

BACCALAURÉAT GÉNÉRAL

SESSION 2015

ANGLAIS

LANGUE VIVANTE 2

Séries **ES** et **S** – Durée de l'épreuve : **2 heures** – coefficient : **2**

Série **L** Langue vivante obligatoire (LVO) – Durée de l'épreuve : **3 heures** – coefficient : **4**

Série **L** Langue Vivante Approfondie (LVA) – Durée de l'épreuve : **3 heures** – coefficient : **8**

ATTENTION

Le candidat choisira le questionnaire correspondant à sa série :

- Série **L (LVA Y COMPRIS)** : questionnaire pages 4/8 à 6/8.
- Séries **ES** et **S** : questionnaire pages 7/8 à 8/8.

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 8 pages numérotées de 1/8 à 8/8.

Répartition des points

Compréhension de l'écrit	10 points
Expression écrite	10 points

Lisez les documents A et B

Document A

[The scene takes places in Canada after World War II. Segregation was never institutionalized there. Langston is a black student.]

[Langston] was in his last year of medical school, and [Dorothy] had finished her studies and taken a job with the Toronto Labour Committee for Human Rights, and it fell upon her to head out on her lunch hour to find a place for them to live. They both wanted to rent part of a house.

5 After rejecting a few flats that had cockroaches¹ or that demanded princely rents, Dorothy found the perfect flat on the second floor of a house on Palmerston Boulevard. Langston could walk to the university in twenty minutes. [. . .] Dorothy offered to pay for the first month then and there, and to take the key and come back the next day with her husband and their possessions.

10 “I don’t usually like to rent until I have met both tenants,” Watson said.

“My husband, as you can appreciate, doesn’t have much time on his hands these days. He’s preparing for—”

15 “Yes, of course, of course. I’ll tell you what. I’ll hold the apartment for you. Come back tomorrow, and we’ll sign the contract and exchange the keys for the first month’s rent. You have my word. I’ll hold it for you.”

“All right, then. Tomorrow at seven in the evening?”

“Fine.”

They shook hands.

20 The next day, Dorothy parked her 1946 Plymouth² on Palmerston Boulevard. As she walked with Langston up the steps to the house, Dorothy noticed the red and white For Rent sign still on the door.

“How come it’s still there?” she said.

“Not a good sign.” Langston said. He rang the bell. Watson opened the door and stepped out onto the porch. [. . .]

25 “Well, we’re here.” Dorothy said. “We’d like to sign the contract, pay you, and bring our things in from the car.”

30 Langston watched the man open his mouth, close it, stop, pause. People looked at Dorothy and him in the streets—in fact people looked at them every day—but this was the first time that they had decided to rent a place together. Langston instantly knew that they would not get the flat. [. . .]

“I’m so sorry,” Watson said, looking only at Dorothy, “and I hope you haven’t been overly inconvenienced, but I have made other arrangements.”

Lawrence Hill, *Any Known Wood*, 1997

¹ cockroaches: *cafards*

² Plymouth = middle-class car

Document B

My generation's parents came to Canada in the late '60s and early '70s to avail themselves of expanded educational and professional opportunities—not because they were searching for a sense of belonging or wanted to reinvent themselves, as is often associated with immigrant folklore. They were descendants of fifth- and sixth-generation Guyanese, Jamaicans, Kittitians, etc. Whether they began in Canada as university students or domestics, their identity as people from the Caribbean remained completely intact. The influence was so strong that my generation exclusively referenced our parents' birthplace as our own.

5
10
[. . .] After all, what, really, was being Canadian? Yes, you were born here and lived here all your life, but everything—absolutely everything, from your table etiquette to your family pride—was figuratively imported. There was no anchor¹ here, nothing to claim, at least not the way our parents claimed “back home,” [. . .] We Canadian-born blacks were not established; therefore, we had no reason to feel pride – or so it appeared.

15
I remember that shortly after I arrived [. . .] in Los Angeles, I met a black American bus driver. He told me that he really liked Canadians because he had met two who treated him as though he were white. Wh-aaa-t? Was he serious? White?

20
Wait. That's desirable? Why? Black Americans have their own schools and self-sufficient communities... and... “Hmm,” I thought. Maybe the sanitized TV images of a multiracial American haven² that we watched growing up were not entirely reflective of Americana, white or black. Perhaps my generation's parents knew what they were doing when they insisted on raising us as West Indians first, rather than Canadians.

Alyson Renaldo, ‘Black Canadian Like Me’, *The Root*, April 25, 2011

¹ anchor (here) = a link with the place

² haven = a place offering favourable opportunities or conditions.

QUESTIONNAIRE A TRAITER PAR LES CANDIDATS

LV2 Série L

NOTE AUX CANDIDATS

Les candidats traitent le sujet sur la copie qui leur est fournie et veillent 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.

I – COMPRÉHENSION (10 points)

Tous les candidats de la série L traitent les questions de A à F.

Document A

- A. Copy out the following sentences. Complete each blank with one word from the text. Underline your answers.
..... and Dorothy want to a together in
.....'s house.
- B. Explain in your own words why the place that Dorothy has found seems to be the ideal place. Give 3 reasons.
- C. Which adjective from the following list best describes Watson's attitude when Dorothy offers to "*pay for the first month*" (ll. 7-8)? Justify with a quotation.

AGGRESSIVE – CURIOUS – GENEROUS – DISTRUSTFUL – ENTHUSIASTIC

- D. Say whether the following statements are **True** or **False**. Justify your choice with a quotation.
1. Dorothy is alone when she first meets Watson.
 2. Watson and Dorothy initially manage to reach an agreement.
- E. (l. 23) "*not a good sign*". Explain Langston's reaction.
- F. 1. Which adjective from the following list best describes Watson's reaction when he opens the door? Justify with a quotation.

