


SUJET

2020-2021

ANGLAIS

Première Technologique

ÉVALUATIONS COMMUNES

Modèle CCYC : ©DNE	
Nom de famille (naissance) : <small>(Suivi s'il y a lieu, du nom d'usage)</small>	<input type="text"/>
Prénom(s) :	<input type="text"/>
N° candidat :	<input type="text"/>
N° d'inscription :	<input type="text"/>
 RÉPUBLIQUE FRANÇAISE	(Les numéros figurent sur la convocation.)
Né(e) le :	<input type="text"/> / <input type="text"/> / <input type="text"/>

1.1

<h2>Évaluation Commune</h2>
CLASSE : Première
VOIE : <input type="checkbox"/> Générale <input type="checkbox"/> Technologique <input checked="" type="checkbox"/> Toutes voies (LV)
ENSEIGNEMENT :
DURÉE DE L'ÉPREUVE : 1h30
Niveaux visés (LV) : LVA B1-B2 LVB A2-B1
Axes de programme :
CALCULATRICE AUTORISÉE : <input type="checkbox"/> Oui <input checked="" type="checkbox"/> Non
DICTIONNAIRE AUTORISÉ : <input type="checkbox"/> Oui <input checked="" type="checkbox"/> Non
<input type="checkbox"/> 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.
<input type="checkbox"/> 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.
<input type="checkbox"/> 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

Évaluation Commune 2

LANGUES VIVANTES

ANGLAIS

Compréhension : 10 points

Expression : 10 points

Temps alloué : 1 heure et 30 minutes

L'usage de la calculatrice et du dictionnaire n'est pas autorisé.

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.

SUJET LANGUE VIVANTE : ANGLAIS

**ÉVALUATION 2 (3e trimestre de première)
Compréhension de l'écrit et expression écrite**

L'ensemble du sujet porte sur l'axe 8 du programme : **Territoire et mémoire**.
Il s'organise en deux parties :

1. **Compréhension de l'écrit**
2. **Expression écrite**

The author reflects on Queen Elizabeth 2, a Queen in the World

Sixty years on, her staying power has given the Queen a personal knowledge of global leaders unmatched by any other person alive. She has had, as house-guests, such near-mythic figures as Emperor Haile Selassie, General de Gaulle, Lech Walesa and Nelson Mandela; controversial twentieth-century monarchs such as the
5 Shah of Iran, Emperor Hirohito of Japan and King Faisal of Saudi Arabia; tyrants such as Ceauçescu of Romania and Mugabe of Zimbabwe; key first-generation African leaders such as Tanzania's Julius Nyerere, Kenneth Kaunda of Zambia, Mobutu Sese Seku of Zaire and Daniel arap Moi of Kenya; and central figures in Russian history such as Marshal Bulganin, Nikita Khrushchev (who took tea with her
10 and found her to his surprise 'completely unpretentious') and Vladimir Putin. A short book could be written just about her relations with US presidents from Truman and Eisenhower, through to Kennedy, Nixon and Reagan, to the Obamas today.

'Reader No. 1' has seen every significant secret Foreign Office cable or telegram, and much of the MI6 advice, about international crises and problems from
15 the 1950s onwards. As head of state of fifteen nations other than the United Kingdom, she has taken her overseas queenships very seriously. As head of the Commonwealth, she has had a ringside, inside seat for the epic stories of the Indian subcontinent, African decolonisation and the transformation of Asia. [...]

Most of her intercourse with world leaders has been at the level of the polite and
20 uncontroversial exchange of expressions of goodwill. Her job is to meet, to listen but not to interrogate. She is Britain's Department of Warmth, the Secretary of State for Friendship. The records of her long and frequent visit to other countries contain endless pictures of singing groups of children, cheering crowds, banquets and march-pasts. A gorgeous cavalcade of dresses, often by Norman Hartnell or Hardy
25 Amies, and hats, dresses or bags, shows the care taken to reflect local sensibilities.

The presents received, paintings, silver and goldware, jewellery, strange carved crocodiles and thrones and the rest, would fill a warehouse.

30 It is a curious business, this endless exchanging of gifts. Around the world, the corridors and studies of presidents, prime ministerial offices, and anterooms of official headquarters are stuffed with glass cases containing ceremonial swords, strangely
35 ugly ceramics or models made of silver. They are grand clutter which always need dusting. Hardly any provide pleasure. There are exceptions: Nelson Mandela gave Prince Philip a hand-painted chess set of African figures which would make anyone smile. Some are particularly ugly and pointless: who would want a gilt model oil-rig on a stand in a glass box from Saskatchewan ? But this is to miss the point. Gift-giving goes back to the earliest recorded human civilisations. It is a ritual to confirm lack of hostility, lack of war. Today the exchange of gifts is oil to smooth negotiations, balm for disappointing answers or grease to elicit better ones.

Andrew Marr, *The Diamond Queen*, 2011

1- Compréhension de l'écrit (10 points)

Account for the text **in English**, taking into consideration the nature of the document, the functions and responsibilities of the Queen, and the tone used by the author.

2- Expression écrite (10 points)

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

Question A

Buckingham Palace organises an exhibition to display the eclectic collection of gifts received by the Queen from over 100 countries. Imagine you are the guide to this exhibition and make a general presentation of it to visitors, explaining why it is important.

Question B

Is the exchange of gifts enough to maintain peace and improve relations between groups of people?