

# BACCALAURÉAT GÉNÉRAL

SESSION 2010

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ANGLAIS

Séries L et S

LANGUE VIVANTE 2

Série L

Durée 3 heures – Coefficient 4

Série S

Durée 2 heures – Coefficient 2

*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

Compréhension	10 points
Expression	10 points

*The Freedom Writers Diary was made up of journals that Erin Gruwell, an English teacher, told her students to write.*

Dear Diary,

Historians say history repeats itself, but in my case I have managed to break the cycle because I'm going to graduate from high school and go to college, an opportunity my parents never had. My father only went up to the second grade because his father, my grandfather,  
5 needed help farming and taking care of the cattle. In the two years he spent in elementary school he was not taught to read and write. His teacher instead sent all of the "poor kids" to play outside or to work in the garden. He saw kids like my dad as working hands. This was and still is common in the rural areas of Mexico.

My mother only went up to the sixth grade because it was not the custom for a woman to  
10 get an education. Her dreams of becoming an accountant were shattered after my great-grandmother did not let her go to high school. Instead she was sent to sewing classes, so she could become a "true woman" and not suffer when she got married.

Because of their educational experience, my parents were extra hard on me. When I was  
15 four years old my parents made me practice writing my name, numbers, and made me memorize the colors. As I grew older they made me read every day, do all my homework, and little by little, this became part of my daily life. While other kids spent their afternoons playing outside, I would be inside my house studying or reading a book.

Now Ms. G. is cracking down on me too. Since the beginning of the year Ms. G. has been  
20 talking about how to get into college and what different colleges are like. The thought of going to college scared me. But, Ms. G. recognized our fears and planned a field trip to visit different colleges. We started our day by going to National University. There we learned about financial aid, college life, and the process of getting into college. After spending half the day at National, we went to visit a small private college and a big university so we could experience how different they were.

After the trip, I decided that I would go to a community college because the campus and the  
25 classes are smaller and more manageable than a large university, you get to interact, and have a better relationship with your professors. I am planning to transfer to a big university in two years. For now, I will worry about taking the first step.

I feel like the traveler in Robert Frost's poem "The Road Not Taken": "Two roads diverged  
30 in a wood, I took the one less traveled by, and that has made all the difference."

I am the traveler that came upon those two roads. I had a choice: I could take the road that  
35 is more traveled by the members of my family and get a job, or I could take the road less traveled and be the first to go to college. I decided to take the road less traveled because I knew it would be better in the long run. I know that my decision to go to college will affect my sisters' decisions and they will not be as afraid as I was of traveling this road.

*The Freedom Writers Diary, 1999*

## 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 la numérotation sur la copie (numéro et lettre repère, le cas échéant ; ex. : 8b).
- faire précéder les citations de la mention de la ligne.
- composer des phrases complètes à chaque fois qu'il leur est demandé de rédiger la réponse.
- respecter le nombre de mots indiqué qui constitue une exigence minimale. En l'absence d'indication, les candidats répondront brièvement à la question posée.

## COMPRÉHENSION

1. Deduce from the text:

- a) the narrator's probable age. Quote one element.
- b) the country where he probably lives. Quote two elements.

2. Where is his family originally from? Quote the text to support your answer.

3. a) Use the text to state the levels of education his father and his mother attained.

- b) Explain in your own words the reasons for such levels. **(40 words)**

4. a) Which level of education has the narrator reached so far?

- b) Explain how. Include two quotations in your answer. **(50 words)**

5. a) (l.31) : *"I had a choice..."* Explain.

- b) What decision did he make?
- c) How did he arrive at this decision? **(30-40 words)**
- d) How important is this decision to him?

6. Choose the expression which best sums up the main idea of the text and justify the answer in your own words. **(30 words)**

- a) *"poor kids"*
- b) *"break the cycle"*
- c) *"history repeats itself"*
- d) *"the traveler"*

Seuls les candidats de la série L traiteront cette question.

7. Translate from line 31 "*I had a choice...*" to the end.

## **EXPRESSION**

Les candidats de la série L traiteront les **DEUX** sujets (300 mots, soit 150 mots pour chaque sujet).

Les candidats de la série S traiteront l'**UN** des deux sujets au choix (200 mots).

### **Sujet 1**

To what extent should children fulfil their parents' dreams?

### **Sujet 2**

One of the narrator's sisters decides not to go to university. Imagine and write out the conversation with her brother.