

Nom de famille (naissance) :
(Suivi s'il y a lieu, du nom d'usage)

Prénom(s) :

N° candidat :

N° d'inscription :



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

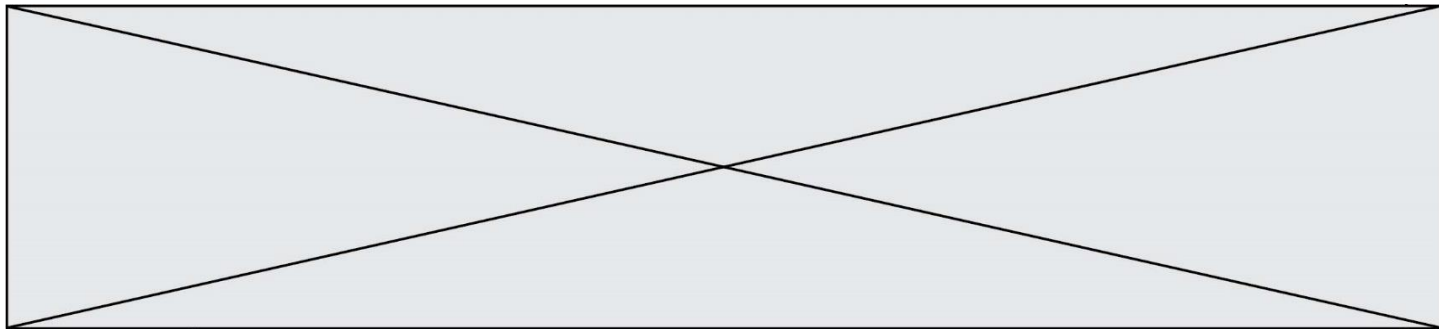
CALCULATRICE AUTORISÉE : ☐ Oui ☒ NonDICTIONNAIRE AUTORISÉ : ☐ Oui ☒ Non

☐ 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).

Modèle CCYC : ©DNE

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1.1

Les documents

Document audio

Titre : *How California's gold rush forged the path for today's tech innovators*

Source : 89.3-KPCC (Southern California Public Radio) | David Wagner, with interview of H. W. Brands, a University of Texas at Austin historian | March 9, 2018

Text

"It's *gold*, Lee," he blurts before I can open my mouth to ask. "Discovered in California."

My stomach turns over hard. "You're sure?"

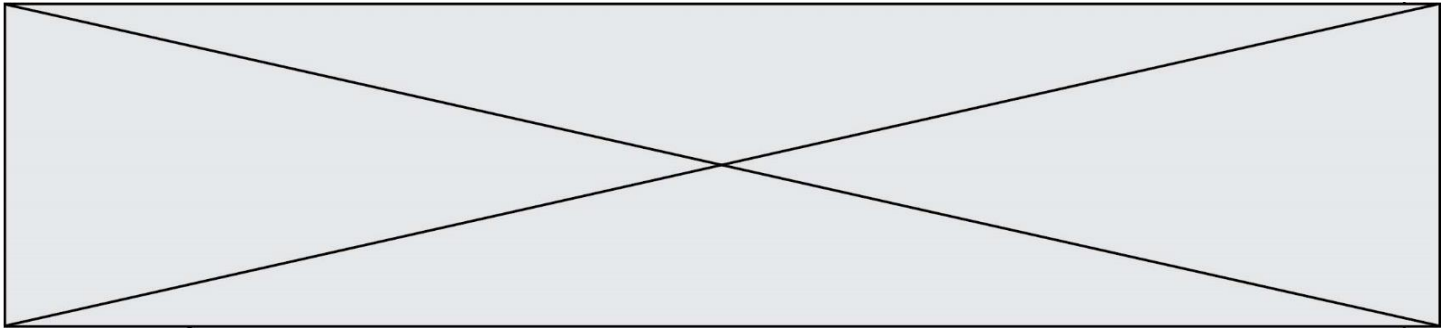
- 5 He hands me a newspaper cutout. It's already smudged from too many fingers, and it's dated December 5, 1848—more than a month ago.

"President Polk announced it to Congress. So it has to be true."

- 10 Thoughts and feelings tumble around too hard and fast for me to put a name to them. I sink down on to the slushy steps, not caring that my second-best skirt will get soaked, and I rub hard at my chin. Gold is everywhere. At least a little bit of it. How much gold would it take for the president to make a special announcement?

"Lee?" he says. "What are you thinking?" His usually serious eyes blaze with fever, a look I know all too well. A look that might be mirrored in my own eyes.

- 15 "I'm thinking you're going to head west, along with this whole town." That's why everyone's so somber. Dahlenega was built on a gold rush of its own, and every child for miles will understand that change is coming, whether they want it to or not.



