


SUJET

2019-2020

ANGLAIS

Première Technologique

ÉVALUATIONS COMMUNES

Modèle CCYC : ©DNE Nom de famille (naissance) : <small>(Suivi s'il y a lieu, du nom d'usage)</small>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
Prénom(s) :	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
N° candidat :	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
	N° d'inscription : <div style="border: 1px solid black; height: 20px; width: 100%;"></div>
Né(e) le :	<small>(Les numéros figurent sur la convocation.)</small> <div style="display: flex; justify-content: center; align-items: center;"> <div style="border: 1px solid black; height: 20px; width: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; height: 20px; width: 20px; margin-right: 5px;"></div> <div style="margin: 0 5px;">/</div> <div style="border: 1px solid black; height: 20px; width: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; height: 20px; width: 20px; margin-right: 5px;"></div> <div style="margin: 0 5px;">/</div> <div style="border: 1px solid black; height: 20px; width: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; height: 20px; width: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; height: 20px; width: 20px; margin-right: 5px;"></div> <div style="border: 1px solid black; height: 20px; width: 20px;"></div> </div>

1.1

ÉVALUATION COMMUNE

CLASSE : Première

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

ENSEIGNEMENT :

DURÉE DE L'ÉPREUVE : 1h30

Niveaux visés (LV) : LVA **B1-B2** LVB **A2-B1**

Axes de programme :

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 : 4

LANGUES VIVANTES – ANGLAIS

ÉVALUATION 2

Compréhension de l'écrit et expression écrite

L'ensemble du sujet porte sur l'axe 1 du programme : **Identités et échanges**.

Il s'organise en deux parties :

1- **Compréhension de l'écrit**

2- **Expression écrite**

Afin de respecter l'anonymat de votre copie, vous ne devez pas signer votre composition, citer votre nom, celui d'un camarade ou celui de votre établissement.

The slow death of the most British thing there is

Almost 30 years ago, the *New York Times* nodded to a curious trend that many older English folks were growing concerned about. One of the most quintessentially British pastimes was losing its luster¹, largely because it was falling out of favor with younger people who hadn't the time – or really the interest – to prolong the tradition.

5 “We’re a graying bunch, we tea drinkers, I’m afraid,” Derek Cooper, a well-known British food writer in his 60s, told the newspaper.

Cooper was a tea lover, but his kids preferred coffee. And that dynamic was growing all too common. Between the mid-1970s and the 1980s, tea consumption fell by 20 percent in the United Kingdom. Meanwhile, the country's taste for coffee was blossoming, so much so, in fact, that in 1986 coffee sales in the U.K. outpaced tea sales for the first time in history. [...]

There are many reasons for the decline of one of the most celebrated tea drinking cultures in the world, but both one of the simplest and most significant might be this: tea, or really the kind of tea that has traditionally been drunk in the United Kingdom, is seen as being, well, kind of lame.²

“It has a serious image problem here,” said London-based Emma Clifford, who is the senior food and drink analyst at Mintel, an industry research group. “People, especially young people, are not excited about it at all. It’s just too mundane.” [...]

1 attraction

2 (*here*) boring, uninteresting, uncool

20 Before the British were abandoning their favorite pastime, they were going to battle
for its preservation. In the 1970s, right around the time that consumption of standard
black tea was hovering around record levels, a workplace dispute became a question
of great national interest. Tea breaks had been a part of the British workday since at
least the late 1700s, when workers brewed sugar-infused pots to keep their energy
up. But suddenly they were under attack. Or rather, the leisure with which they were
25 enjoyed was.

An effort, led by then-Prime Minister Margaret Thatcher, aimed to shorten the daily
breaks, which they argued were weighing British productivity down. It was, in some
senses, a revolt against the old British system by the new order. But tea breaks were
held in high regard, especially among those who enjoyed them: workers. Tea time
30 was considered a perk³, just as paid holidays, medical care, and reasonable wages
were. And so the effort to scale it back met fierce opposition, particularly from trade
unions, which led to a series of “tea break strikes”.

The battle to preserve tea breaks was, of course, lost — they are no longer the staple
they once were. And that defeat seems to have reverberated for decades, making its
35 way from the workplace to just about every other place in British society. [...]

Meanwhile, just across the Atlantic, Americans are fawning over tea. Sales of tea
quintupled between 1999 and 2013, according to data from Euromonitor. And they
continue to grow. Just last year, the market for black tea grew by 5 percent in the
United States.

40 Everything is relative. Even the coolness of standard black tea.

Roberto A. Ferdman, *The Washington Post*, May 4, 2016

3 advantage

1. Compréhension de l'écrit (10 points)

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

2. Expression écrite (10 points)

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

Sujet A

In the comment section below the article *The slow death of the most British thing there is*, you have read three different reactions posted by readers of the article.

Which one do you agree most with? Explain why and support your point of view with arguments and examples.

"It is important to preserve one's national habits and traditions."

"Is Britain really becoming a coffee-drinking country? So what? We live in a global world!"

"I believe that tradition and change can co-exist."

Sujet B

"Americans are loud... Germans drink a lot of beer... Italians are passionate... English people love talking about the weather... etc."

What is your opinion on nationality stereotypes? Why do they exist? Why are they so common? Are they wrong? Are they harmful or just funny? Illustrate your point of view with examples.