EXAMEN :	N° de JURY :	None. Arenons. Arenons.
ÉPREUVE DE : NOTE EN POINTS ENTII	ERS	CENTRE DESANTEN.
	/20	
APPRÉCIATIONS EXPLIQUAN	NT LA NOTE CHIFFRÉE :	

BACCALAURÉAT GÉNÉRAL SESSION 2001 ANGLAIS

Série L

Langue Vivante 2

Durée: 3 heures - Coefficient: 4

L'usage du dictionnaire et des calculatrices est interdit.

NOTE IMPORTANTE

Ce cahier est destiné à recevoir vos réponses. Vous le remettrez à la fin de l'épreuve. Ne vous en servez pas comme d'un brouillon. Il n'est pas prévu de vous en fournir un second. Vous ne pouvez pas utiliser de feuilles supplémentaires.

Avant de composer, le candidat s'assurera que le sujet est complet

Compréhension :	7 points	
Compétence linguistique :	6 points	
Expression:	7 points	

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She had been just a little over three years old on that day when her mother dressed her carefully in a white bouffant cotton dress and brushed the golden-brown ringlet of curls around her face. "Be very careful about your dress. I want you to look very pretty today," her mother had said. "We're meeting Daddy at the train. He's coming home."

"Is the war over, Mommy?"

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"No. But Daddy is out of the service now. He's been discharged."

"Why, Mommy? Is he hurt?"

"A little bit. Nothing serious," her mother answered.

"He hurt his leg and walks with a slight limp. But you mustn't say anything about it. Pretend you don't notice."

"Okay," JeriLee said. She turned and looked at herself in the mirror. "Do you think Daddy will recognize me now that I'm all grown up?"

"I'm sure he will," her mother said laughingly.

In a town the size of Port Clare the return of the first discharged veteran would not go unnoticed. The mayor, the town council and the high school band had all been mustered out for the occasion. Across the front of the small railroad station hung a large white banner imprinted with red and blue lettering:

WELCOME HOME, BOBBY.

20 It was typical of Robert Gerraghty that he decided not to get off on the station side of the tracks but jumped off on the other side because it was nearer home.

Frantically the crowd searched the platform for the missing hero. "You sure he's supposed to be on this train?" the mayor asked JeriLee's mother with mounting frustration.

Her mother was near tears. The train was beginning to roll out of the station. "That's what he said in his letter."

At that moment a shout came from the far end of the platform. "There he is!"

Robert Gerraghty was almost a block away, walking briskly in the other direction. When he heard the shout he put down his bag, took off his army cap and scratched his head.

The high school band broke into "Hail the Conquering Hero," and the mayor, forgetting his dignity, scrambled across the tracks.

In the confusion, the crowd followed and the mayor, giving up all their elaborate plans, made his speech in the middle of the dusty street. "We are gathered here to honor the return of one of Port Clare's own, a genuine hero, wounded in the service of his country, Private First Class Robert F. Gerraghty..." The noise of the band was so great that he was forced to stop.

Her father held JeriLee in one arm, his other arm around her mother. JeriLee kept tugging at his sleeve. He turned to her, smiling. "What is it, JeriLee?"

"Were you shot in the leg?" she whispered.

He laughed. "No, darling."

"But Mommy says you were hurt. That you walk with a limp."

"That's true." He nodded. "But I wasn't wounded in action." He saw the puzzled look on her face. "I guess your daddy was stupid enough to let a truck run over him."

"Then you're not a hero," she said with disappointment.

He put his face close to hers and, smiling, held a silencing finger to his lips. "I won't tell if you won't."

She began to laugh. "I won't tell anybody," she promised. Then she thought for a moment. "Can I tell Mommy?"

