

**BACCALAURÉAT GÉNÉRAL**

**ANGLAIS**

**CORRIGÉ**

**Langue vivante 2**

**Séries L S**

**Série L : durée : 3 heures - Coefficient : 4**

**Série S : durée : 2 heures - Coefficient : 2**

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

**Le sujet comporte 3 pages numérotées 1/3 à 3/3**

## 1. Situation

- 1.1 Where does the scene take place? Be as precise as possible (country, city, specific area/borough) and justify with quotes from the text. (3 points)

USA 0,5 point / New York 0,5 point / Brooklyn 1 point / classroom 1 point 0,5

- 1.2 What do you know about the narrator? (occupation, experience, education) (4 points)

teacher 1 point / young, inexperienced 1 point / university 1 point / studied education 1 point (1,5) (1,5) Bonus 1 pt / studied education

- 1.3.1 What do you know about the other characters? (occupation, approximate age) (2 points)

pupils 1 point / teenagers 1 point

- 1.3.2 Describe the way they speak and interact. What conclusions can you draw from this? (4 points)

(2) Description: grammatical mistakes (missing verbs...) / errors of pronunciation / vulgar → 1 pt overall rudeness (2 out of 3 = 1 point) Not good English → 1 pt. Conclusions: (2) don't adapt their language to the presence of the teacher 1 point have a Brooklyn / NYC / Italian accent 1 point

- 1.4 On what specific occasion does the narrator meet the other characters? Justify with a quote from the text. (1+1 = 2 points)

his first day as a teacher: "I made the first sound of my teaching career - 1.7" my first teacher statement - 1.12

- 1.5.1 What object is the source of the problem? (1 point)

the sandwich 1 point

- 1.5.2 Other elements further aggravate the situation. Give two elements. (2 points)

- The allusion to the mother of one of the kids
- Stooped (to the teacher)
- Cheers from the class ("Fight! Fight!")

- 1.5.3 According to the narrator, the other characters may have a specific intention. What is it? (2 points)

Stop the lesson / kill time / some kind of entertainment (2 points for any of these)

## 2 Evolution

- 2.1 Copy out the following table on your exam paper and, for each action, put a tick in the right box. (4 x 2 points = 8 points)

Actions	What the narrator actually did	What the narrator thought of doing	What the other characters thought the narrator would do
tell them not to throw objects	X		
send for help			X
punch someone		X	
lecture the other characters on the food issue in the world		X	



2.2 What is the impact of the narrator's actions / words? Justify your answer with two quotes. (6 points)

- No reaction - "They ignored him" (line 10)
  - Surprised - "Petey and the class looked startled" (line 12)
  - laughed at him - "stooped" (line 22)
- 2 out of 3 (6 points = 2 x (1,5+1,5))

⚠️ *Mal formulé*  
*Accepter 1 seul fait.*

→ 3 pt / 6 fait + 2 citations 1,5+1,5

2.3 Does the narrator feel well-prepared for this kind of situation? Answer in your own words and justify with two quotes from the text. (6 points)

*No. His training at university did not provide him with the appropriate tools to deal with this kind of situation. (2 points)*

⚠️ *No, he doesn't = 2 pt.*

*"Professors of Education at NY University never lectured on how to handle flying sandwich situations." (line 27) (2)*

*"They talked about (...) but never about critical moments in the classroom." (2)*  
(2x2 points for the quotes)

Only 1 point for:

*"Four years of high education at NY University and all I could think of was Hey." (2)*

*Maximum of 4 points for the quotes.*

2.4 "Should I say, Hey, Petey, get up here and pick up that sandwich, or else? Should I pick it up myself and throw it into the wastepaper basket to show my contempt for people who throw sandwiches while millions starve all over the world?"

Who is asking the questions? To whom? What do these questions imply about this person's state of mind? (3 points)

*The narrator to the narrator. 1,5 point*

*He doesn't know what to do, how to react. 1,5 point*

### 3. Ending

3.1 What does the narrator eventually do? (1 point)

*Eats the sandwich. 1 point*

3.2 Using your own words, present information from the text that may explain this decision. (6 points)

*The sandwich looks delicious. (2 point)*

*He wants to catch their attention / to impress them by staying calm (2 points) and thus reestablish his authority (2 points).*

*He may not know what else to do. (+2 points) → Bonus.*

*3 él. à 2 pt  
si + 1 = Bonus.*

#### 4. Série L

- 4.1 Give two examples that show the narrator's sense of humor in telling his experience. **(4 points)**

Line 7 "Four years of high education at New York university and all I could think of was Hey.

Line 27 "flying-sandwich situations."

Line 44 "I ate the sandwich."

- 4.2 Translation: **(6 points)**

The class laughed. There's nothing sillier in the world than a teacher telling you don't do it after you already did it. One boy covered his mouth and said, Stopped, and I knew he was referring to me.

*La classe éclata de rire/se mit à rire. Rien n'est plus idiot au monde/rien de plus idiot au monde qu'un professeur qui (vous) dit « ne faites pas cela /non, pas ça/ non, je vous l'interdis»/qui (vous) interdit de faire quelque chose après que vous l'avez déjà fait/une fois que c'est déjà fait/une fois le fait accompli. Un des garçons/un garçon se mit la main devant la bouche/se couvrit la bouche et dit « imbécile » / « idiot »/ « quel imbécile » et je me rendis compte/compris que c'était pour moi/à mon intention.*