

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

ÉVALUATIONS COMMUNES

CLASSE : Terminale

EC : EC1 EC2 EC3

VOIE : Générale Technologique Toutes voies (LV)

ENSEIGNEMENT : ANGLAIS

DURÉE DE L'ÉVALUATION : 1h30

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

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 : 5



ANGLAIS – ÉVALUATION 3

Compréhension de l'oral, de l'écrit et expression écrite

L'ensemble du sujet porte sur l'**axe 5** du programme : **Fictions et réalités**.

Il s'organise en trois parties :

- 1. Compréhension de l'oral**
- 2. Compréhension de l'écrit**
- 3. Expression écrite**

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

Vous disposez tout d'abord de **cinq minutes** pour prendre connaissance de **la composition** de l'ensemble du dossier et des **consignes** qui vous sont données.

Vous allez entendre trois fois le document de la partie 1 (compréhension de l'oral).

Les écoutes seront espacées d'une minute.

Vous pouvez prendre des notes pendant les écoutes.

À l'issue de la troisième écoute, vous organiserez votre temps (**1h30**) comme vous le souhaitez pour rendre compte **en français** du document oral et pour traiter **en anglais** la compréhension de l'écrit (partie 2) et le sujet d'expression écrite (partie 3).

Les documents

Document vidéo


Titre : *Make-A-Wish makes Batman Kid's dreams come true*

Source : ABC World News, November 16, 2013

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Liberté · Égalité · Fraternité
RÉPUBLIQUE FRANÇAISE

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1.1

Texte

Real-life superhero Phoenix Jones fired, and other sad tales of men in capes

- If you are wearing a cape and a mask, get out of there and try to change. Nothing good will come of this. Halloween is over.
- Maybe I've just been reading "Watchmen" lately, or maybe I ate the cynical breakfast special by mistake, but there is little that is impressive and much that is disconcerting about actual would-be superheroes.
- 5 For anyone who was debating this point, [...] the recent events in the life of Phoenix Jones, aka Benjamin Fodor, a real-life Seattle superhero [...] should prove it beyond a reasonable doubt.
- Fodor was arrested for pepper-spraying a group of people. He claims they were fighting. They claim they were dancing. He has now lost his job and is banned from
- 10 working with children.
- Now Jones says he hopes to continue fighting crime during the day.
- Here is a good piece of advice for him and anyone else thinking of dressing up as a superhero and fighting crime: Don't.
- 15 I realize that my attempts at logical persuasion are unlikely to accomplish anything with a man who built himself a suit of armor, painted it gold and has been patrolling the Seattle streets by dark of night. Fodor even made videos displaying his heroism, his marketing savvy or some combination thereof. Some would say his only superpower was attracting bad publicity, but that is hardly a unique gift in our day and age. This will
- 20 not stop my trying, however. [...]
- There's always trouble when people can't draw the line between fact and fiction. And the trouble is that people blame the fiction.
- [...] If you ponder the superhero narratives that have sunk into our popular consciousness, obliging us to file respectfully into our multiplexes each summer
- 25 bearing gold, the clearest lesson seems to be: Don't dress up in a suit and fight crime, or you will be killed (seldom), or your family will be killed (always), or the Earth will be destroyed by a man on a surfboard, or your family and friends will turn into supervillains, or your life story will be turned into a musical that keeps dropping its lead actors into the audience.
- 30 Look, if Superman, an alien whose only vulnerability is Kryptonite, has difficulty maintaining romantic relationships and eventually perishes, you are not going to fare



any better. Batman doesn't have to hold down a day job. I don't actually know where Wolverine lives or what he does during the day, but I assume it doesn't require clearance to work with children.

35 Grow up.

[...] Most superheroes are just people who had strange childhoods. Their capes get caught in revolving doors. They have difficulty getting out of their costumes in time to make it to the restroom.

40 Sure, most of us have felt the impulse at some time. Our culture is saturated with superheroes. Perhaps if we just found the right spandex outfit and sallied forth into the night, we too might be able to right some wrongs. But then we realize that it is important to have a day job. Or most of us do.

45 Phoenix Jones's choices have actually backfired. When someone tells us he works teaching life skills to autistic children (Fodor's day job), we clasp our hands and murmur, "What a superhero!" When someone tells us he dresses up in a cape and mask at night and attempts to fight crime, we frown and inch away. "Sounds like he had a weird childhood," we mutter.

50 According to the comments after his arrest, most of the work of Seattle's Real-Life Superheroes consisted of escorting drunk people home safely. If only he'd stuck with that.

But even then, I'm not sure you'd need to wear a cape.

Alexandra Petri, *The Washington Post*, November 3, 2011

1. Compréhension de l'oral (10 points)

En rendant compte, **en français**, du document, vous montrerez que vous avez identifié et compris :

- la nature et le thème principal du document ;
- la situation, les événements, les informations ;
- les personnes (ou personnages), leur fonction ou leur rôle et, le cas échéant, leurs points de vue et la tonalité (comique, ironique, lyrique, polémique, etc.) de leurs propos ;
- les éventuels éléments implicites ;
- le but, la fonction du document (relater, informer, convaincre, critiquer, dénoncer, divertir, etc.).

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RÉPUBLIQUE FRANÇAISE

1.1

2. Compréhension de l'écrit et de l'ensemble du dossier (10 points)

a- Compréhension du texte

Give an account of the text, **in English** and in your own words, taking into consideration the main topic, the people involved, their actions and intentions.

After your account of the text, answer the following questions:

- In the context of the document, comment on the following quotation: “[...] *there is little that is impressive and much that is disconcerting about actual would-be superheroes*” (lines 4-5).
- Analyse the journalist’s tone and way of addressing the reader. Support your answer using examples taken from the text.

b- Compréhension de l'ensemble du dossier (document vidéo et texte)

Consider the **two documents** and compare the way in which the importance of dreams is shown in both documents.

3. Expression écrite (10 points)

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

Sujet A :

Describe your ideal superhero. Say why he / she fascinates you.

Sujet B :

Do you agree with the following quotation from the article (line 21)?
Explain why / why not.

“There’s always trouble when people can’t draw the line between fact and fiction.”