

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

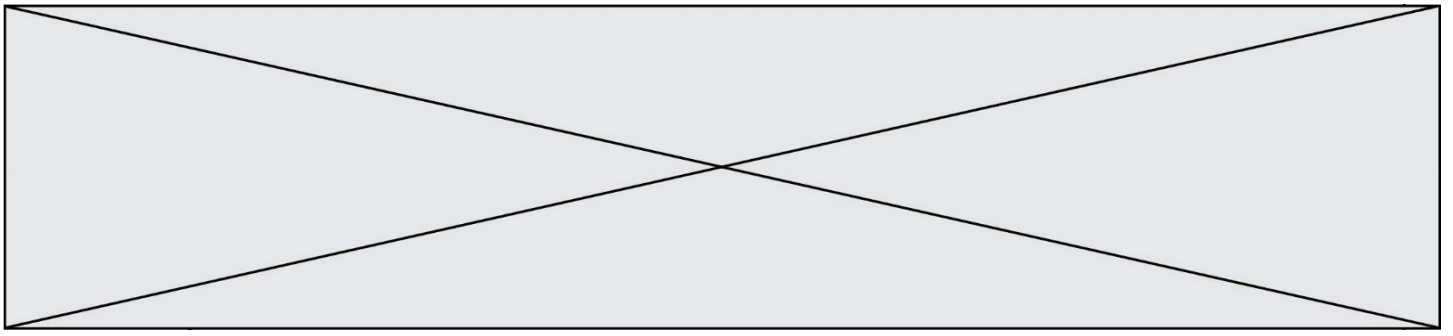
**DICTIONNAIRE AUTORISÉ :** ☐ Oui ☒ Non

☐ 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 8** du programme : **Territoire et mémoire**.

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

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## Document video

**Titre :** “Remembering Head Wrightson”

*Head Wrightson was a big heavy industrial firm based at Thornaby-on-Tees, North Yorkshire, England. It closed in 1987.*

**Source :** *A Pride Job*, a documentary by Derek Smith, 2013

<https://heritage.stockton.gov.uk/articles/stories/a-pride-job/>

## Texte

*Benjamin and his father Colin are visiting the site of the car factory where the old man used to work in Birmingham.*

Benjamin had turned back towards the car. Now he turned again to face his father.

“What? What don’t you get?”

“I don’t get how they can just knock all that down. Something that was here for so long, something that . . .”

- 5 He stared again through the gap between the gates. But his eyes were glazed and unseeing; and his voice, forcing out more words than he had perhaps spoken in the last twelve months, was as flat and toneless as the landscape.

“I mean, a building isn’t just a place, is it?” he said. “It’s the people. The people who were inside it.

- 10 “I’m not saying . . . I mean, I know we made crap cars. I know the Germans and the Japanese make better cars than we ever did. I’m not daft<sup>1</sup>. I understand all that. I understand why people want to buy a car from Japan that’s not going to break down after a couple of years like ours used to do. What I don’t understand is . . .

“What I don’t understand is, where it’s going to end? How we can keep going like this.

- 15 We don’t *make* anything anymore. If we don’t make anything then we’ve got nothing to sell, so how . . . how are we going to survive?

“That’s what worries me. I mean, *this* doesn’t worry me. This big empty space here, that’s just . . . nothing. When you knock down a factory, and all those jobs go, that’s what you expect to see. Nothing.

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<sup>1</sup> daft: stupid



20 “But that shop – that bloody great shop? And all those houses? Hundreds and hundreds of houses? What’s that about? How can you replace a factory with shops? If there’s no factory, how are people supposed to make the money to spend in the shops? How are people supposed to make the money to buy the houses? It doesn’t make sense.

25 “I think that’s what made me . . . come over a bit funny back there in the shop. I just couldn’t take it in, how everything’s turned out. And my memory does get a bit fuzzy sometimes. I’ve noticed it happening. I don’t know what it means. It’s a bit scary. Everything’s a bit scary, when you get to my age, because you know what’s waiting for you, just around the corner. But I do still remember a lot of things. Like I said, I’m not  
30 daft. Not yet. Of course I remember them knocking the buildings down. I knew they’d done that. I didn’t know . . . didn’t realize it was all of them, though. And there are things, older things than that, much older, that I remember even more clearly.

