

Modèle CCYC : ©DNE

Nom de famille (naissance) :

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

Prénom(s) :

N° candidat : N° d'inscription :

(Les numéros figurent sur la convocation.)

Né(e) le :

 Liberté • Égalité • Fraternité
RÉPUBLIQUE FRANÇAISE

1..1

Compréhension de l'oral, de l'écrit et expression écrite

L'ensemble du sujet porte sur l'axe 5 du programme : **Fictions et réalités.**

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.

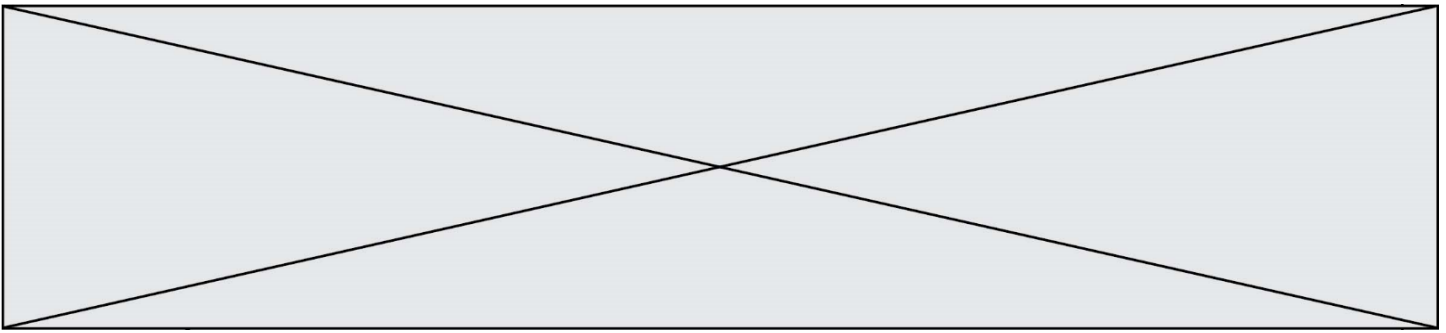
Vous disposez tout d'abord de **cinq minutes** pour prendre connaissance de **la composition** de l'ensemble du dossier et des **consignes** qui vous sont données.

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 video**

Titre : *The race to Mars*

Source : *NBC News*, June 2023

- **Texte**

ARE ASTRONAUTS HEROES?

In the 40th anniversary coverage of the moon landing, we will undoubtedly hear the word "heroes" used to describe the astronauts who performed those early space flights. But are they, or were they, really heroes? The term "hero" has become so overused that it has all but lost its once-significant meaning. It was interesting to read a statement by Michael Collins, the command module pilot of Apollo 11.

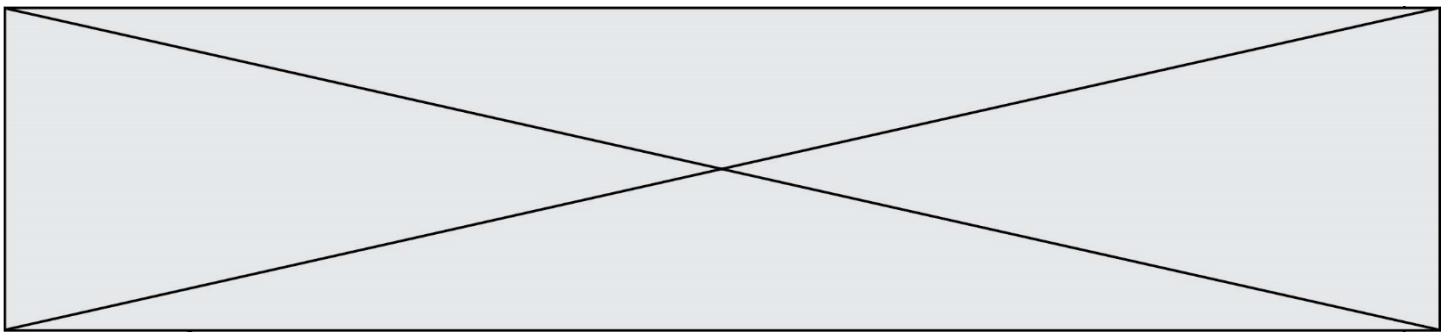
In the statement, Collins talks about being honored to be a part of Apollo 11, and the perspective it gave him on the Earth. But he also talked about being irritated by the "adulation of celebrities and inflation of heroism" in American culture.

"Heroes abound, and should be revered as such," Collins said. "But don't count astronauts among them. We work very hard, we did our jobs to near-perfection, but that was what we had hired on to do. In no way did we meet the criterion of the Congressional Medal of Honor: 'above and beyond the call of duty.'"

Collins is not the only professional to voice that opinion. Talk to most astronauts, test pilots, or even U.S. Airways' Captain Sullenberger, and they will protest that while they may have accomplished great feats, those achievements were fully within their job description; not "above and beyond," and not deserving of the term "hero."

