

# PREMIÈRE

## Enseignement Commun


### Évaluations Communes



**SUJET**

**2019 • 2020**

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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"/>
	
Né(e) le :	<input type="text"/> / <input type="text"/> / <input type="text"/>
	<small>(Les numéros figurent sur la convocation.)</small>

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 2 du programme : **Espace privé, espace public.**

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

My childhood was protected by love and a comfortable home. Yet, while still a very young child, I began instinctively to feel that there was something lacking, even in my own home, some false conception of family relations, some incomplete ideal.

5 This vague feeling of mine began to shake itself into the conviction about the time my brother and I were sent to school. The education of the English boy, then as now, was considered a much more serious matter than the education of the English boy's sister. My parents, especially my father, discussed the question of my brothers' education as a matter of real importance. My education and that of my sister were scarcely discussed at all. [...] A girl's education at that time seemed to have for its  
10 prime object the art of 'making home attractive'—presumably to migratory male relatives. It used to puzzle me to understand why I was under such a particular obligation to make home attractive to my brothers. [...]

The answer [...] came to me unexpectedly one night when I lay in my little bed waiting for sleep to overtake me. It was a custom of my father and mother to make  
15 the round of our bedrooms every night before going themselves to bed. When they entered my room that night I was still awake, but for some reason I chose to feign slumber. My father bent over me, shielding the candle flame with his big hand. I cannot know exactly what thought was in his mind as he gazed down at me, but I heard him say, somewhat sadly, 'What a pity she wasn't born a lad.'

20 My first hot impulse was to sit up in bed and protest that I didn't want to be a boy, but I lay still and heard my parents' footsteps pass on toward the next child's bed. I thought about my father's remark for many days afterward, but I think I never decided that I regretted my sex. However, it was made quite clear that men considered themselves superior to women, and that women apparently acquiesced in that belief.

25 I found this view of things difficult to reconcile with the fact that both my father and my mother were advocates of equal suffrage. [...] From reading newspapers aloud to my father I had developed a genuine interest in politics. [...] I was 14 years old when I went to my first suffrage meeting.

Emmeline Pankhurst, *Suffragette, My Own Story*, 1914

## Text 2

### **Megan Rapinoe and Alex Morgan call for equal pay after winning women's world cup**

World Cup winners Megan Rapinoe and Alex Morgan Alex Morgan have appeared on the cover of the latest issue of *Sports Illustrated*, highlighting the importance of equal pay in football in the magazine.

5 The US women's football team has been vocal in their fight for equal pay in football for several years, with 28 members of the squad filing a gender discrimination lawsuit against the US Soccer Federation in March.

10 Their plight for equal pay has received increased levels of attention as of late thanks to their victorious World Cup campaign, resulting in a resounding chorus of "equal pay" being chanted around the Parc Olympique Lyonnais stadium following Sunday evening's final.

In the latest issue of *Sports Illustrated*, out on 15 July, Golden Boot winner Rapinoe explained that the next step in achieving equal pay in football is to back up words with actions.

15 "This game has done so much for all of us. We've put so much into it. It's a testament to the quality on the field, and I don't think everything else is matching that," Rapinoe stated. [...]

The US women's football team has won four out of eight Women's World Cups since the first tournament was held in China in 1991.

20 The total prize money awarded to the teams competing in this year's Women's World Cup was approximately \$30m (£24m). Meanwhile, the total prize money awarded to the men's teams who competed in last year's Men's World Cup was around \$400m (£315m), more than 10 times the amount.

Sabrina Barr, [www.independent.co.uk](http://www.independent.co.uk), July 9, 2019

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

Give an account, **in English** and in your own words, of text 1 and then of text 2.

In your **account of text one**:

- identify the nature of the text and its main topic,
- present the characters involved and their opinions on the topic,
- explain the narrator's reaction after she heard her father's remark,
- explain why this episode is important in the narrator's life.

In your **account of text two**:

- present the people mentioned and the topic of the article,
- explain Megan Rapinoe's statement "This game has done so much for all of us" (l. 14),
- explain what the journalist wants to show when she mentions some amounts of money in the last lines of the text.

**After your accounts of texts 1 and 2, say and explain what link can be drawn between Emmeline Pankhurst and Megan Rapinoe.**

### 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 does education contribute to promoting equality?

#### Sujet B

For Women's Day, the head teacher at your school wants to promote the fight against gender discrimination. He asks students to give speeches in class to sensitize their classmates to this cause. Write your speech.