“Like this place. This place back then. The East Works. I can see it now, clear as day. people would start pouring in here from about seven thirty. They all came by car. Every  
35 road around here would be lined with parked cars for miles. And during the day the noise of the track, the people, the comings and goings would be incredible. That’s how I remember it. Nan worked here too, you know. My mum. She used to tell me stories about the war. Where we’re standing now, right underneath our feet, there are tunnels. Dozens of them. Huge tunnels. During the war, there were hundreds of people working  
40 down there. Nan was one of them. She showed me a photograph, once, of everyone working in the tunnels. We’ve got it somewhere. Making armaments, they were, munitions, aeroplane parts. Can you imagine! Can you imagine what it was like, hundreds of people, working together like that, for the war effort? What a spirit, eh? What a country we were back then!

45 “Whatever happened to all that? It was bad enough when I was working here. Every man for himself, survival of the fittest, I’m all right, Jack. That’s what was starting to take over. But now it’s even worse, it’s just . . . fancy clothes and Prosecco bars and bloody . . . packets of salad. We’ve gone soft, that’s the problem. No wonder the rest of the world’s laughing at us.”

50 Colin turned away from the gates. It was almost completely dark now, and he was starting to shiver.

“Are they, though, Dad?” Benjamin said. “Who’s laughing at us?”

“Of course they are. They think we’re a joke. They think we’re daft.”

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55 Benjamin had no idea what his father meant, or even who he was talking about. He took his arm as they walked back towards the car, opened the passenger door for him and helped him flop down into the seat. Then he got into the driver's seat, but didn't start the engine on for a while. For a few moments neither of them spoke.

Jonathan Coe, *Middle England*, 2018

### 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, leur fonction ou leur rôle et, le cas échéant, leurs points de vue ;
- le but, la fonction du document (relater, informer, critiquer, dénoncer, divertir, etc.).

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

#### a- Compréhension du texte

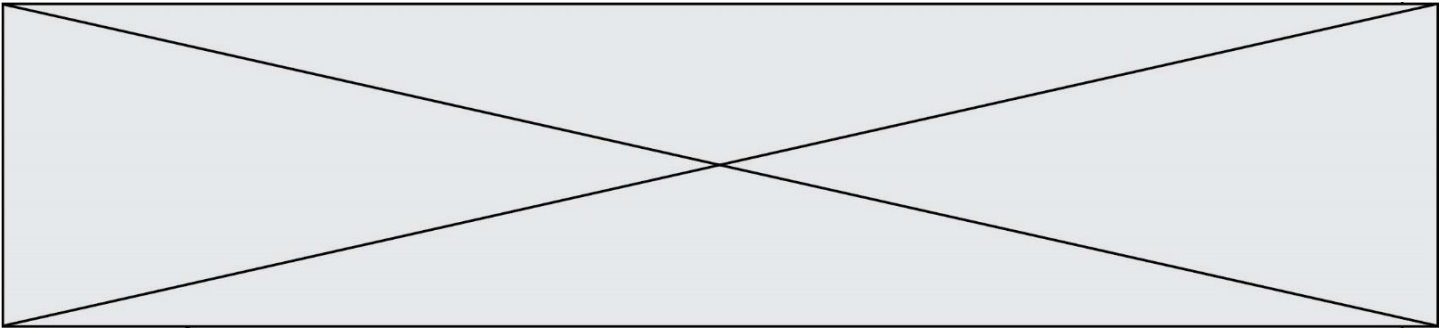
Give an account of the text, **in English** and in your own words, paying attention to the characters, the place they are visiting and their reactions to the changes they observe.

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

In the two documents, consider how the past is still vividly present in the minds of the people of today.

### 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**

Colin says (lines 8-9): “I mean, a building isn’t just a place, is it? [...] It’s the people. The people who were inside it”. Comment on those words.

### **Sujet B**

Not far from your school, there is a disused industrial site which is going to be redeveloped. You take part in a school contest to devise the best project for the regeneration of the site. Write a presentation of your project.