

CORRIGE

Ces éléments de correction n'ont qu'une valeur indicative. Ils ne peuvent en aucun cas engager la responsabilité des autorités académiques, chaque jury est souverain.

BACCALAURÉAT GÉNÉRAL

ANGLAIS

Série L

Langue Vivante 2

Durée : 3 heures

Coefficient : 4

CORRIGÉ

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

How I started working for Mrs. Dibble: I was nineteen years old, fresh out of high school, looking for a summer job before I entered college. Only nobody wanted to hire me because, let's be honest, the high school I had attended was sort of more of a reform school. Not to mention that a lot of folks in the immediate area were mad at me for breaking into their houses and reading their mail. So my father asked around among his Planning Council members. (By then my father was head of the Foundation.) Eventually he persuaded this one guy, Brandon Pearson, to put me to work in his hardware¹ chain.

But I could tell Mr. Pearson had warned his staff about my evil nature. They watched my every move and they wouldn't let me near any money, even though money had never been my weakness. They gave me the most noncrucial assignments, and the manager nearly had a stroke once when he found me duplicating a house key for a customer. I guess he thought I might cut an extra copy for myself.

My second week on the job, a lady in a flowered dress came in to buy a board. Mrs. Dibble, she was, although of course I didn't know it at the time. She said she wanted this board to be two feet, two and a half inches long. So I told her I would cut it for her. I wasn't aware that a customer had to buy the whole plank. (Besides, she had these nice smile wrinkles at the corners of her eyes.) I grabbed a saw from a wall display and set to work. Made kind of a racket. Manager came running. "What's this? What's going on here?"

"Oh, he's just cutting me a teeny piece of shelving!" Mrs. Dibble sang out.

"What on earth! You weren't hired to do that," Mr. Vickers told me. "What do you think you're up to?"

That's when I should have stopped, I know. But I didn't like the tone he was using. I pretended not to hear him. Kept on sawing. When I'd finished, there was this enormous, ringing silence, and then Mr. Vickers said, clearly, "you are fired, boy."

"Oh!" Mrs. Dibble said. "Oh, no, don't fire him! It was all because I asked him to! I begged him and implored him; I pleaded on bended knee!"

But Mr. Vickers had his mind made up, I could tell. No doubt he was glad of the excuse.

I wasn't too devastated. I couldn't have stood the place much longer, anyhow. So I told Mrs. Dibble, "It's all right."

But Mrs. Dibble started burrowing in her purse. She came up with a cream-colored business card, and, "Here," she said, and she handed it to me.

RENT-A-BACK, INC., the card read. "WHEN YOUR OWN MUSCLES AREN'T QUITE ENOUGH." VIRGINIA DIBBLE, PRES.

"Your new place of employment," she told me.

"Aw," I said. "Mrs.—um—"

"All our clients are aged, or infirm, or just somehow or other in need, and what they're in need of is precisely your kind of good-heartedness."

"Ma'am—" Mr. Vickers said.

And I said, "Mrs. Dibble—"

I guess Mr. Vickers was going to say, "Ma'am, I think you should know that this boy is a convicted felon, or would have been convicted² if his folks hadn't bought his way out of it."

And I was going to say, "Mrs. Dibble, I don't have a muscle to my name, if you're talking about heavy lifting."

But she didn't give either one of us the chance. "Nine a.m. tomorrow," she said, tapping the card with her index finger. "Come to this address."

A Patchwork Planet, Anne Tyler (Vintage, 1999)

¹ hardware chain = quincaillerie

² convicted = pronounced guilty

- How far did his reputation influence the way people considered him? Quote from the text to justify your answer. (40 words)

As he had attended a reform school, nobody wanted to hire him. So it was difficult for him to find a summer job.

At work they “watched” his “every move” and did not trust him. They feared he might steal something / be dishonest. He was not given any responsibilities (“the most noncrucial assignments”) (l.10).

- d) He “*would have been convicted if his folks hadn’t bought his way out of it.*” (l. 42)

What does this mean? Tick the correct answers .

- He was sent to prison.
- He was not sent to prison.
- His father bought his freedom.
- His father refused to pay for his freedom.
- His parents were convinced that prison would be good for him.

What does it reveal about the boy’s social background? (20 words)

He belonged to a wealthy family. The father obviously had both money and influence. This seems to be confirmed by lines 4 and 5.

3. The incident :

- a) What did Mr Vickers blame the narrator for?

He blamed him for cutting a board for a customer. He was not supposed to saw the board before selling it.

- b) What in the narrator’s behaviour made things worse?

He disobeyed his boss : he acted as if he did not hear him and went on cutting the board.

- c) “*You’re fired, boy.*” (l. 24)

What shows that this is not bad news for the narrator? Justify your answer with three elements from the text. (40 words)

Surprisingly enough, he “wasn’t too devastated.” (l. 29)

- He did not want to stay anyway because he did not like the place or his boss (l. 29)
- He was offered a “new place of employment” at once. (l.35)
- For once someone was nice to him and trusted him. (l. 38) “your kind of good-heartedness.”
- He could prove to his family that he didn’t need them to find a job. He could manage on his own.
- He had no interesting task to perform.
- The whole staff mistrusted him.
- He didn’t like the tone used by Mr Vickers.