It's an interesting dynamic – the pull between the media or public's rush to label someone a hero, and, at least in some cases, the person's own reluctance to accept the title. But it also raises the question: what kind of actions DO qualify as "heroic"?

In the ancient Greek myths, a hero was a demi-god; the offspring of both a god and a mortal. In the epic hero journey tales (think: Odysseus and Luke Skywalker), a hero is an ordinary human who chooses, or is thrust into, a journey that tests and teaches them. Initially brash or naive, an epic hero slowly learns through trials, challenges, mistakes and effort, so that by the end of the journey, they acquire an unassailable and "heroic" wisdom, power and strength. In more modern days, a hero has come to mean someone who, in the face of great danger and cost, not only shows the character traits of a fully-developed epic hero, but also risks or sacrifices for the sake of others, or a greater good.



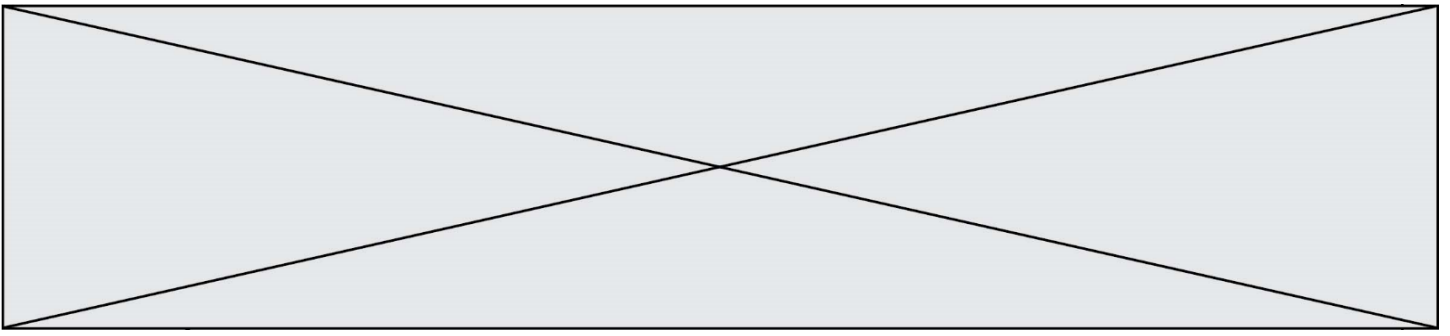
30 But somewhere in there, I think Collins is right. Too often we blur the line between
actions and traits that are admirable, and those that are truly heroic. Wesley Autrey,
who left his children on a subway platform and threw himself on the tracks to save the
life of a stranger who had fallen off the platform in an epileptic seizure, clearly fits the
criteria for a hero. So do all those in combat or disaster zones who risked or sacrificed
35 their own lives for the sake of others. Or even civil rights workers like Congressman
John Lewis, who risked their lives for the sake of justice.

But in all those situations, the actions took the person out of what was expected of
them, at great personal risk or sacrifice, for the sake of others. An astronaut, by com-
parison, is expected to take on the risks of space travel, and accomplish the goal of
the mission. Just as a pilot is expected to bring an airplane down safely, even in an
40 emergency, and a member of the military is expected to take on the risks of combat
and act with courage and honor.

And yet, to listen to the TV, everybody in any kind of risky or challenging job is a hero.
And the public is quick to agree. Why is that? Are we just hungry for role models in a
cynical world? Or are we, and the idea of heroism, being exploited for the purposes of
45 drama, news sales and ratings?

But part of the answer also may be that we're just mixing genres of heroes. An epic
hero, after all, can be anyone, in any walk of life, who bravely faces what is thrown at
them, attempts to learn from the challenges they have to overcome, and in the process
exhibits courage and honor, and acquires wisdom and strength. Epic heroes are often
50 a quieter sort than the "risk and sacrifice" medal-winning hero. They don't make for
splashy news stories. But they are equally important, and certainly more plentiful in the
world.

Lane Wallace, *The Atlantic*, July 20, 2009



1. Compréhension de l'oral (10 points)

Vous rendrez compte, **en français**, de ce que vous avez compris du document.

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 ;
- le but, la fonction du document.

2. Compréhension de l'écrit (10 points)

Compréhension du texte

Give an account of the document, in your own words and **in English**. The point of view of Michael Collins, of the media, and of Lane Wallace should be clear regarding the question 'Are astronauts heroes?'.

3. Expression écrite (10 points)

Vous traiterez **en anglais**, et en 120 mots minimum, **l'un des deux sujets suivants au choix** :

Sujet A

Why do astronauts inspire us so much?

Sujet B

On a blog, you read different reactions from people who have just watched the video 'The race to Mars'. Which one do you agree most with? Why?

