recite by heart, and he sat at his desk all day wondering about them, thinking what he could say about them. I knew scarcely a thing about the world of literature, but he welcomed me with unusual and interesting stories, stopping abruptly in mid-tale and saying that someday I should find out what happened after that. 'You will like it I think. Perhaps he will find the eagle.' Or, 'They will escape the maze with the help of someone they are about to meet...' Often, during the night, while stalking the adult world with Ramadhin and Cassius, I'd attempt to add to the bare bones of an adventure Mr Fonseka had left unfinished. [...]
- 10 I tried to coax him up on deck a few times, but his porthole and what he could see through it seemed enough nature for him. With his books [...] as well as a few family photographs, he had no need to leave his time capsule. I would visit that smoky room if the day was dull, and he would at some point begin reading to me. It was the anonymity of the stories and the poems that went deepest into me. And the curl of a rhyme was something new. I had not thought to believe
- 15 he was actually quoting something written with care, in some far country, centuries earlier. He had lived in Colombo¹ all his life, and his manner and accent were a product of the island, but at the same time he had this wide-ranging knowledge of books. He'd sing a song from the Azores or recite lines from an Irish play.
- 20 I brought Cassius and Ramadhin to meet him. He had become curious about them, and he made me tell him of our adventures on the ship. He beguiled² them as well, especially Ramadhin. Mr Fonseka seemed to draw forth an assurance or a calming quality from the books he read. [...]
- 25 Mr. Fonseka would not be a wealthy man. And it would be a spare life³ he would be certain to lead as a schoolteacher in some urban location. But he had a serenity that came with the choice of the life he wanted to live. And this serenity and certainty I have seen only among those who have the armour of books close by.

Michael Ondaatje, *The Cat's Table*, 2011

¹ Colombo : capital of Sri Lanka (formerly Ceylon)

² beguiled = charmed

³ a spare life = a simple life

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Document B

Together they focused on the film.

Pembe watched *The Kid* with wide-open eyes, the look of surprise on her countenance deepening with each scene. When Chaplin found an abandoned baby in a rubbish bin, and raised him like his own son, she smiled with appreciation. When the child flung stones at the neighbours' windows so that the tramp—disguised as a glazier—could fix them and earn some money, she chuckled. When social services took the boy away, her eyes welled up with tears. And, finally, as father and son were reunited, her face lit up with contentment, and a trace of something that Elias took to be melancholy. So absorbed did she seem in the film that he felt a twinge of resentment. What a funny thing it was to be jealous of Charlie Chaplin.

Elias observed her as she unpinned her hair, and then pinned it back. He caught a whiff of jasmine and rose, a heady, charming mixture. Only minutes before the film came to an end, he found the nerve to reach out for her fingers, feeling like a teenager on his first date. To his relief, she didn't move her hand away. They sat still—two sculptures carved out of the dark, both scared of making a move that would disrupt the tenderness of the moment.

When the lights came back on, it took them a few seconds to grow accustomed to real life. Quickly, he took out a notepad and wrote down the name of another cinema in another part of the town. "Next week, same day, same time, will you come?"

"Yes", she faltered.

Before he'd found a chance to say anything else, Pembe leaped to her feet and headed towards the exit, running away from him and everything that had taken place between them, or would have taken place, had they been different people. She held in her palm the name of the place they were to meet next time, grasping it tightly, as if it were the key to a magic world, a key she would use right now were it in her power to decide.

And so it began. They started to meet every Friday at the same time, and occasionally on other afternoons. They frequented the Phoenix more than any other place, but they also met at several other cinemas, all far-away from their home, all unpopular. [...] In time he found out more things about her, pieces of a jigsaw puzzle that he would complete only long after she had gone. [...]

Slowly he was beginning to make sense of the situation. This unfathomable, almost enigmatic attraction that he felt for her, a woman so alien to the life he had led, was like a childhood memory coming back.

Elif Shafak, *Honour*, 2012

NOTE AUX CANDIDATS

Les candidats traiteront le sujet sur la copie qui leur sera fournie et veilleront à :

- respecter l'ordre des questions et reporter les repères sur la copie (lettre ou lettre et numéro ou lettre, numéro et lettre). Exemples : **A.** ou **A.1.** ou **A.1.a.** ;
- faire toujours suivre les citations du numéro de la ligne ;
- recopier les phrases à compléter en **soulignant** l'élément introduit.

