

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 7** du programme : **Diversité et inclusion**.

Il s'organise en trois parties :

1. Compréhension de l'oral
2. Compréhension de l'écrit
2. 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 vidéo

Titre : *Michelle Obama's Final Speech as First Lady* (extracts)

Source : ABC News, January 6, 2017

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 :									
 Liberté • Égalité • Fraternité RÉPUBLIQUE FRANÇAISE	<small>(Les numéros figurent sur la convocation.)</small>																			
Né(e) le :			/			/														

1.1

Texte

My teenage daughter doesn't want me to go to the PTA¹ meeting in a sari. "No way," she said the other day. "You'll have to dress differently, Ma. I haven't seen anybody's Mom in a sari at school."

5 "She's right," my son had interjected. "You can't live in America and not dress like the Americans. It looks so odd," he said.

"You'd be more comfortable in a skirt or even a pair of slacks, anyway," my daughter said after a while, pulling the two size too big shirt over her shoulder. "You won't have to wrap yards of material around you."

10 "Besides there's no point in being cons... cons..." my son stammered. "Conspicuous," his sister said. "We'll see," I said, glossing my frustration with a smile. I didn't want to admit that unknown to them I have begun to teeter² on the edge of buying a western dress. Much as I hate the idea of masquerading in an alien garb, I have begun to feel uncomfortable in a sari. I have not told my children about my frequent visits to Milady's, a store in center city, outside which I have stood for long moments, drawing strength
15 from the mannequins behind the plate-glass windows. I have imagined myself going in and buying one of those dresses that hug their flawless figures and standing beside them in the show window. But always at the moment of stepping in, I have staggered³ at the door, suddenly reigned in by doubts. What if I can't walk? What if I trip and fall? What if I become a stranger to myself? What if I can't recognize myself? And then, I
20 have scurried home nursing yet another sense of failure.

Today, however, I am determined to select a dress and take my family by surprise. I want to see the wonder on my children's faces and admiration in my husband's eyes as I walk into the room and stand before them like a mannequin, totally transformed. I want to show them that I too can cast off the old wrappings and become a brand-new
25 person – like my cousin, Mira.

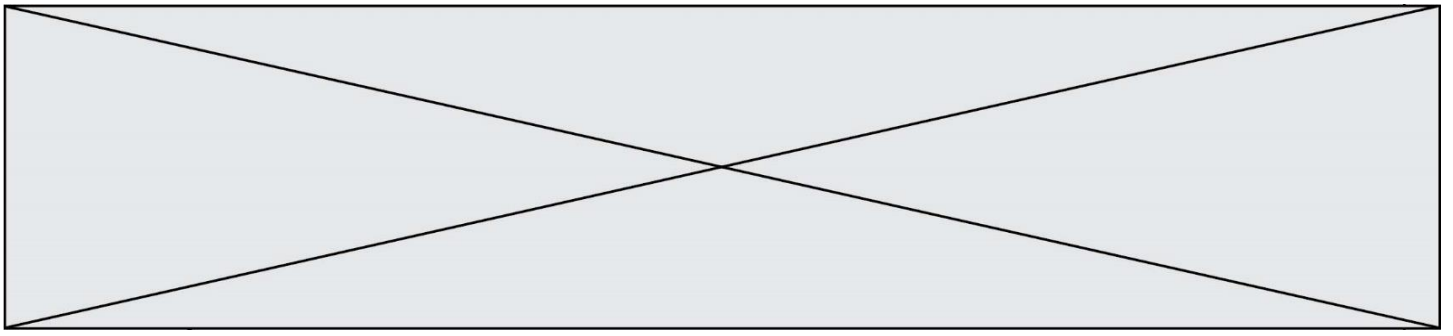
"Look at Aunt Mira," my son had said last night. "She's new to this country, but she's got adjusted so quickly!" And my daughter had whispered wistfully⁴, "Wish you could dress like her, Ma! She looked so elegant in that black shirt. And that new hair style suits her so well!"

¹ PTA: parent-teacher association

² teeter: vaciller

³ stagger: chanceler

⁴ wistfully: mélancoliquement



30 I think of Govind. He has never asked me to give up wearing a sari. But he too admires Mira, doesn't he? Only the other night, when I was hanging his clothes in the closet, he had said casually, "Mira's quite a woman, isn't she? She seems to have adjusted so well to this part of the world."

35 "She doesn't have any responsibilities so she can spend all her money the way she likes and buy those expensive dresses and show off," I had said in one breath. Govind had laughed and rubbed his glasses against his sleeve. "What she wears isn't important," he had observed. "It's how she responds to the world around her and how she carries herself that makes all the difference."

Vijay Lakshmi, "Mannequins", *Pomegranate Dreams & Other Stories*, 2002

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 (10 points)

Give an account of the text, **in English** and in your own words, focusing on the mixed feelings of the mother and taking into consideration the difficulty to remain faithful to one's cultural identity when trying to assimilate into a new country.

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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

The narrator finally gets a western dress for the school meeting. Back home after the evening she writes an email to her best friend in India to tell her how she felt about it. Write the email.

Sujet B

Michelle Obama thinks that “with [...] a good education anything is possible”. Do you agree with her? Why or why not?