

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 : / /



RÉPUBLIQUE FRANÇAISE

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 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).

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1.1

Les documents

Document vidéo

Titre : *Remembering Toni Morrison's 'beautiful human urgency'*

Source : PBS NewsHour, August 7, 2019

Texte

[The landlady living downstairs has just knocked. The narrator, who has just arrived from Jamaica, opens the door.]

Her face, coming close to the opening, smiled. “Just came to see if you’re all right.” Her hair so blonde put me in mind of Mrs Ryder. That woman driving a car in her feathered hat as Michael watched her pass. But at once I put the thought from my head. I was in England now. That day was over.

5 “Gilbert gone to work?” the woman asked me. Her head was straining like a curious cat’s, moving this way and that trying to get a good look into the room. “I’m from downstairs. Remember me? I let you in last night? Hortense, isn’t it?”

I did not wish to appear rude to this woman on my first day in England so I acknowledged her questions with a small nod of the head.

10 “Cat got your tongue?” she said. What cat was she talking of? Don’t tell me there was a cat that must also live with us in this room. “My name’s Mrs Bligh”, she carried on. “But you can call me Queenie, if you like. Everyone here does. Would you like that?” The impression I received was that she was talking to me as if I was an imbecile. An educated woman such as I.

15 So I replied, “Have you lost your cat?”

And this woman’s eyes rolled as if this was a question I had asked of her several times before. “No”, she told me, too forcefully. “In English it means that you’re not saying very much. Everything all right, though? I just thought I’d come and have a word with you.”

20 I did not wish to appear ungrateful as the woman was obviously trying to be kind, even though she had me confused with this cat business. I opened the door wider for her before she thought me impolite. I merely meant for us to talk through a



large opening. But she walked straight through, even though I had not formally invited her in!

25 “Oh, you’re tidying up a bit. Men, eh-they’ve got no idea.” She perused the place as if this was her home. Pushing her nose into corners, she walked the room as if inspecting some task she had asked of me. Alighting upon the sink she said, “Bit cracked, isn’t it? Still, you’re keeping it clean, that’s good.” Now, as she was the landlady and at that moment viewing the sink, I thought to take the opportunity to ask
30 something of her. “Excuse me,” I said, “but would you perchance have a basin that I might get a use of?”

 “A what?”

 “A basin,” I repeated.

 “Sorry.”

35 “A basin to put at the sink.”

 “A bee – to put what?”

 “A basin.”

 “I’m sorry but I don’t understand what you’re saying.”

 I thought to say it again slower but then remembered an alternative that would
40 work as well. “A bucket,” I said.

 “A what?” She started again.

 It was useless. Was I not speaking English? I had nothing but the potty to point at instead. But she would surely misunderstand that. And who knows where that confusion could take us? So I hushed my mouth. [...]

45 “It’s perishing. I bet you wished you never left somewhere nice and hot?” When I made no reply she looked to me and mouthed the words. “Cold today,” as if I might have lost my hearing. “When it’s cold,” she went on, “we say it’s ‘perishing’. Perishing cold. It’s a saying, like the cat got your tongue. [...] You’ll soon get used to our language.”

50 I told this Englishwoman, “I can speak and understand the English language very well, thank you.”

Andrea Levy, *Small Island*, 2004

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1.1

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)

a- Compréhension du texte

Give an account of the text, **in English** and in your own words, focusing on

- the situation;
- the two characters present;
- the nature and tone of their interaction;
- the confusion and paradox that derive from their respective use and mastery of the English language.

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

Consider the **two documents** and explain the importance of language as a vehicle for culture and integration.

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

How important is it to speak foreign languages today? Give examples.

Sujet B

Comment on the following quote by Noam Chomsky: "A language is not just words. It's a culture, a tradition, a unification of a community, a whole history that creates what a community is. It's all embodied in a language."