

Maturité gymnasiale 2019

A N G L A I S

Examen écrit
(3 heures)

Baccalaureate 2019**SPECIFIC OPTION: ENGLISH (3hours)****PART ONE: LISTENING****(20 points)**

You will hear a student called Caroline talking about her research project into rivers that have been made to flow underground.

- For questions **1-10**, complete the sentences using **1-4 words** (on this sheet)
- For questions **11-15**, answer **with a short sentence** (on this sheet)
- You will hear the programme **twice**. You now have **4 minutes** to read through the questions.

Questions 1-10 (one point each):

Caroline's research project is about rivers that have been turned
_____ (1) . She explains that some rivers naturally flow under the

ground but the ones she focuses on are those that have been put into
_____ (2)

A number of British rivers were buried in large pipes during the Industrial Revolution, but rivers had always been used for sewage.

During the Industrial Revolution, rivers were turned into drains, which led to
_____ (3) in the quality of people's lives.

Since there is no light in underground rivers, plants can't photosynthesise, and so
_____ (4) were effectively destroyed, and there was no chance that new plants or fish could develop.

There was also another reason for the _____ (5) when rivers were put into pipes.

Nowadays it is well-known that covering rivers over isn't a particularly effective way of _____ (6), making the risk sometimes worse. Pipes may suffer a blockage or even collapse. In either case, serious damage is a _____ (7).

Caroline then gives an example of a block of flats which had to be evacuated because it risked falling. It cost millions of pounds to demolish the building and construct a new one. Rather short-sightedly perhaps, the river _____ (8) the building, in a new pipe.

It is remarkable how few underground rivers are known, and _____ (9) can be very difficult. Caroline's job consists in comparing maps, which allows to predict fairly accurately _____ (10), often ones that aren't visible on the ground.

Questions 11-15 (two points each):

(11) **What is the negative effect of the Industrial Revolution that Caroline mentions?**

(12) **When rivers were first covered, what was the then unknown benefit of the process?**

- (13) How does Caroline explain the absence of fish in rivers, besides the absence of light?
- (14) In Caroline's example, why did the block of flats threaten to collapse?
- (15) Apart from old maps, what are the means used by Caroline to discover underground rivers ?

PART TWO: COMPREHENSION**(20 points)***(The scene is set in the late sixties)*

Nothing strange or terrible happened to me during my first eighteen years and that is why I'll skip them.

5 Left to myself I would have chosen to do a lazy English degree at a provincial university far to the north or west of my home. I enjoyed reading novels. I went fast – I could get through two or three a week – and doing that for three years would have suited me just fine. But at the time I was considered something of a freak nature – a girl who happened to have a talent for mathematics. I wasn't interested in the subject, I took little pleasure in it, but I enjoyed being top, and getting there without much work. I knew the answers to questions before I even knew how I had got them[...] Obviously, an exam in maths was far less effort than one in English literature. And in my final year
10 I was captain of the school chess team. You must exercise some historical imagination to understand what it meant for a girl in those times to travel to a neighbouring school and knock from his perch some condescending smirking squit of a boy. However, maths and chess, along with hockey, pleated skirts and hymn-singing, I considered mere school stuff. I reckoned it was time to put away these childish things when I began to think about applying to university. But I reckoned without my
15 mother.

She was the quintessence, or parody, of a vicar's then a bishop's wife – a formidable memory for parishioners' names and faces and gripes, a way of sailing down a street in her Hermès scarf, a kindly but unbending manner with the daily and the gardener. Faultless charm on any social scale, in any key. How knowingly she could level with the tight-faced, chain-smoking women from the
20 housing estates when they came for the Mothers' and Babies' Club in the Crypt. How compellingly she read the Christmas Eve story to the Bernardo's children gathered at her feet in our drawing room. With what natural authority she put the Archbishop of Canterbury at his ease when he came through once for tea and Jaffa cakes after blessing the restored cathedral front. Lucy and I were banished upstairs for the duration of his visit. All this – and here is the difficult part - combined with
25 utter devotion and subordination to my father's cause. She promoted him, served him, eased his way at every turn. From boxed socks and ironed surplice hanging in the wardrobe, to his dustless study, to the profoundest Saturday silence in the house when he wrote his sermon. All she demanded in return – my guess, of course – was that he love her or, at least, never leave her.

