

Modèle CCYC : ©DNE

Nom de famille (naissance) :

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

Prénom(s) :

N° candidat :

N° d'inscription :



Liberté • Égalité • Fraternité
RÉPUBLIQUE FRANÇAISE

Né(e) le :

(Les numéros figurent sur la convocation.)

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).

Les documents

Document vidéo

Titre : *What the U.S. could learn from Canada about integrating immigrant students*

Source : PBS NewsHour, 3 April 2018

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RÉPUBLIQUE FRANÇAISE

1.1

Texte

The American Dream has moved to Canada

From the very moment of its creation, Americans have always imagined their country to be a beacon of opportunity for the world. Thomas Jefferson lit that torch when he wrote in the Declaration of Independence that all men have the right to “life, liberty, and the pursuit of happiness”. This notion that everyone deserves a chance, and will most likely find it in America, has been arguably one of the most attractive and powerful ideas in modern history, guiding millions to Ellis Island, in search of a good job, a good education, a white picket fence and a two car garage.

But where once America stood alone as the land of opportunity, there are now dozens of other countries that have surpassed the United States; chief among these is its unassuming northern neighbour, Canada. Where do you go now for “Life, liberty, and the pursuit of happiness”? Canadians live 2.5 years longer than Americans. They are six times less likely to be incarcerated. And the World Economic Forum ranks Canadians as the 6th happiest people in the world, while Americans lag behind at 13th.

Every aspect of the American dream is now more easily found in Canada. In the United States, 46 per cent of the population has been able to obtain a college degree—in Canada it’s 59 per cent. After graduation, Canadians are more likely to find work, with an employment rate four points better. You are more likely to afford a house with a white picket fence in Canada, where home ownership rates are five per cent higher. Canadians also have more time to enjoy their homes, as they work over 80 hours fewer per year—and they take an extra three days vacation. [...]

By virtually every measure, Canada has surpassed the United States as the shining city on the hill, where everyone is safe to reach their potential. And people around the world have begun to notice. From the United States, refugees and asylum seekers are now fleeing into Canada hoping for a fair immigration hearing and a better future. In Latin America, there are reports of economic migrants heading north, intending to cross the U.S. border and keep moving, into Canada. And overseas, ESL students are increasingly choosing Canada over the U.S.

Whether it was due to geography or history or maybe even policy, we have arrived. Everything America once aspired to be, we now are. Not only have we achieved the fabled American Dream, we are arguably among the safest, healthiest, happiest human beings to have ever existed. And what are we doing with this incredible good fortune? If we are painfully honest with ourselves, not much. [...]



35 I have two suggestions, two national projects towards which we could strive. First, it is horrifying that while most of us luxuriate in the shiny Canadian Dream, many Indigenous Canadians live in communities without running water, basic healthcare, or any hope of a prosperous future. Surely, if we finally stopped kowtowing to the false gods of the Reserve System and the Indian Act, we could end this injustice within a generation.

40 And second, as the American Dream has now become Canadian, perhaps it is time we also took on the role as the land of the free, and opened our doors wider still. Numerous studies have shown Canada could easily absorb far more immigrants than we do now. In fact, if we want to protect our economy from the effects of an aging population and declining birth rate, we *need* to attract more.

45 It is often noted that in the early 20th century, Canadian prime minister Sir Wilfred Laurier declared, “Canada shall be the star towards which all men who love progress and freedom shall come.” Let’s make that line as famous and meaningful as this once was: “Give me your tired, your poor, your huddled masses yearning to breathe free”¹.

Scott Gilmore, *Maclean’s* magazine, 28 February 2017
<https://www.macleans.ca/news/canada/the-american-dream-moved-to-canada/>

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 (10 points)

Give an account of the text **in English** and in your own words, focusing especially on the main topic and information provided, the journalist’s point of view and the aim of the article (to inform, convince, criticize, denounce, etc.).

¹ Quotation from Emma Lazarus’s sonnet “The New Colossus”, mounted on a plaque in the pedestal of the Statue of Liberty.

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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

Imagine that you have recently moved to Canada to study. In a letter to your best friend in Britain, you share your feelings about your decision and your life in Canada.

Write the letter.

Sujet B

Explain the following quotation and its relevance to the Canadian dream:

“When I started school in 1958 there were no books written by Aboriginals in the school system and everything about Native life was written by white people through their eyes. Now, Aboriginal writers can tell their stories. They have always been our narratives to tell, not others’.”

Rick Revelle, *I am Algonquin*, 2013

[Rick Revelle is a Native Algonquin fiction writer from Ontario, Canada.]