

# PREMIÈRE

## Enseignement Commun


### Évaluations Communes



**SUJET**

**2019 • 2020**

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

1.1

## Évaluation Commune

**CLASSE** : Première

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

**ENSEIGNEMENT** : ANGLAIS

**DURÉE DE L'ÉPREUVE** : 1h30

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

Axes de programme : AXE 3 ART ET POUVOIR

**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

**Compréhension de l'écrit et expression écrite**

L'ensemble du sujet porte sur l'axe 3 du programme : **Art et pouvoir**

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.

**Text 1**

*Sherman Alexie is an American poet and writer.*

1978: David, Randy, Steve and I decide to form a reservation doowop group, like The Platters. During recess, we practice behind the old tribal school. Steve, a falsetto, is the best singer. I am the worst singer. [...]

"What songs do you want to sing?" asks David.

5 "Track of My Tears," says Steve, who always decides this kind of things.

We sing, desperately trying to remember the lyrics to that song. We try to remember other songs. We remember the chorus to most, the first verse of a few, and only one in its entirety. For some reasons, we all know the lyrics to "Monster Mash". [...]

"We need a name for our group," says Randy.

10 "How about the Warriors?" I ask.

Everybody agrees. We've watched a lot of Westerns.

We sing "Monster Mash" over and over. We want to be famous. We want all the little Indian girls to shout out our names. Finally, after days of practice, we are ready for our debut. Walking in line, like soldiers, the four of us parade around the playground.  
15 We sing "Monster Mash". I am in front, followed by Steve, David, then Randy, who is the shortest, but the toughest Indian fighter our reservation has ever known. We sing. We are the Warriors. All the other Indian boys and girls line up behind us as we

march. We are heroes. We are loved. I sing with everything I have inside of me: pain, happiness, anger, depression, heart, soul, small intestine.

Sherman Alexie, *The Unauthorized Autobiography of Me*, 2011

## Text 2

*Mick Kelly is a poor teenager who is estranged from the people in her town.*

The announcer said they were going to play Beethoven's third symphony. She only halfway listened because she wanted to walk some more and she didn't care much what they played. Then the music started. [...]

5 How did it come? For a minute the opening balanced from one side to the other. Like a walk or a march. Like God strutting in the night. The outside of her was suddenly froze and only that first part of the music was hot inside her heart. She couldn't even hear what sounded after, but she sat there with her fists tight. After a while the music came again, harder and loud. It didn't have anything to do with God. This was her, Mick Kelly, walking in the daytime and by herself at night. In the hot sun and in the  
10 dark with all the plans and feelings. This music was her – the real plain her.

She could not listen good enough to hear it all. The music boiled inside her. Which? To hang on to certain wonderful parts and think them over so that later she would not forget – or should she let go and listen to each part that came without thinking or trying to remember? Golly! The whole world was this music and she could not listen  
15 hard enough. Then at last the opening music came again, with all the different instruments bunched together for each note like a hard, tight fist that socked at her heart. And the first part was over.

This music didn't take a long time or a short time. It didn't have anything to do with time going by at all. She sat with her arms held tight around her legs, biting her salty  
20 knee very hard. It might have been five minutes she listened or half the night. The second part was black-colored – a slow march. Not sad, but like the whole world was dead and black and there was no use thinking back how it was before. Then the music rose up angry and with excitement underneath. And finally the black march again.

25 But maybe the last part of the symphony was the music she loved the best – glad and like the greatest people in the world running and springing up in a hard, free way.

30

Wonderful music like this was the worst hurt there could be. The whole world was this symphony, and there was not enough of her to listen. It was over, and she sat very stiff with her arms around her knees. [...] Now that it was over there was only her heart like a rabbit and this terrible hurt.

Carson McCullers, *The Heart Is A Lonely Hunter*, 1940

## 1. Compréhension de l'écrit (10 points)

### Text 1 and Text 2

Give an account of the texts **in English** taking into consideration what we learn about the main characters (origin, age, etc.), their relation to others and the power of music. Pay particular attention to the tone in each text.

## 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

How important is music in your life? Why? Illustrate your point with examples.

### Sujet B

Here are three comments posted by Internet users on a blog about a protest singer. Choose a comment and explain why you agree with it.

**Comment 1:** "I admire singers like him who denounce things and try to change the world. Their power is greater than many people think."

**Comment 2:** "I don't think music is the best way to make things change. In my opinion, movies and books can make people react more than songs."

**Comment 3:** "Why don't musicians and artists directly help people in need and actually *do* something instead of simply denouncing things?"