

PREMIÈRE

Enseignement Commun


Évaluations Communes



SUJET

2019 • 2020

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

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

Évaluation Commune 2

LANGUES VIVANTES

ANGLAIS

Compréhension : 10 points

Expression : 10 points

Temps alloué : 1 heure 30

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 LANGUES VIVANTES : ANGLAIS

ÉVALUATION 2 (3^e trimestre de première)

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

Dad's shadow - A young woman talks about her father.

After he was arrested, my father became famous. It was 1966 – and Dad (or John Winthrop Latham, as he was known to everyone except his only child) was the first professor at the University of Vermont to speak out against the war in Vietnam. That spring, he headed a campus-wide protest that resulted in a sit-down demonstration

5 outside the Administration Building. My dad led three hundred students as they peacefully blocked the entrance for thirty-six hours, bringing university executive business to a standstill¹. The police and National Guard were finally called. The protestors refused to move, and Dad was shown on national television being hauled off to jail.

10 It was big news at the time. Dad had instigated one of the first major exercises in student civil disobedience against the war and the image of this lone, venerable Yankee in a tweed jacket and a button-down Oxford blue shirt, being lifted off the ground by a couple of Vermont state troopers, made it on the newscasts around the country.

15 “Your dad’s so cool!” everybody told me at high school the morning after his arrest. Two years later, when I started my freshman year at the University of Vermont, even mentioning that I was Professor Latham’s daughter provoked the same response. “Your dad’s so cool!” And I’d nod and smile tightly, and say, “Yeah, he’s the best.”

20 Don’t get me wrong. I adore my father. Always have, always will. But when you’re eighteen – as I was in ‘69 – and you’re desperately trying to establish just the smallest sort of identity for yourself, and your dad has turned into the Tom Paine² of both your

¹ to a standstill: to a stop

² Tom Paine (1737-1809): a British-born American philosopher who supported the fight for American Independence

home town and your college, you can easily find yourself dwarfed³ by his lanky, virtuous shadow.

25 I could have escaped his high moral profile by transferring to another school. Instead, in the middle of my sophomore⁴ year, I did the next best thing: I fell in love.

Dan Buchan was nothing like my father [...]. He was from a nowhere town in upstate New York called Glen Falls. His father was a maintenance man in the local school system, his late mother had run a little manicure shop in town and Dan was the first member of his family to go to college at all, let alone medical school.

30 He was also one shy guy. He never dominated a conversation, never imposed himself on a situation. But he was a great listener – always far more interested in what you had to say. I liked this. And I found his gentle reticence to be curiously attractive. He was serious – and unlike everyone I met in college back then, he knew exactly where he was going. On our second date he told me over a beer or two that he really didn't want to get into some big ambitious field like neurosurgery. And there was no way that he
35 was going to “pull a major cop out”⁵ and choose a big bucks⁶ specialty like dermatology. No, he had his sights set on Family Medicine.

“I want to be a small country doctor, nothing more,” he said.

Douglas Kennedy, *State of Union*, 2005

1. Compréhension de l'écrit (10 points)

Give an account of the text in **English**, taking into consideration the context, the specificities of the characters and their relationship and how these elements influence the building of identity in the text.

2. Expression écrite (10 points)

Vous traiterez en anglais, et en 120 mots au moins, l'un des deux sujets au choix (A ou B).

Sujet A

Imagine a conversation between the narrator and her father over her choice of a boyfriend.

Sujet B

What do you think can help teenagers build their personality? Illustrate your position.

³ dwarfed: made smaller, dominated

⁴ my sophomore year: my second year at university

⁵ pull a major cop out: find an escape

⁶ buck: dollar