Répondez en anglais aux questions

COMPRÉHENSION DE L'ÉCRIT

Document A

Tous les candidats traiteront les questions suivantes.

A. Pick out three of Mr Fonseca's activities during the voyage. Say what they have in common. Justify with at least three quotations.

B. Which four adjectives best correspond to Mr Fonseca's personality? Justify each with a quotation from the text.

KIND - SELFISH — CAPTIVATING — PEDANTIC — SERENE — KNOWLEDGEABLE — BORING — SELF-CENTRED

C. Why does the narrator visit Mr Fonseca? Choose the two statements that are correct and justify with a quotation for each.

1. They know the same authors.
2. Mr Fonseca is teaching him to read.
3. Mr Fonseca's stories fascinate him.
4. Mr Fonseca is interested in the narrator's life.

D. Say whether the following statement is **Right** or **Wrong**.

Mr Fonseca's goal is likely to have a prestigious career.

Justify your answer with two quotations.

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Document B

Tous les candidats traiteront les questions suivantes.

E. What do the two characters do together? Why? Give three reasons using your own words.

F. “*Together they focused on the film.*” (l. 1)

Explain briefly why this sentence is not **equally** true for both characters.

G. “*to his relief, she didn’t move her hand away.*” (l.12-13)

“*Pembe leaped to her feet and headed towards the exit running from him ...*” (l.19-20)

Explain in a few words the change in the woman’s attitude.

H. What does Elias like about Pembe? Choose the two statements that are correct and justify your choice with quotations from the text.

1. She is attractive.
2. She is assertive.
3. She is different from him.
4. She is funny.

I. “*... they also met at several other cinemas, all far-away from their homes, all unpopular.*”

(l. 25-26)

Why do you think they choose places that are distant from their homes? Answer briefly in your own words.

Documents A and B

Tous les candidats traiteront la question suivante.

J. What do the characters’ relationships have in common in both documents? Give three elements.

Seuls les candidats des séries S et ES et ceux de la série L qui ne composent pas au titre de la LVA (Langue vivante approfondie) traiteront la question suivante.

K. Show how in both documents each of the characters has something to offer to the other(s).

Seuls les candidats composant au titre de la LVA (Langue vivante approfondie) traiteront la question L.

L. 1. In each document what differences or obstacles could keep the characters apart?

2. What do the activities they share allow them to do?

EXPRESSION ÉCRITE

Tous les candidats traiteront la question suivante.

Pembe writes in her diary about her special relationship with Elias. (150 mots au moins)

Seuls les candidats des séries ES, S et L et ceux de la série L qui ne composent pas au titre de la LVA (Langue vivante approfondie) traiteront le sujet suivant.

How can differences between people enrich their relationships? (150 mots au moins)

Seuls les candidats composant au titre de la LVA (Langue vivante approfondie) traiteront le sujet suivant.

Art brings people together. Discuss. (150 mots au moins)

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Corrigé du sujet 2

Compréhension écrite

Document A

A. During the voyage, Mr Fonseka kept wondering about books he knew, telling the narrator strange and unusual stories and listened to the stories the narrator told him about his two friends at his request.

They all have the world of books and literature in common.

* lines 2 and 3: "He knew passages from all kinds of books he could recite by heart, and he sat at his desk all day wondering about them, thinking what he could say about them."

* lines 4 to 6: "(...) he welcomed me with his unusual and interesting stories, stopping in mid-tale and saying that someday I would find out what happened after that."

* lines 19 and 20: "He had become curious about them, and he made me tell him of our adventures on the ship."

B. Kind: lines 3 and 4: "I knew scarcely a thing about the world of literature, but he welcomed me with unusual and interesting stories"

Captivating: line 4 "unusual and interesting stories"

Serene: lines 23 to 24: "But he had a serenity that came with the choice of the life he wanted to live."

Knowledgeable: line 17 "he had this wide-ranging knowledge of books."

C. The narrator visits Mr Fonseka because

3. Mr Fonseka's stories fascinate him.

lines 7 to 9: "Often, during the night, while stalking the adult world with Ramadhin and Cassius, I'd attempt to add to the bare bones of an adventure Mr Fonseka had left und=finished."

4. Mr Fonseka is interested in the narrator's life. lines 19 and 20: "I brought Cassius and Ramadhin to meet him. He had become curious about them, and he made me tell him of our adventures on the ship."