FRIENDLY – SCARED – SURPRISED – INTIMIDATED – ENTHUSIASTIC

2. How can you account for his reaction? Answer in a few words.
3. Say if the couple can finally move into the flat. Justify your answer with a quotation from the text.

Seuls les candidats de la série L qui ne composent pas au titre de la LVA (Langue vivante approfondie) traitent la question G.

G. Explain in a few words why “*people looked at them every day*” (l. 28).

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

H. (l. 31): Explain in your own words why Watson is “... *looking only at Dorothy*”.

Document B

Tous les candidats de la série L traitent les questions de I à M.

I. Who is the narrator (origin, nationality, place of birth)?

J. In your own words, give two reasons why the narrator’s parents came to Canada.

K. Say whether the following statements are **True** or **False**. Justify each choice with one quotation.

1. Education makes it easier for Caribbean immigrants to feel Canadian.
2. Second generation immigrants feel as strongly Caribbean as their parents.
3. Second generation immigrants are proud of their Canadian roots.

L. (ll. 14-15): “*He told me that he really liked Canadians because he had met two who treated him as though he were white*”. Explain in your own words why the black American bus driver appreciates Canadian people.

M. Copy out the correct answer. Justify your answer with one element from the text.

Second generation immigrants in Canada:

1. feel more Canadian than Caribbean.
2. feel they don’t really belong anywhere.
3. want to emigrate to the United States of America.
4. want to return to the Caribbean Islands.

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

N. (ll. 19-20) “*Perhaps my generation’s parents knew what they were doing when they insisted on raising us as West Indians first, rather than Canadians.*” Explain the parents’ intentions in your own words.

Documents A et B

Tous les candidats de la série L traitent la question O.

O. Compare and contrast the attitudes of the white Canadians described in document A with the attitude of the two white Canadians mentioned by the bus driver in document B.

II – EXPRESSION (10 points)

Seuls les candidats de la série L qui ne composent pas au titre de la LVA (Langue vivante approfondie) traitent le sujet suivant :

1. Write Langston's and Dorothy's conversation with Watson after he tells them "*I have made other arrangements*" (document A, l. 32). (250 words, +/- 10%)

Seuls les candidats de la série L composant au titre de la LVA (Langue vivante approfondie) traitent obligatoirement les deux sujets suivants :

1. Write Langston's and Dorothy's conversation with Watson after he tells them "*I have made other arrangements*" (document A, l. 32). (150 words, +/- 10%)

ET

2. Langston writes an article to the Toronto Labour Committee for Human Rights to inform them about what happened to him and Dorothy, and to make suggestions to change things. (150 words, +/- 10%)

QUESTIONNAIRE A TRAITER PAR LES CANDIDATS

LV2 Séries ES - S

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.

I – COMPRÉHENSION (10 points)

Tous les candidats des séries ES et S traitent toutes les questions.

Document A

- A. Copy out the following sentences. Complete each blank with one word from the text. Underline your answers.
..... and Dorothy want to a together in
.....'s house.
- B. Explain in your own words why the place that Dorothy has found seems to be the ideal place. Give 3 reasons.
- C. Which adjective from the following list best describes Watson's attitude when Dorothy offers to "*pay for the first month*" (ll. 7-8)? Justify with a quotation.

AGGRESSIVE – CURIOUS – GENEROUS – DISTRUSTFUL – ENTHUSIASTIC

- D. Say whether the following statements are **True** or **False**. Justify your choice with a quotation.
1. Dorothy is alone when she first meets Watson.
 2. Watson and Dorothy initially manage to reach an agreement.
- E. (l. 23) "*not a good sign*". Explain Langston's reaction.
- F. 1. Which adjective from the following list best describes Watson's reaction when he opens the door? Justify with a quotation.

FRIENDLY – SCARED – SURPRISED – INTIMIDATED – ENTHUSIASTIC

2. How can you account for his reaction? Answer in a few words.
3. Say if the couple can finally move into the flat. Justify your answer with a quotation from the text.

Document B

- G. Who is the narrator (origin, nationality, place of birth)?
- H. In your own words, give two reasons why the narrator's parents came to Canada.
- I. Say whether the following statements are **True** or **False**. Justify each choice with one quotation.
1. Education makes it easier for Caribbean immigrants to feel Canadian.
 2. Second generation immigrants feel as strongly Caribbean as their parents.
 3. Second generation immigrants are proud of their Canadian roots.
- J. (ll. 14-15): "*He told me that he really liked Canadians because he had met two who treated him as though he were white*". Explain in your own words why the black American bus driver appreciates Canadian people.
- K. Copy out the correct answer. Justify your answer with one element from the text.
Second generation immigrants in Canada:
1. feel more Canadian than Caribbean.
 2. feel they don't really belong anywhere.
 3. want to emigrate to the United States of America.
 4. want to return to the Caribbean Islands.

Documents A et B

- L. Compare and contrast the attitudes of the white Canadians described in document A with the attitude of the two white Canadians mentioned by the bus driver in document B.

II – EXPRESSION (10 points)

Tous les candidats des séries ES et S traitent l'un des deux sujets suivants.

1. Write Langston's and Dorothy's conversation with Watson after he tells them "*I have made other arrangements*" (document A, l. 32). (150 words, +/- 10%).

OU

2. Langston writes an article to the Toronto Labour Committee for Human Rights to inform them about what happened to him and Dorothy, and to make suggestions to change things. (150 words, +/- 10%)