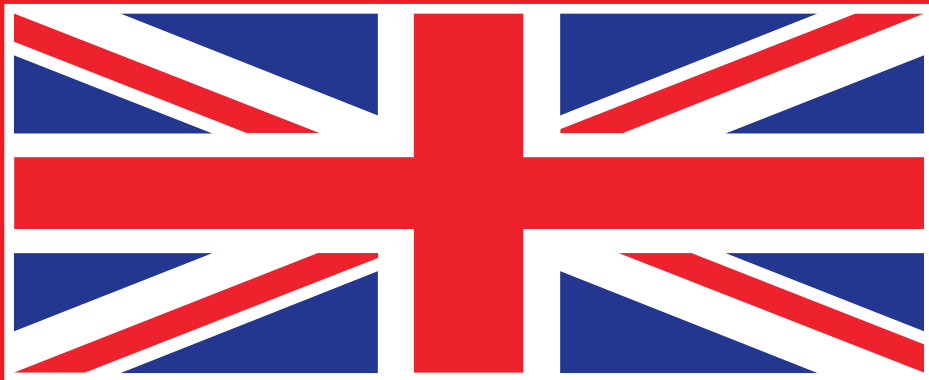
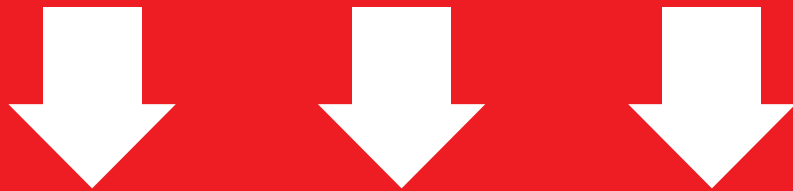


PREMIÈRE

Enseignement Commun

Évaluations Communes




SUJET

2019 • 2020

 www.freemaths.fr

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


Liberté • Égalité • Fraternité
RÉPUBLIQUE FRANÇAISE

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 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 1 du programme : **Identités et échanges**.
Il s'organise en deux parties :

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

Teenagers representing indigenous designers through their prom dresses go viral – the tweet has been liked more than 13,600 times

Spring has sprung, which means prom season has officially begun. A seminal¹ moment for American teenagers, the annual high school dance is a tradition marked by celebratory and sartorial² splendour, with 17 and 18-year-olds across the country fixing up and looking sharp to revel as their school years draw to a close.

5 Such is prom's social reverence, that when writer Ruth H. Hopkins posted a series of snaps on Twitter of three high school girls wearing Native-printed gowns to their dance, it went viral, with commenters lauding the designs for celebrating the rich heritage of Native culture.

10 "Native prom dresses from this past weekend, in North Dakota, South Dakota and Oklahoma. From Designs by Della," reads Hopkins' tweet, which captions three images of young prom-attendees clad in the unique gowns.

15 Bella Aiukli Cornell, one of the girls pictured, donned³ a strapless scarlet dress with an embroidered bodice. Speaking to *Teen Vogue*, Cornell explained why the colour red bears such significance in Native communities: "Red dresses are important to the Native community because it helps bring awareness to the Missing and Murdered Indigenous Women in Indian Country #MMIW," she said.

20 She added that she was thrilled to wear this particular gown because it recognised the talent of Native designers and honoured the indigenous culture she identifies with: "I am a Chahta girl and representation matters, especially when we're expressing ourselves through couture," she added, referencing the Oklahoma-occupying Choctaw Nation, which is where she is from.

¹ seminal = crucial

² sartorial = related to clothes

³ don = wear

25 Designs by Della is an independent Montana-based label founded by Della Bighair-Stump, whose colourful beaded gowns champion Native culture. “My creations come from me and the native designs represent where I come from,” she told *The Independent*. “I’m an enrolled member of the Crow tribe in Montana, USA. My grandparents and mother taught me sewing, beading and the different geometric designs & florals of our tribe. I always wanted to represent where I come from in my clothing but with a modern day twist.” All of her designs are one-of-a-kind pieces, and aside from sporadic collaborations with local jewellers, she produces
30 everything herself.

After Hopkins’ tweet, which has since been liked by more than 13,600 users, Bighair-Stump has been inundated with messages as commenters have lauded the designer for her bespoke creations.

35 “Wow those look absolutely amazing,” wrote one person. “Thanks for sharing. So beautiful.”

“It makes me cry,” added another. “Seeing the youth embracing their culture like this is so beautiful. I’m so proud of them.”

Olivia Petter, *The Independent*, April 24, 2018, www.independent.co.uk

1. Compréhension de l’écrit (10 points)

Give an account of the text **in English**, taking into consideration the central topic of the article, how identities are represented, the role of exchanges and the impact of the repetitive use of quotations on the reader.

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

After participating as an American student in the prom dance where a girl was proudly wearing a Native dress, you write an entry in your diary relating the evening and your reaction to what she chose to wear.

Sujet B

What do you think of the impact of social networks on the way people talk about themselves?