

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'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

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Né(e) le :	<small>(Les numéros figurent sur la convocation.)</small> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div style="font-size: 1.2em; margin: 0 5px;">/</div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div style="font-size: 1.2em; margin: 0 5px;">/</div> <div style="border: 1px solid black; width: 20px; height: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; width: 20px; height: 20px;"></div> </div>

1..1

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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1.1

Les documents :

- Document video

Titre : *Māori Language Week*

Source : *1News TVNZ, September 11, 2023*

- Texte

Daniel who is a tormented young man of Māori and Danish heritage is sent to New Zealand to his grandmother Oriwia's in order to sort himself out and to learn about his family's history.

I came to this country¹ in the first place to piece myself together, hoping there could be attachments. By twenty-one years of age I'd lived in several countries before returning with my mother, father and sister to Switzerland, where I was born. But I didn't think of Switzerland as my country either. Nor was it the home country of my mother or my father. It's where my dad's work base was, and still is – for now. It's where some of the best ski slopes are. It's the home of several international organisations for which my mother works as a translator. Languages are her thing.

What sort of name is Daniel, I asked my discontented self. A name neither here nor there, pronounced this way or that depending which country you happened to find yourself in. [...]

When I began the interviews with Grandmother Oriwia and a doubly adopted uncle known as Aki, I didn't intend putting them together as a book. All I wanted to do was set down family stories that I could share with my mother and sister. I thought that asking our grandmother about the man known as Chappy would be a good place to start.

'Your grandfather?' she said. 'If you want to know about your grandfather there's a lot I can tell you. Also there's a lot I can't tell you. My husband was always a mystery to me.'

We were sitting in the garden facing the house, which was built of wood with a low-pitched, corrugated-iron roof painted red, two windows either side of a front door, and creamy-yellow walls with green facings – all a little faded.

One of the things that had made an impression on me when landing in this country

¹ New Zealand



was how colourful the houses are. I like the idea that home owners can build their houses in any style they like and paint them any colour they choose. There's freedom
25 in that. On my first day it was the house, more than the garden, which drew my attention.

'Anyway, the best place for you to begin would be to go and talk to Aki, your uncle by double adoption,' my grandmother said. [...]

Arriving at the house on the arranged day, I set up the recorder and sat down at the
30 table opposite Uncle Aki with my notebook and pen. I had a list of questions, which I didn't get to ask because when I pressed 'record', and before I'd had the time to draw breath, Aki began talking.

He spoke four sentences in English – intriguing sentences they were, too – before breaking into a language that I never remembered hearing before. there were two
35 words I recognised as he continued. He ran them together. They were 'moon' and 'face'.

'The fool,' my grandmother said, when I told her what had happened and after I'd played a section of the recording to her. 'Anyone would think he couldn't speak English.' She rattled her baking trays onto the rack above the oven. 'All right, leave it
40 to me, I'll write it up for you. Tonight. In good English.' She emphasised this last sentence. It wasn't until she made the offer that I realised my grandmother was conversant in this other language too. 'As though I've nothing better to do,' she mumbled. 'Next time, if there's going to be a next time, tell him to speak English.'

I bit my tongue. There was going to be a next time. I'd already arranged this, but who
45 was I, a twenty-one-year-old stranger, to tell such an impressive man not to speak his own language.

In what follows, the first lines were spoken in English. The rest is my grandmother's translation from Māori into English. I think my grandmother must have worked on it throughout the night as it was all ready for me, in neat, handwritten pages, by next
50 morning.

Patricia Grace, *Chappy*, 2015

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1.1

1. Compréhension de l'oral (10 points)

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

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

a. Compréhension du texte

Give an account of the document, in your own words and **in English**.

In your account:

- present the narrator (age, life experience, state of mind);
- explain who the narrator asks questions to about Chappy and why he asks questions about him;
- present the place of languages in this family.

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

Consider the two documents and explain how languages can lead to a better knowledge of oneself and how it encourages the acceptance of cultural diversity.

3. Expression écrite (10 points)

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

Sujet A

You are a headmaster or headmistress in New Zealand and your school is advertising for Māori language classes. Write the school website article to inform parents about this new opportunity. You will try to convince them to enroll their children in this course, insisting on the advantages it could bring to each student and to the community at large.

Sujet B

Discuss the following statement:

Speaking a different language can open up to new ideas and new ways to perceive life. It also improves people's tolerance to the unknown.