

ANGLAIS – ÉVALUATION 3

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

L'ensemble du sujet porte sur l'**axe 7** du programme **Diversité et inclusion**.

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.

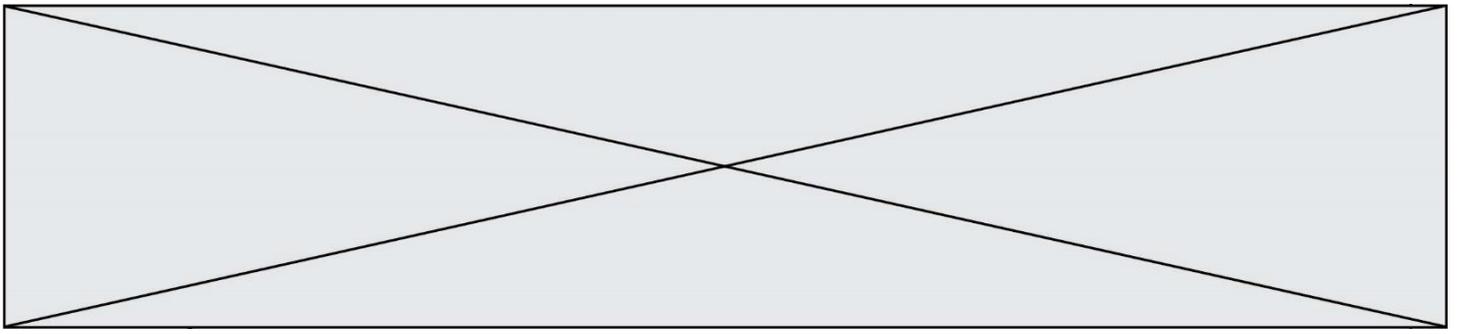
À l'issue de la troisième écoute, vous organiserez votre temps (**1h30**) comme vous le souhaitez pour rendre compte **en français** du document oral et pour traiter **en anglais** la compréhension de l'écrit (partie 2) et le sujet d'expression écrite (partie 3).

Les documents

Document audio

Titre : *As Demographics Shift, Kids' Books Stay Stubbornly White*

Source : NPR (National Public Radio), June 25, 2013



else is white, but because their mothers are the kind of people who hire
30 housekeepers, and my mother is the kind of person who works as one.

Lee Lee would get that. She'd look at me, and we'd have a whole conversation with only our eyes. But now I have to wait till I get home from school to fill her in on the crazy things these rich people say and do.

35 Mom keeps on with her talk. "I really wish you'd make at least one friend—a close friend—this year at your school," she says. Then she says good night to me and walks into the hallway, where she turns and says, "Almost forgot to remind you—did you see my note on the fridge? You have a meeting with Mrs. Parker during lunch tomorrow."

"On the first day of school? About what?"

40 Mom shrugs. "She didn't give me details. Must be about the study abroad program," she says with a smile.

"You think so?" For the first time in—well, for the first time ever—I am excited to talk to Mrs. Parker. This is the year that teachers select students to volunteer in a foreign country and do service learning projects. That was the thing that made me want to attend St. Francis. Well, that and the scholarship. When we met with Mrs. Parker, my
45 guidance counselor, I think she could tell I was not feeling going to school away from my friends. But she knew from my application essay that I wanted to take Spanish and that I wanted to travel, so she said, "Jade, St. Francis provides opportunities for our students to travel the world." She had me at that. Of course, she didn't tell me I'd
50 have to wait until I was a junior.

Renée Watson, *Piecing Me Together*, 2017

1. Compréhension de l'oral (10 points)

Vous rendrez compte **en français** de ce que vous avez compris du document.

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

First give an account of the text **in English** and in your own words, focusing on the narrator's situation and background, paying attention to her feelings and taking into

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

consideration her relationship with others. Then consider the **two documents** and compare how they raise the issue of cultural diversity in education.

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

Jade applies for the study abroad program. Write her application letter.

Sujet B

Explain how school can be a place of inclusion. Illustrate with examples.