ÉVALUATION COMMUNE

CLASSE : Première

VOIE : ☐ Générale ☐ Technologique ☒ Toutes voies (LV)

ENSEIGNEMENT :

DURÉE DE L'ÉPREUVE : 1h30

Niveaux visés (LV) : LVA **B1-B2**   LVB **A2-B1**

Axes de programme :

CALCULATRICE AUTORISÉE : ☐Oui ☒ Non

DICTIONNAIRE AUTORISÉ :   ☐Oui ☒ Non

☐ 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.

☐ 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.

☐ Ce sujet contient des pièces jointes de type audio ou vidéo qu'il faudra télécharger et jouer le jour de l'épreuve.

Nombre total de pages : 4

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ÉVALUATION 2

Compréhension de l'écrit et expression écrite

L'ensemble du sujet porte sur l'**axe 2** du programme : **Espace public, espace privé**.

Il s'organise en deux parties :

1. **Compréhension de l'écrit**
2. **Expression écrite**

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.

Text 1

One summer day when I was about ten, I sat on a stool, chatting with a group of girls my age. We were all in pigtails and shorts and basically just killing time. What were we discussing? It could have been anything—school, our older brothers, an anthill on the ground.

5 At one point, one of the girls, a second, third, or fourth cousin of mine, gave me a sideways look and said, just a touch hotly, "How come you talk like a white girl?"

The question was pointed, meant as an insult or at least a challenge, but it also came from an earnest place. It held a kernel of something that was confusing for

10 both of us. We seemed to be related but of two different worlds.

"I don't," I said, looking scandalized that she'd even suggest it and mortified by the way the other girls were now staring at me.

But I knew what she was getting at. There was no denying it, even if I just had. I did speak differently than some of my relatives, and so did Craig. Our parents had

15 drilled into us the importance of using proper diction, of saying "going" instead of "goin'" and "isn't" instead of "ain't." We were taught to finish off our words. They bought us a dictionary and a full *Encyclopaedia Britannica* set, which lived on a shelf in the stairwell to our apartment, its titles etched in gold. Any time we had a question about a word, or a concept, or some piece of history, they directed us toward those

20 books. Dandy, too, was an influence, meticulously correcting our grammar or

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admonishing us to enunciate our words when we went over for dinner. The idea was we were to transcend, to get ourselves further. They'd planned for it. They encouraged it. We were expected not just to be smart but to own our smartness—to inhabit it with pride—and this filtered down to how we spoke.

Michelle Obama, *Becoming,* 2018

Text 2

People of Colour Talk About the Times They 'Code Switched'

"Acting white" can be a survival strategy, but it also comes with a lot of baggage.

When I was 16, I landed my first job interview at a shoe store. Shaking with adolescent fear, I remember thinking to myself "OK Moses, don't worry, you got this—just act white." As I walked through the shoe aisles and into the backroom, I ended up doing just that. I rose my naturally deep voice up an octave, used words I
5   would normally reserve for essays, and gesticulated like an idiot.
But you know what, I got the job.
What I did has a formal name called "code-switching," and honestly it's something we all do. We all change ourselves in different scenarios, bend our personalities to accommodate certain situations, whether it's a date, a job interview
10 or hanging with [friends]. But for people of colour, the phenomenon constantly challenges our conception of identity and culture, making us question who we really are. At times we'll change our vocabulary and inflection to seem less like a minority, or hide aspects of ourselves to fit in more.
For me I used it to seem more like the guy who was interviewing me, a
15 suburban white man, and less like the guy who's actually me, a Latino kid. […]

Moses Monterroza, www.vice.com, 17 August 2017

1. **Compréhension de l'écrit** (10 points)

Give an account, **in English** and in your own words, of text 1 and then of text 2.

In your **account of text one**:
- identify the nature of the text,
- sum up the narrator's memory in a few lines,
- explain what one of the girls implies when she says "How come you talk like a white girl?"
- explain how the narrator reacts to the question and how she feels,

- define and qualify the narrator's parents' education style.

In your **account of text two**:
- present the narrator,
- sum up and explain in a few lines what happened on his "first job interview",
- explain what "code-switching" (l. 7) is and how the narrator feels about this practice.

After your accounts of texts 1 and 2, answer the following question:
What theme do the two texts have in common and, in relation to this theme, what are the similarities and differences between the two narrators' experiences?

2. **Expression écrite** (10 points)

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

Sujet A

Text 1, l. 11-12: *"I don't," I said, looking scandalized that she'd even suggest it and mortified by the way the other girls were now staring at me.*
Imagine what happened next. Write the scene.

Sujet B

Do you think that code-switching is something that we all use sometimes?