TRAINING !

BAC BLANC

ANGLAIS

TERMINALE GÉNÉRALE
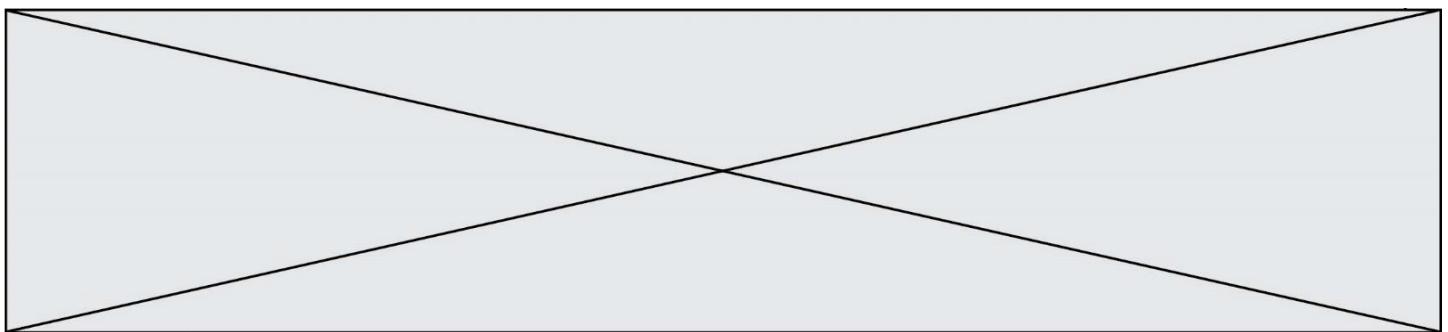
ANGLAIS – ÉVALUATION 3

Compréhension de l'oral, de l'écrit et expression écrite

L'ensemble du sujet porte sur **l'axe 4** du programme : **Citoyenneté et mondes virtuels**.

Il s'organise en trois parties :

1. Compréhension de l'oral

2. Compréhension de l'écrit

3. Expression écrite

Afin de respecter l'anonymat de votre copie, vous ne devez pas signer votre composition, ni citer votre nom, celui d'un camarade ou celui de votre établissement.

Vous disposez tout d'abord de **cinq minutes** pour prendre connaissance de **la composition** de l'ensemble du dossier et des **consignes** qui vous sont données.

Vous allez entendre trois fois le document de la partie 1 (compréhension de l'oral).

Les écoutes seront espacées d'une minute.

Vous pouvez prendre des notes pendant les écoutes.

À l'issue de la troisième écoute, vous organiserez votre temps (**1h30**) comme vous le souhaitez pour rendre compte **en français** du document oral et pour traiter **en anglais** la compréhension de l'écrit (partie 2) et le sujet d'expression écrite (partie 3).

Les documents

Document video

Titre : *Virtual warriors: US Army using video game tournaments to recruit new generation of soldiers*
Source : CBS News This Morning, March 28, 2019

Texte

From video game to day job:
How 'SimCity' inspired a generation of city planners

Jason Baker was studying political science at UC Davis when he got his hands on "SimCity." He took a careful approach to the computer game.

"I was not one of the players who enjoyed Godzilla running through your city and destroying it. I enjoyed making my city run well."

5 This conscientious approach gave him a boost in a class on local government. Instead of writing a term paper about three different models for how cities can develop, Baker proposed building three scenarios in "SimCity," then letting the game run on its own and writing about how his virtual cities fared.

He ended up getting an A. Playing "SimCity," Baker said, "helped remind me of the
10 importance of local government, which is what I ended up doing for a living."

Today, Baker is the vice president of transportation and housing at the nonprofit Silicon Valley Leadership Group. He served as a council member in Campbell, Calif., from 2008 to 2016, a tenure that included two stints as mayor.

Thirty years ago, Maxis released "SimCity" for Mac and Amiga. It was succeeded
15 by "SimCity 2000" in 1993, "SimCity 3000" in 1999, "SimCity 4" in 2003, a version for the Nintendo DS in 2007, "SimCity: BuildIt" in 2013 and an app launched in 2014.