The Lonely Lady, Harold Robbins (Pocket Books - 1976)

1AN2LME3

I - COMPRÉHENSION

Indiquez le numéro de ligne pour chaque citation et le nombre de mots pour chaque exercice d'expression.

a) Who are the three main characters? Complete the following grid when possible. If the answer is not in the text, put a cross in the corresponding box.

ages	family relationship
	ages

b)	From the way the story is told, explain which key characte Justify your answer. (20 words)		
2 . W	here exactly is the scene set? Justify your answer with 4 words r		
	1)		
	2)	•	
3. Ri	ght or Wrong? Tick the corresponding box and justify by quoting	from the	e text.
a)	That day was a special occasion for JeriLee and her mother.	R	W
b)	They wanted to look their best.		

	c)	Bobby had decided to leave the army.	R	W
	d)	Bobby had not given notice of his arrival.		
	e)	The town had prepared for his return.		
	f)	Bobby was not eager to get home.		
4.	a)	Find two elements in the text indicating how the town council of		d Bobby.
	b)	2) Did he deserve to be welcomed as a hero? Justify your answer		rds)
(c)	Write a short paragraph about Bobby's reaction to the reception	he got	
		(Find 3 adjectives in your own vocabulary describing how he f choice with quotations from the text.) (70 words)	elt and ju	ustify your
		······································		
		•••••••••••••••••••••••••••••••••••••••	•••••••••••	.,
			••••••	

5.

a) Who do the following adjectives correspond to? amused - curious - disenchanted - scared - threatening - thrilled - upset - worried.

mother	daughter	both	neither
-			

b)	Focus on JeriLee's reaction. Show the evolution in her feelings throughout the passage. (50 words)
	······································
C)	What in JeriLee's behaviour is typical of a young child? Quote from the text to justify your answer. (70 words)
	· · · · · · · · · · · · · · · · · · ·

II - COMPÉTENCE LINGUISTIQUE

1. <u>W</u>	ho or wh	at do the underlined	d words refer to?		
a)	(l.1): ".	on <u>that</u> day":	•••••	•••••	
b)	(l.1): "h	ner mother dressed	<u>her</u> ":		
c)	(1.9): "E	But you mustn't say	anything about it.":		
d)	(l.20) : " <u>/t</u>	t was typical of Rob	ert Gerraghty":	• • • • • • • • • • • • • • • • • • • •	
e)	(1.33): ".	giving up all <u>their</u>	elaborate plans":		
f) ((1.36) : "	<u>he</u> was forced to	stop.":		
2. <u>Cl</u>	assify the	following verbs ac	cording to the pronu	nciation of the -	ed ending:
an	swered	- brushed -	decided - dresse I - scrambled - v	ed - followed -	
		/t/	/ id /	/d/	
					-
3 Tu	rn the fol	lowing contonoos in	nto reported speech:		
а)		-	dress. I want you to		-
	ner mo	ther told			
			• • • • • • • • • • • • • • • • • • • •		
b)	"Daddy	is out of the service	now. He's been dis	charged."	
	She sai	id			
			•		
c)	"Do you	think Daddy will re	cognize me now that	t I'm all grown up?"	•
	JeriLee	asked			
d)	"Were v	ou shot in the leg?'	y.		
-/	She as	_			

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b) When he heard the shout, he put down his bag. No sooner	a)	"But you mustn't say anything about it." She didn't want
Your Daddy was so stupid	b)	-
d) "Then you're not a hero," JeriLee said. JeriLee concluded	c)	Your Daddy was so stupid
a) If he had not been discharged, he	d)	"Then you're not a hero, " JeriLee said.
back) on that day. b) JeriLee hoped her father would recognize her when he	5 . <u>Pu</u>	t the verbs in brackets in the correct tenses:
c) While her father	a)	
kept tugging at his sleeve. d) Once she	b)	
silent and thought for a moment. III - EXPRESSION Choose one of the following subjects. (300 words) 1. Write the letter Robert Gerraghty sent his wife to announce his return. (You will deal with the following points: the living conditions at the front - his feelings and desires.) 2. What qualities or circumstances may turn people into heroes? Support your analysis	c)	
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(You will deal with the following points: the living conditions at the front - his feelings and desires.)2. What qualities or circumstances may turn people into heroes? Support your analysis	Cho	ose one of the following subjects. (300 words)
2. What qualities or circumstances may turn people into heroes? Support your analysis with examples of past and present heroes.	(Y	ou will deal with the following points: the living conditions at the front - his feelings
	2. W wi	hat qualities or circumstances may turn people into heroes? Support your analysis th examples of past and present heroes.

4. Rephrase the following sentences, using the prompts:

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