20 He plunks down beside me, resting his forearms on skinny knees that practically reach his ears. “They’re saying the land over there is so lush with gold you can pluck it from the ground. Someone like me could . . .”

Silence stretches between us. He hates giving voice to the thing that hurts his heart most; he hardly even talks about it to me. Jefferson is the son of a mean
25 Irish prospector and a sweet Cherokee mama who fled with her brothers ten years ago, when the Indians were sent to Oklahoma Territory. Not a soul in Dahlonega blamed her one bit, even though she left her boy with his good-for-nothing da.

So when Jefferson says “someone like me,” he means “a stupid, motherless
30 Injun,” which is one of the dumber things people call Jefferson, if you ask me, because he’s the smartest boy I know.

“Daddy will want to go,” I whisper at last. And I want to go too, to be honest. Gold is in my blood, in my breath, even in the flecks of my eyes, and I love it the same way Jefferson’s da loves his moonshine.

35 But, Lord, I’m weary. Weary of trying to be as good to Daddy as three sons, weary of working as hard as any man, weary of the other girls scorning me.

Rae Carson, *Walk on Earth A Stranger*, 2015

Text 2

In January 1848, James Marshall discovered gold in California’s American River, near a mill he was building for John Sutter. At first, he and Sutter dismissed the pea-sized nuggets as a nuisance; they believed the attention that gold would bring would spoil Sutter’s plans to build an agricultural empire. But
5 within months, word spread, and by 1849 thousands of men and a handful of women from the United States and around the world (“49ers”) headed to California to make their fortunes in what became known as The California Gold Rush. The unprecedented rush west that followed would create something new to America: an economy driven by high-risk entrepreneurialism, fueled by
10 dreams of striking it rich. Precious few 49ers actually realized that dream during the gold rush days, but the dream lives on in many modern software companies

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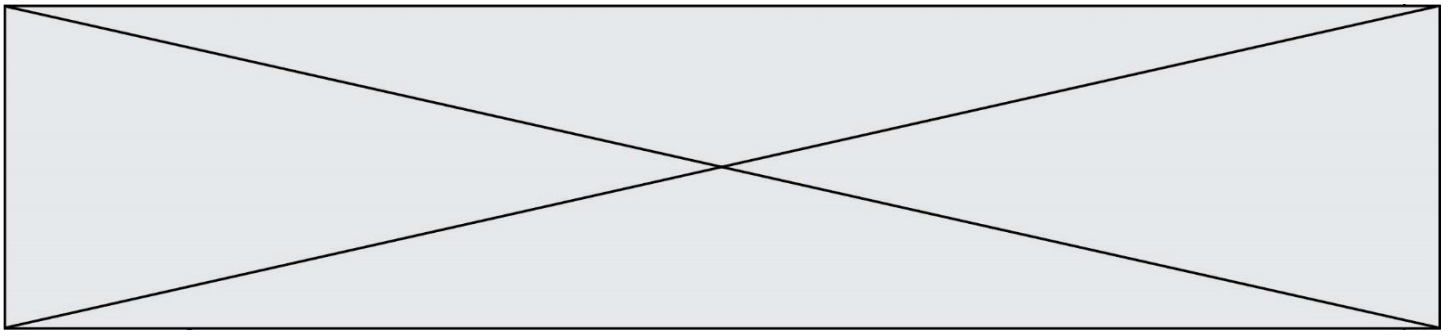
1.1

and individual software developers—with about the same chances of striking it rich and busting out as miners in California had in 1849. [...]

15 The advent of a major new technology often means the beginning of what I think of as a “software gold rush.” I’ve personally seen gold rushes with the advent of the IBM PC and Microsoft DOS operating system, the migration from DOS to Windows, and the growth of Internet computing.

20 Gold rush software development is characterized by high-risk, high-reward development practices. Because few companies have established competitive presences in the marketplace, much of the technological gold seems to be just lying on the ground, waiting for anyone with the right mix of innovation and initiative to pick it up. Software 49ers rush into the new technology, hoping to strike it rich. [...]

Steve McConnell, *After the Gold Rush*, IEEE Software
January/February 1999



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 et de l'ensemble du dossier (10 points)

a- Compréhension des deux textes

Give an account of the two texts, **in English** and in your own words, focusing on the main topics of the texts, the places referred to and the people involved and their relations to others.

b- Compréhension de l'ensemble du dossier (document audio et textes)

Consider the **three documents** and explain the connections between the Gold Rush and the economic success of California.

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

Would you be ready to leave everything behind if you had a possibility to become rich and successful?

Sujet B

Write a diary entry as Lee (text 1). Lee has decided to go to California with Jefferson to participate in the Gold Rush. Three months after her arrival in San Francisco, she still hasn't found any gold. She writes about her feelings, her hopes and her dreams in her diary.