

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

## ÉVALUATION

**CLASSE :** Terminale

**VOIE :** ☐ Générale ☐ Technologique ☒ Toutes voies (LV)

**ENSEIGNEMENT : ANGLAIS**

**DURÉE DE L'ÉPREUVE :** 1h30

Niveaux visés (LV) : LVA B2 LVB B1

**CALCULATRICE AUTORISÉE :** ☐ Oui ☒ Non

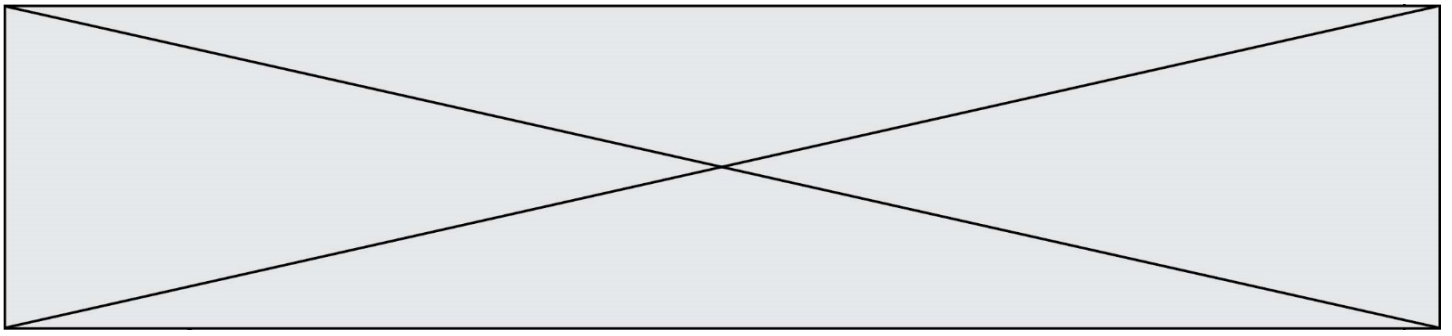
**DICTIONNAIRE AUTORISÉ :** ☐ Oui ☒ Non

☐ 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



## 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).

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## Les documents :

- Document vidéo

**Titre :** "Canada Marks Holiday for Indigenous Reconciliation"

**Source :** Reuters, September 30, 2021

- Texte

My father's hair was black. His skin was brown like the beautiful mud-bottom rivers he swam in. Shadows lived in the angles of his cheeks. His eyes were the color of the powder he made out of walnut hulls<sup>1</sup>. He gave these features to me. The earth stamped on my soul. On my skin. On my hair. On my eyes. He gave these things to me.

"Because you're Cherokee," Dad said to me when I was four and old enough to ask why folks called me dark. "They'll call you worse, Betty," he said.

"But what is cherry key?" I asked.

"Cherokee. Repeat after me. Cher-o-kee." He made his lips open funny when he said the o so I giggled.

"Cherry key," I said again, repeating it until I got it right. "But what is it?"

"Cherokee is you," he said, putting me on his lap.

From out of his pocket, he pulled a small piece of deerskin<sup>2</sup>. "It looks like a dog's back." I petted the side that had fur.

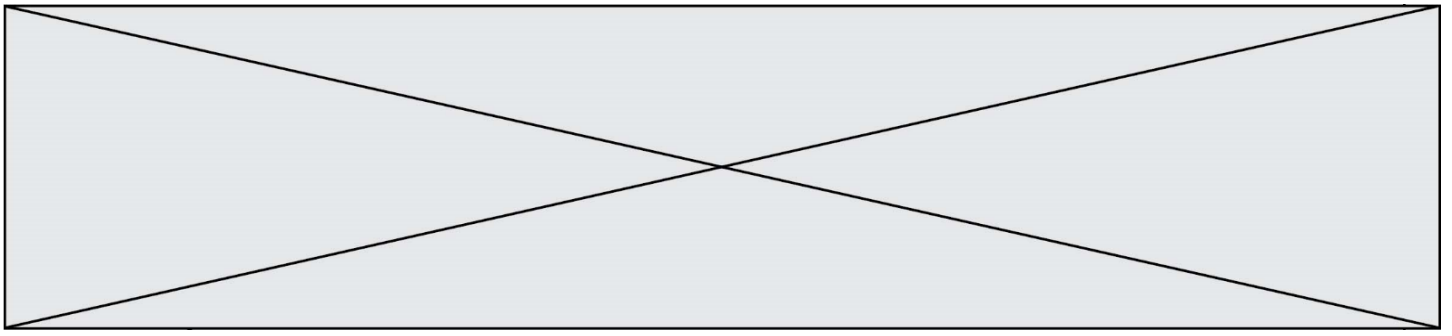
"It does, don't it?" he asked before turning the skin over to point out the strange lettering written on the smooth side. The ink was blue and blurring on the edges, as if water was taking the writing away.

"This is what it looks like to write Cherokee, Betty," he said. "My momma was given this skin by her mother. Momma called it her breath because whenever she felt she was out of it, she would look at her mother's deerskin and at her mother's words and get her breath back. Momma would be able to breathe again."

He inhaled until his chest filled. When he let the breath go, he blew the small hairs around my crown.

<sup>1</sup> walnut hulls = coquilles de noix

<sup>2</sup> deerskin = peau de daim



25 "I can't read it." I ran my tiny fingers over the fading words. "They're written funny.  
What do they say?"

"They say don't forget who you are."

"Did your mother forget who she was?" I asked. "Is that why she needed to be reminded?"

30 "There used to be a time when people like us wouldn't be able to say we were Cherokee," he said. "We would have to say we were Black Dutch."

"What's that?"

"A dark-skinned European."

"Why couldn't we say we were cherry key? I mean Cher-o-kee."

"Because it had to be hidden."

35 "But, why?"

"Cherokees were bein' moved off their land and onto reservations. If our people said they were Black Dutch, they were allowed to stay because someone of European roots could own land. But you can only lie to yourself for so long before it wears ya down<sup>3</sup>. My daddy and momma had to say they were Black Dutch so often, it  
40 made Momma lose her breath. She had to remind herself who she truly was."

I looked up at him. "Who am I?" I asked.

"You're you, Betty," he said.

"How can I be sure?"

45 "Because of who you come from. You come from great warriors." He laid his hand against my chest. "You come from great chiefs who led nations to both war and peace." [...]

I would sometimes dream of these ancestors. Of them taking my hands in theirs and rubbing our palms together until our skin peeled back like tree bark and I could speak like them in the old way. I would wake up, hold my palm to my ear, and try to  
50 hear their voices. I waited for these voices to beat me alive.

Tiffany McDaniel, Betty, 2020

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<sup>3</sup> wear somebody down = *épuiser, user quelqu'un*