4. "RENT-A-BACK" (l. 33) : imagine what the job consists in. (50 words)

It must be a physical job in which you use your strength and muscles to help other people who are not as strong as you ("aged, or infirm, or just somehow or other in need"). (l. 37)

It might consist in doing shopping, doing the housework, some gardening, moving heavy things in the house, digging a path in the snow, doing odd jobs and simply being there ("what they're in need of is precisely your kind of good-heartedness") (l.37-38)

II - COMPÉTENCE LINGUISTIQUE

1. Rephrase the following sentences using the prompts.

a) I was nineteen years old.

I was a **nineteen - year - old boy.**

b) A lot of folks were mad at me for breaking into their houses and reading their mail.

A lot of folks were mad at me because I **had broken into their houses and read their mail.**

c) So I told her I would cut it for her.

I said : "**I will cut it for you.**"

d) I pretended not to hear him.

I acted as if **I did not hear him / I had not heard him.**

e) No doubt he was glad of the excuse.

He must **have been glad of the excuse**

f) She did not give either of us the chance.

Neither of us was given the chance.

2. Fill in the blanks with : a, the or Ø.

It was a bitter-cold day, **the** kind that turns your feet to Ø stone, and after I'd dealt with **the** trash cans I went home and wrapped myself in a blanket and tried to get back to sleep. The only trouble was, **the** telephone kept ringing. I let **the** machine answer for me. First call, Mrs. Dibble wanted me to deliver **the** Cartwrights' grocery shopping. Second call, she needed a sack of Ø sidewalk salt run over to Ditty Nolan. Third call was my grandparents.

3. Link the following sentences with the words in the list making any necessary changes.

after - hardly - whose - as - although

a) A lady came in to buy a board. Her name was Mrs Dibble.

A lady, whose name was Mrs Dibble, came in to buy a board.

b) I did not like the tone he was using. I pretended not to hear him.

As I didn't like the tone he was using, I pretended not to hear him.

c) Mrs Dibble burrowed in her purse. Then she came up with a card.

**After | burrowing in her purse, she came up with a card.
| she had burrowed**

d) He was fired. He was not too devastated.

Although he was fired, he was not too devastated.

e) Mr Vickers arrived. He started shouting at the boy.

Hardly had Mr Vickers arrived when he started shouting at the boy.

4. Put the verbs into the correct forms.

a) When he was 19, the boy was made (work) in Mr Pearson's shop.

When he was 19, the boy was made to work in Mr Pearson's shop.

b) Mr Vickers could not help (shout) at the boy.

Mr Vickers could not help shouting at the boy.

c) The boy wishes he (meet) Mrs Dibble earlier.

The boy wishes he had met Mrs Dibble earlier.

d) Mrs Dibble expects the boy (come) the next day.

Mrs Dibble expects the boy to come the next day.

e) He is looking forward to (discover) his new job.

He is looking forward to discovering his new job.

5. Translate the following sentences into French.

a) (I. 20) "What on earth! You weren't hired to do that."

**Mais dis donc, | on ne t'a pas embauché pour faire ça !
Mais c'est pas vrai, |**

b) (II. 20-21) "What do you think you're up to?"

Qu'est-ce que tu fais / fabriques là ? (Non mais, tu te crois où ?)

c) (l. 29) *I wasn't too devastated.*

Je n'étais pas trop abattu / La nouvelle ne me bouleversa pas outre mesure.

d) (ll. 33.34) *"When your own muscles aren't quite enough."*

Quand vos muscles ne suffisent pas / plus.

Si vous avez besoin de bras.

III - EXPRESSION

Choose **one** of the following subjects. (200-250 words)

1. That evening, the narrator reports to his father what has happened to him. Imagine their conversation.
2. Most teenagers try to find summer jobs. Explain why. You may mention your own experience.

BARÈME

I. COMPRÉHENSION / 35 points

1. 3,5 points (7 x 0,5)
2. a) 1 point
b) 3,5 points (1,5 + 1 + 1)
c) 3 points (2 x 1,5 point)
5 points
d) 4 points (2 + 2 → réponses attendues. – 2 points pour réponses fausses
mais pas de total négatif pour la question)
3. a) 2 points
b) 2 points
c) 5 points
4. 6 points

II. COMPÉTENCE LINGUISTIQUE / 30 points

1. 9 points (6 x 1,5)
2. 5 points (0,5 x 10)
3. 6,5 points (a : 1,5 point ; b : 1 point ; c : 1,5 point ; d : 1 point ; e : 1,5 point)
4. 5 points
5. 4,5 points (a : 1,5 point ; b : 1 point ; c : 1 point ; d : 1 point)

III. EXPRESSION / 35 points