

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

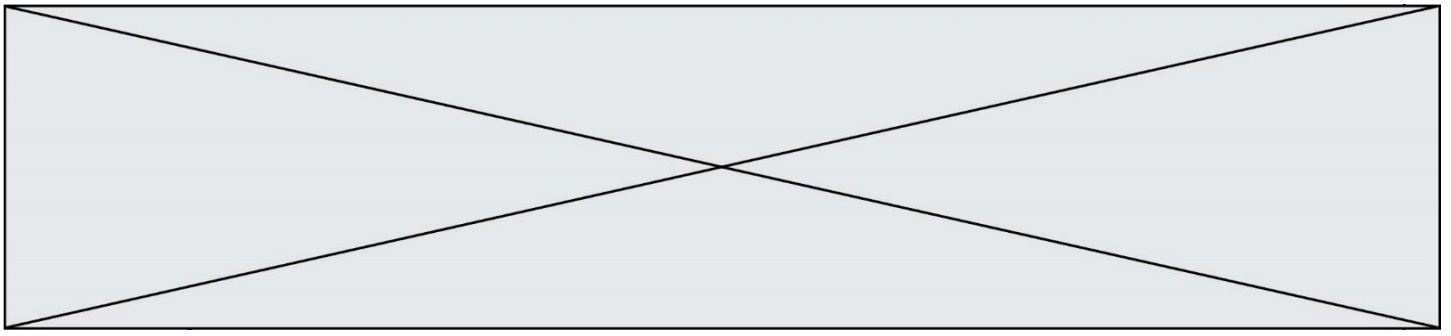
DICTIONNAIRE AUTORISÉ : ☐ Oui ☒ Non

☐ 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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1.1

Document audio

Titre : *Should Canada change the names of streets and monuments that honour contentious figures?*

Source : CBC (Canadian Broadcasting Corporation), March 31, 2017

Texte

This week the city fathers of Aberdeen, Washington, decided it might not be wise to name a bridge after Kurt Cobain. So what are the perils and pitfalls of renaming things after famous people?

5 There are some very famous places named after famous people. A famous renaming can quickly erase what went before. [...]

We name places after people to recognise their achievements. Alexander the Great liked to found cities and name them after himself, in honour of his own achievements. But mostly it's done by other people.

10 Every act of naming is pregnant with meaning. In the 1980s, the UK had a wave of renaming places after Nelson Mandela. With then-Prime Minister Margaret Thatcher reportedly regarding Mandela as a terrorist, such namings were often made by more left-wing councils and groups. [...]

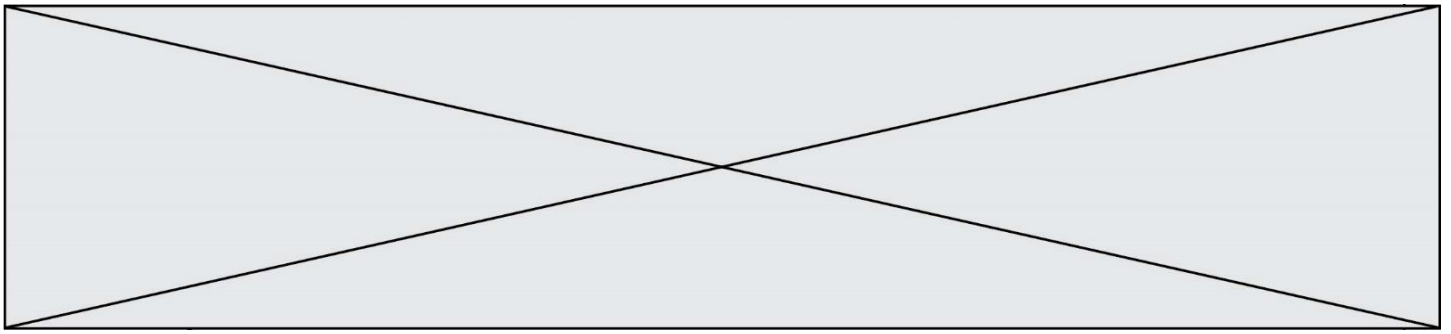
15 Today, of course, Mandela is an uncontroversial figure, hailed from all parts of the political spectrum. A similar flurry of renaming streets after Martin Luther King has happened in the US. But many figures are inherently more controversial.

20 It's easy to see why Aberdeen decided to hold off on honouring Kurt Cobain. A great musician to some may be seen by others as a drug user who falls short of role model status. Instead the bridge will now stay as Young Street Bridge. But it's still named after a person - Alexander Young who built the first saw mill.

Attitudes to people can change over time. It used to be common to name streets after notables of the British Empire. In 2002, efforts were made to change the name of a street housing a large Sikh temple in Southall, west London. Havelock Road was named after Sir Henry Havelock, who was prominent during the Indian Mutiny of 1857.