But what I hadn't understood about my mother was that buried deep beneath this conventional
30 exterior was the hardy little seed of a feminist. I'm sure that word never passed her lips, but it made no difference. Her certainty frightened me. She said it was my duty as a woman to go to Cambridge to study maths. As a woman? In those days, in our milieu, no one ever spoke like that. No woman did anything 'as a woman'. She told me she would not permit to waste my talent. I was to excel and become extraordinary. I must have a proper career in science or engineering or economics. She
35 allowed herself the world-oyster¹¹ cliché. It was unfair on my sister that I was both clever and beautiful when she was neither. It would compound the injustice if I failed to aim high. I didn't follow the logic of this, but I said nothing. My mother told me she would never forgive me and she would never forgive herself if I went off to read English and became no more than a slightly better educated housewife than she was. **I was in danger of wasting my life.** Those were her words, and
40 they represented an admission. This was the only time she expressed or implied dissatisfaction with her lot.

¹ used to say that someone's life is good and he or she has the ability to do whatever he or she wants to do

45 **Then she enlisted my father** - 'the Bishop' was what my sister and I called him. When I came in from school one afternoon my mother told me he was waiting for me in his study. In my green blazer with its heraldic crest and emblazoned motto - *Nisi Dominus Vanum* (Without the Lord All in Vain) - I sulkily lolled in his clubbish leather armchair while he presided at the desk, shuffling papers, humming to himself as he ordered his thoughts. I thought he was about to rehearse for me the parable of the talents, but he took a surprising and practical line. He had made some enquiries. Cambridge was anxious to be seen to be 'opening its gates to the modern egalitarian world'. With my burden of triple misfortune - a grammar-school, a girl, and all-male subject- I was certain to get in. If, however, I applied to do English there (never my intention; the Bishop was always poor on detail) I would have a far harder time. Within a week my mother had spoken to my headmaster. Certain subject teachers were deployed and used all my parents' arguments as well as some of their own, and of course I had to give way.

50 So I abandoned my ambition to read English at Durham or Aberystwyth, where I am sure I would have been happy, and went instead to Newnham College, Cambridge, to learn at my first tutorial, which took place at Trinity, what a mediocrity I was in mathematics.

55

Ian McEwan ([*Sweet Tooth*, 2011](#))

*Answer each of the following questions in about 60-80 words. Use your own words. Put any words you quote from the text between inverted commas. Quotations are **not** to be counted in the 60-70 words you need.*

Questions:

1. How does the mother fit the expected role of a bishop's wife?
2. How paradoxical is the mother's attitude?
3. "I was in danger of *wasting my life*" (1.39) Explain the mother's arguments about the narrator's future.
4. "*Then she enlisted my father*"(1.42) What is the father's attitude about his wife's plan?
5. Is it better to study what you are interested in or what gives you wider professional perspectives?

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- PLEASE LEAVE A MARGIN DOWN THE LEFT SIDE OF YOUR PAGE
- IF YOU QUOTE FROM THE TEXT USE QUOTATION MARKS

PART THREE: TRANSLATION**(20 points)**

(Adichie is giving suggestions to her friend on how to raise a daughter today in the Nigerian society)

Chère Ijeawele,

Comme tu dois être heureuse d'avoir donné naissance à cette magnifique petite fille ! Félicitations! Tu m'as demandé conseil pour savoir comment élever ta fille avec des valeurs basées sur l'égalité. Je n'ai jamais eu de règles définies. Voici plutôt quelques outils utiles comme point de départ.

Tout d'abord, ne t'excuse jamais de travailler. Si tu aimes ce que tu fais, tu donnes à ton enfant le quelque chose de merveilleux. Tu n'es même pas obligée d'aimer ton travail ; il suffit d'apprécier la confiance que tu acquiers en gagnant ta vie.

Ta belle-soeur affirme que tu devrais être une mère traditionnelle et rester à la maison, n'est-ce pas ? Depuis toujours, on utilise la tradition pour tout justifier. Réponds-lui qu' avant la colonisation, les femmes faisaient du commerce, et que celui-ci était exclusivement féminin. Elle le saurait, si elle avait lu quelques livres. Quoi qu'il en soit, il vaut mieux que tu fasses semblant de ne pas comprendre ses allusions. Ce qui compte n'est pas ce que les autres voudraient que tu fasses.

De plus, les tâches domestiques et l'éducation des enfants devraient être partagées de façon égale entre les hommes et les femmes, sans créer d'inégalités.

Et surtout, apprends à ta fille à refuser les tâches qu'on lui donne « parce qu'elle est une fille ». Etre une fille ne sera jamais une raison suffisante pour quoi que ce soit. Jamais. Quand j'étais petite, on me disait de nettoyer le sol. J'aurais préféré qu'on exige la même chose de mes frères.

Encore aujourd'hui, on prépare les filles à savoir cuisiner pour qu'elles deviennent de bonnes épouses. Or, nous devons remettre en cause l'idée du mariage comme récompense pour les femmes: ainsi, nous aurions moins besoin de débattre du fait qu'une épouse doive savoir cuisiner pour mériter cette récompense.

Freely adapted from Chimamanda Ngozi Adichie, *Chère Ijeawele* (2017)

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