

Modèle CCYC : ©DNE

Nom de famille (naissance) :

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

Prénom(s) :

N° candidat :

N° d'inscription :



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RÉPUBLIQUE FRANÇAISE

Né(e) le :

(Les numéros figurent sur la convocation.)

1..1

ÉVALUATION

CLASSE : Terminale

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 : 6



ANGLAIS – ÉVALUATION

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: *Anti-bias art project teaches kids about diversity and inclusion*

Source : <https://www.pbs.org/newshour>, August 7, 2017

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1.1

Texte 1

Gogol Ganduli is a Hindu American young man. He is dating Maxine who lives a life far wealthier and far more culturally “American” than Gogol is accustomed to.

Maxine is open about her past, showing him photographs of her ex-boyfriends in the pages of a marble-papered album, speaking of those relationships without embarrassment or regret. She has the gift of accepting her life; as he comes to know her, he realizes that she has never wished she were anyone other than herself, raised in any other place, in any other way. This, in his opinion, is the biggest difference between them, a thing far more foreign to him than the beautiful house she'd grown up in, her education at private schools. In addition, he is continually amazed by how much Maxine emulates her parents, how much she respects their tastes and their ways. [...] There is none of the exasperation he feels with his own parents. No sense of obligation. Unlike his parents, they pressure her to do nothing, and yet she lives faithfully, happily, at their side.

She is surprised to hear certain things about his life: that all his parents' friends are Bengali, that they had an arranged marriage, that his mother cooks Indian food every day, that she wears saris¹ and a bindi². “Really?” she says, not fully believing him. “But you're so different. I would never have thought that.” He doesn't feel insulted, but he is aware that a line has been drawn all the same. To him the terms of his parents' marriage are something at once unthinkable and unremarkable; nearly all their friends and relatives had been married in the same way. But their lives bear no resemblance to that of Gerald and Lydia: expensive pieces of jewelry presented on Lydia's birthday, flowers brought home for no reason at all, the two of them kissing openly, going for walks through the city, or to dinner, just as Gogol and Maxine do. Seeing the two of them curled up on the sofa in the evenings, Gerald's head resting on Lydia's shoulder, Gogol is reminded that in all his life he has never witnessed a single moment of physical affection between his parents. Whatever love exists between them is an utterly private, uncelebrated thing. “That's so depressing,” Maxine says when he confesses this fact to her, and though it upsets him to hear her reaction, he can't help but agree. One day Maxine asks him if his parents want him to marry an Indian girl. She poses the question out of curiosity, without hoping for a particular response. He

¹ sari: a dress worn especially by Indian women

² bindi: a coloured dot worn between the eyebrows by Hindu women to show they are married



30 feels angry at his parents then, wishing they could be otherwise, knowing in his heart what the answer is. "I don't know," he tells her. "I guess so. It doesn't matter what they want."

Jhumpa Lahiri, *The Namesake*, 2003

Texte 2

Growing up in a household with two cultures

[...] As I got older, I slowly started embracing myself. It helped that we were now living in New York City, the place where all cultures run rampant³ and collide into each other. I learned that there were more than the two cultures that I had been exposed to, and I also learned that there were many other mixed children around me. Armed with
5 this simple, yet new, knowledge, I felt like a weight had been lifted off my shoulders—I was not alone. People were also much more accepting of different races, ethnicities, and cultures, and I no longer felt self-conscious about the way that I looked. [...]

At twenty-seven, I have now learned what a blessing it is to be biracial. Growing up with two very different, even contrasting, cultures, I have learned to appreciate all
10 cultures that much more. It has been said that biracial individuals are more accepting and open-minded, and I find that I am both. I have an eclectic mixture of friends from all races, ethnicities, and upbringings, and I can finally appreciate the fact that by not belonging to one specific culture, I can fit in anywhere. I would like to think that I absorbed the positives out of each of my parents' cultures, and have been able to
15 create a piecemeal version of myself that I am comfortable being. [...]

Sonda Eunus, *www.livingout.social.com*, 2016

³ to run rampant: to be very common

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1.1

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.).

2. Compréhension de l'écrit (10 points)

a- Compréhension du texte 1

Give an account of text 1, **in English** and in your own words, focusing especially on the impact culture has on Gogol's and Maxine's relationship with their parents and on themselves.

b- Compréhension du texte 2

Give an account of text 2, **in English** and in your own words, taking into consideration the author's opinion about growing up with two cultures.

c- Compréhension des deux textes

After your accounts of texts 1 and 2, compare and contrast how the authors feel about their respective cultures and families.



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

Gogol's parents announce to their son that they have selected an Indian wife for him and want to invite her and her parents for dinner. Gogol refuses to meet her and to accept an arranged marriage because he wants to marry Maxine. Imagine their conversation.

Sujet B

How can young people create a more diverse and inclusive world for future generations?