25 Some have even suggested that Liverpool's Penny Lane, made famous by the Beatles, is insensitive. It commemorates James Penny, an 18th Century slave trader.

The point is that attitudes change over time, says Derek Alderman, professor of geography at East Carolina University. He has been tracking the US streets named after Martin Luther King. So far he's counted over 900.



30 For Alderman, addresses are an everyday reminder of people's history in a way
a museum can't be. "Think about all the times you use a street name in a day from
catching a cab to putting it in your GPS."

In this way it can do much more than a monument and, he suggests, it is a
cheaper option. And older names are useful because they "force people to talk about
their history".

35 People's reputations are constantly being reassessed, adds Alderman. He
notes George Washington, once celebrated as presiding over the creation of the US
constitution, is now also criticised by some for his association with slaves. He observes
a trend in avoiding naming schools in the US after people in order to stay away from
controversy.

40 But the debate, for Alderman, gives an opportunity to work out what the popular
view of a person is. "If a city decides they are going to name a park after [Kurt] Cobain
they will talk about why that person is important. In doing so they are going to talk about
that person's legacy and so they have to come to a consensus about the meaning of
that person." Location names for Alderman can have political motivations. "Renaming
45 a street is about claiming a certain voice, and a certain power over how your city looks.
It is about remembering the specific person but it is also about making sure there is a
greater democracy in how cities look."

Liam Scott-Smith at think tank New Local Government Network goes one step
further. He thinks naming a place after someone can "reward good behaviour". This
50 recognition, he thinks, could create a virtuous circle where people aim to get this kind
of recognition. Scott-Smith's think tank started a campaign in 2008 for more British
roads to be renamed after modern people. Their report at the time claimed Britain is
far behind America and France in doing this. But he says it should be encouraged for
local celebrities to be named as "you have a strong affinity with someone in the area
55 and that builds civic pride". He does warn against fads, though, confessing that at the
time their report was launched they suggested naming roads after David Beckham.

"The pitfalls of naming places after famous people", Clare Spencer,
BBC News, 29 July 2011

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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 :

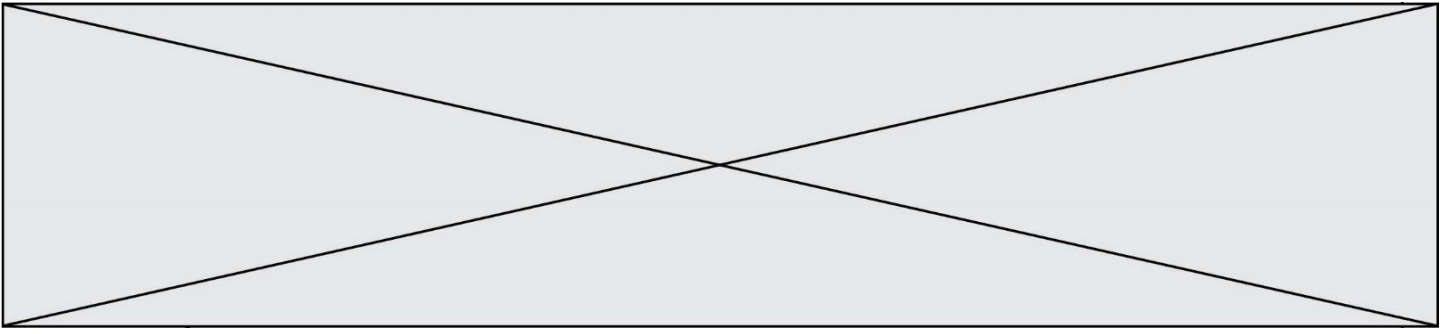
- la nature et le thème principal du document ;
- la situation, les événements, les informations ;
- les personnes (ou personnages), leur fonction ou leur rôle et, le cas échéant, leurs points de vue et la tonalité (comique, ironique, lyrique, polémique, etc.) de leurs propos ;
- les éventuels éléments implicites ;
- le but, la fonction du document (relater, informer, convaincre, critiquer, dénoncer, divertir, etc.).

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

Give an account of the text, **in English** and in your own words, focusing on the importance of naming or renaming places in the United States and in Great Britain.

Compréhension de l'ensemble du dossier (document audio et texte)

Consider the **two documents** and show how naming or renaming a place can serve different purposes in English-speaking countries.



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

After listening to the programme on the Canadian radio, you write an e-mail to express your opinion on the question of today's debate: "Should Canada change streets and monuments that honour controversial figures?"

Sujet B

Derek Alderman, a professor of geography at East Carolina University, thinks that streets with "older names are useful because they 'force people to talk about their history'". Do you agree with him? Why, why not?