D. The following statement is wrong.

Line 22: "Mr Fonseka would not be a wealthy man." Lines 22 and 23: "And it would be a spare life he would be certain to lead as a schoolteacher in some urban location."

Document B

E. The two characters meet at cinemas and watch films together for various reasons.

Pembe loves films and is deeply moved by what is happening on the screen.

Elias is attracted to Pembe and enjoys watching her, touching her and generally speaking spending time with her.

They try and spend time together in cinemas because they are from different background and cannot think of other ways to meet.

F. This sentence is not equally true for both characters as Elias is not as engrossed in the films as Pembe is. Indeed, he prefers watching her than watching the films.

G. Pembe lives in two worlds: the real world in which she seems to be forbidden to meet Elias and the magic world of imagination and films in which she can escape and become a different person.

H. 1. She is attractive. Lines 10 and 11 “he caught a whiff of jasmine and rose, a heady, charming mixture.”

3. She is different from him. Lines 29 and 30: “a woman so alien to the life he led”.

I. They choose places that are distant from their homes because they cannot be seen together. We do not know why. They are likely to be from different religious and political backgrounds. They might be from different social classes.

Documents A and B

J. In both documents the characters’ relationships are very strong and based on their shared love for story-telling (literature and films). There is also an element of admiration.

K. In both documents, each of the characters has something to offer to the other. The narrator provides a keen and enthusiastic audience for Mr Fonseca while Mr Fonseca shares his love of literature and his knowledge of books with the narrator and delights him with fascinating stories. Elias accompanies Pembe to the cinema whereas she allows him to dream and be in love with her. Her authentic reactions move him.

L. 1. In document A the age difference is the major obstacle. Mr Fonseca is a grown man, an adult whereas the narrator is a boy.

In document B, we do not know the reason why Elias describes Pembe as “a woman so alien to the life he led”. We can infer that she leads a very different life. We can only guess that they are from different social classes and religious backgrounds.

Expression écrite

Sujet 1.

Friday, April 20, 2012.

Dear Diary,

I have just come back from the cinema and am wondering about my relationship with Elias.

Is it changing?

So far, I have thought we were just unlikely friends, strangers united in our love for art and more specifically for story-telling and films.

We have been meeting on Friday afternoons for one year in order to enjoy films together and all was fine except that we had to be careful not to be seen together and we always selected far-away cinemas.

Each time we watch films, I feel so close to the characters, I can imagine what they are going through and this allows me to learn so much about human nature and myself.

I thought Elias felt the same way but he seems to be in love with me and this will not do.

Our families will never allow such a match. I am the king's daughter after all and he is a scientist.

I believe I have to end our friendship before someone finds out.

167 words.

Sujet 2

How can differences between people enrich their relationships? This question is particularly important as it broaches on various ideas such as racism, learning from one another, sharing and collaborating to bring out the best in people.

First and foremost, let us imagine a world in which everybody looked the same, had similar thoughts and wanted to be the same in all fields. I am afraid everybody would be bored all the time.

What makes us so interesting to our friends, our acquaintances and to anybody are our differences.

Indeed, we can mention examples such as knowledge: how could we discuss unusual and interesting topics if we all had the same background, if we had nothing to share?

To top it all, most of us crave learning, knowledge and sharing with others: for that to work, we need to provide new information, diverse ideas and points of view to allow people to exchange and learn more about them and about themselves.

160 words.

Sujet 3

Art is not language: it has to do with feelings and emotions. The way we respond to art depends on what we have lived, been through, and what we can see in a work of art and this varies according to our lives.

Sharing our vision of a work of art, in museums or any place where art is to be found is something that is likely to happen because art is not something we keep to ourselves.

People from all backgrounds, all countries, and all ages will meet and share emotions even if they cannot communicate because they do not speak the same language. Art transcends words. It is universal.

Picasso used to say that you needed to go back to the emotions we felt as children to be able to express ourselves, which means getting rid of any ideology. Art is all about expressing oneself and understanding our nature.

When people share emotions, for instance at a concert where people did not know each other before, this is art at its best. It is like a communion of spirits.

Art is a passion and passions do bring us together.

Passion is what really makes us share. It is impossible not to share what we feel passionate about.

A concert, a book, a film, and a painting have no meaning without being shared. Art is bound to be about sharing and bringing people together.

231 words.

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