Along the way, the games have introduced millions of players to the joys and frustrations of zoning, street grids and infrastructure funding — and influenced a
20 generation of people who plan cities for a living. For many urban and transit planners, architects, government officials and activists, "SimCity" was their first taste of running a city. It was the first time they realized that neighborhoods, towns and cities were things that were planned, and that it was someone's job to decide where streets, schools, bus stops and stores were supposed to go.

25 **Bitten by the city-building bug**

"I used to draw maps of cities for fun. I had no idea it was an actual career," said Nicole Payne, now a program official for the National Assn. of City Transportation

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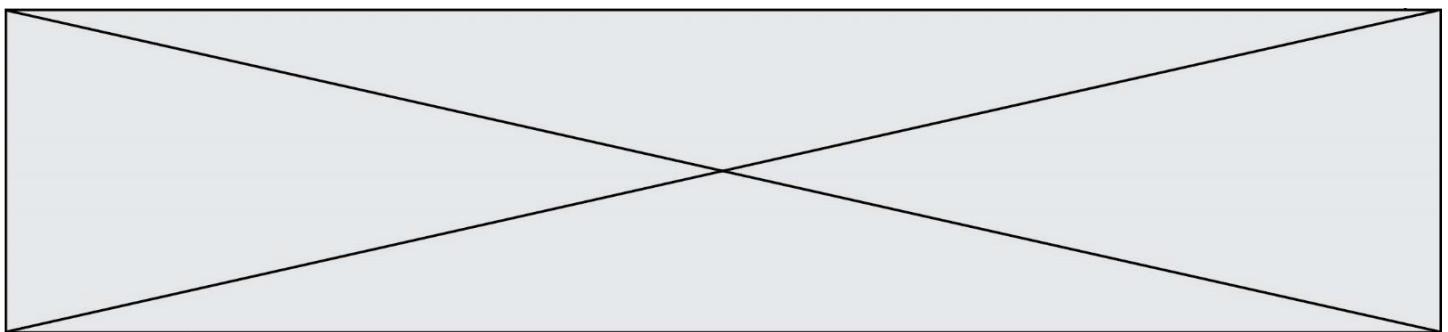
Officials in New York City. When she was 10, a librarian saw her drawings and told her there was a video game she should try.

30 "I wouldn't be where I am today without 'SimCity,'" she said.

Cuong Trinh played "SimCity" in a summer school class in junior high. Years later, after getting his undergraduate degree, he wanted to travel but because he was under 25, he had to rule out cities where he would need to rent a car to get around.

"That's what really got me thinking about urban planning and 'SimCity,' where you
35 put in trains, where you help people move," said Trinh, now acting senior transportation planner for Caltrans in downtown L.A.

Jessica Roy, *Los Angeles Times*, March 5, 2019

1. **Compréhension de l'oral** (10 points)

En rendant compte, **en français**, du document, vous montrerez que vous avez identifié et compris :

- la nature et le thème principal du document ;
- la situation, les événements, les informations ;
- les personnes (ou personnages), leur fonction ou leur rôle et, le cas échéant, leurs points de vue et la tonalité (comique, ironique, lyrique, polémique, etc.) de leurs propos ;
- les éventuels éléments implicites ;
- le but, la fonction du document (relater, informer, convaincre, critiquer, dénoncer, divertir, etc.).

2. **Compréhension de l'écrit et de l'ensemble du dossier** (10 points)

   a- Compréhension du texte

Give an account of the text, **in English** and in your own words, taking into consideration what the author of the article wants to show and what strategies she uses to engage the reader. Say whether this article is more promotional or informative according to you.

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b- Compréhension de l'ensemble du dossier (document vidéo et texte)

Consider the **two documents** and explain how the links between virtual reality and citizenship are actually shown.

3. Expression écrite (10 points)

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

Sujet A

Your new university has asked you to write a post on their student blog entitled: "*What has inspired my choice of studies and career path*". Write the post.

Sujet B

Discuss the following quote by American author Diane Ackerman:

"*Play is our favourite way of learning.*"

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