

Modèle CCYC : ©DNE

Nom de famille (naissance) :


(Suivi s'il y a lieu, du nom d'usage)

Prénom(s) :

N° candidat : N° d'inscription :

(Les numéros figurent sur la convocation.)

Né(e) le : / /



1.1

ÉPREUVES COMMUNES DE CONTRÔLE CONTINU
<p>CLASSE : Première</p> <p>VOIE : <input type="checkbox"/> Générale <input type="checkbox"/> Technologique <input checked="" type="checkbox"/> Toutes voies (LV)</p> <p>ENSEIGNEMENT :</p> <p>DURÉE DE L'ÉPREUVE : 1h30</p> <p>Niveaux visés (LV) : LVA B1-B2 LVB A2-B1</p> <p>Axes de programme :</p> <p>CALCULATRICE AUTORISÉE : <input type="checkbox"/> Oui <input checked="" type="checkbox"/> Non</p> <p>DICTIONNAIRE AUTORISÉ : <input type="checkbox"/> Oui <input checked="" type="checkbox"/> Non</p> <p><input type="checkbox"/> Ce sujet contient des parties à rendre par le candidat avec sa copie. De ce fait, il ne peut être dupliqué et doit être imprimé pour chaque candidat afin d'assurer ensuite sa bonne numérisation.</p> <p><input type="checkbox"/> Ce sujet intègre des éléments en couleur. S'il est choisi par l'équipe pédagogique, il est nécessaire que chaque élève dispose d'une impression en couleur.</p> <p><input type="checkbox"/> Ce sujet contient des pièces jointes de type audio ou vidéo qu'il faudra télécharger et jouer le jour de l'épreuve.</p> <p>Nombre total de pages : 4</p>

ÉPREUVE DE CONTRÔLE CONTINU 2

LANGUES VIVANTES

ANGLAIS

Compréhension : 10 points

Expression : 10 points

Temps alloué : 1 heure et 30 minutes

L'usage de la calculatrice et du dictionnaire n'est pas autorisé.

Afin de respecter l'anonymat de votre copie, vous ne devez pas signer votre composition, citer votre nom, celui d'un camarade ou celui de votre établissement.

L'ensemble du sujet porte sur l'axe 1 : Identités et échanges

This week, Gwynedd¹ council raised concerns that Welsh people of colour will have no tick-box option to indicate they are Welsh and minority ethnic in the 2021 census², as a result of the survey format designed by the Office for National Statistics. This is a bitterly disappointing and frankly astounding omission. It implicitly embeds the dangerous assumption that people of colour aren't Welsh, or that those who can speak Welsh have to be white. This feels like to me like the ONS is denying me my identity. People of colour have been an important part of Wales' history for centuries. [...]

Born in Oxford, I moved with my mother and sister to rural west Wales at the age of three. I feel Welsh. My education was entirely Welsh medium. I don't think it's widely known in England how alive, vibrant and important our Welsh language is. It was the language of my childhood – in and out of school. Today, it remains the language in which I am most myself, the language of my emotions and thoughts.

I am a Welsh woman. I am also mixed race – my father is of Bajan heritage and I have family in Barbados of whom I am proud, but Wales will always be my home, and the land, the people, the language and culture are what make me who I am. [...]

As a shy little girl, and the only brown face in my school until my sister joined me the following year, I very quickly became fluent in Welsh. I remember being given a worksheet that explained the words for emotions and the weather and natural objects, and suddenly things made sense and I could communicate things to myself in a way I had never been able to do before in English. Of course, speaking Welsh meant I fitted in quickly. Being given this language and culture was like a gift of identity for me.

The Eisteddfod – and music and singing generally – were a huge part of daily school life, and learning and singing traditional folk songs and poetry, and later, Welsh literature (which I studied for A-level) gave me an even deeper and richer connection to Welsh language and culture, enabling me to express my thoughts and emotions in a way that made sense to me – not only to myself internally, but to others, too.

Through my TV and music work, I have visited many schools where I meet Welsh children who also have other racial and ethnic family heritage, and I often think back to when I was that shy little brown girl, afraid of my own shadow, and how much I would have loved to see a grown-up black Welsh woman speaking to me in our language. [...]

I have never felt more Welsh, proud and accepted than when my sister and I performed the Welsh song Calon Lan and the Welsh national anthem on the balcony of the Red House building in Merthyr Tydfil at the YesCymru event this summer. The census decision robs me of my right to identify as a proud black Welsh woman.

Kizzy Crawford, www.theguardian.com, 6 December 2019

Kizzy Crawford is a Welsh singer.

¹ Gwynedd : a county in Wales

² Census : a count of the population

1. Compréhension de l'écrit (10 points)

Give an account of the text **in English**, taking into account the situation described, the origin of the writer and what Wales represents for her.

2. Expression écrite (10 points)

Vous traiterez **en anglais**, et en 120 mots au moins, **l'un des deux sujets suivants au choix** :

Sujet A

Kizzy Crawford goes to a Welsh school to meet pupils and talk about the reasons for her success. Imagine her presentation.

Sujet B

Is learning a new language a way to better understand the others and the world?