

**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**
- 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 audio**

**Titre** : *As Demographics Shift, Kids' Books Stay Stubbornly White*

**Source** : NPR (National Public Radio), June 25, 2013

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 :									
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Né(e) le :			/			/														

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## Texte

Every year since I started at St. Francis, Mom comes to my room the night before school and starts to give me the Talk. Tonight, she's taking a while to get to it, but I know it's coming. She asks questions she already knows the answers to—have I registered to take the SATs<sup>1</sup> yet, and am I still going to tutor at the rec<sup>2</sup>, now that

5 school has started?—and then she says, "Jade, are you going to make some friends this year?"

Here it is. The Talk.

"Really, Mom?"

"Yes, really. You need some friends."

10 "I have Lee Lee."

"You need friends who go to St. Francis. You've been there for two years. How is it that you haven't made any new friends?"

"Well, at least I haven't made enemies," I say.

Mom sighs. [...]

15 Mom doesn't understand that I want to have Lee Lee to look at when something funny happens—something that's only funny to us. Our eyes have a way of finding each other no matter where we are in a room so we can give each other a look. A look that says, *Did you see that?* But at St. Francis, I don't have anyone to share that look with. Most things that seem ridiculous to me are normal there. Like when my

20 humanities teacher asked, "Who are the invisible people in our community? Who are the people we, as a society, take for granted?"

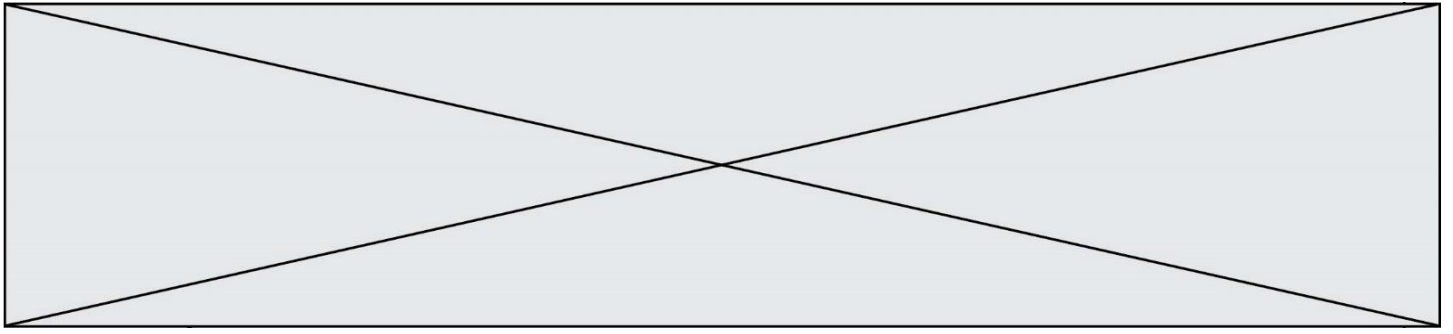
Some girl in my class said her housekeeper.

It wasn't that I didn't think she took her housekeeper for granted; it was that I couldn't believe she had one. And then so many of my classmates nodded, like they could all

25 relate. I actually looked across the room at the only other black girl in the class, and she was raising her hand, saying, "She took my answer," and so I knew we'd probably never make eye contact about anything. And I realized how different I am from everyone else at St. Francis. Not only because I'm black and almost everyone

<sup>1</sup> SATs: Scholastic Aptitude Tests (from 1926 to 1993), renamed Scholastic Assessment Tests in 1993

<sup>2</sup> rec: (short for "recreation") an after-school club



30 else is white, but because their mothers are the kind of people who hire housekeepers, and my mother is the kind of person who works as one.

Lee Lee would get that. She'd look at me, and we'd have a whole conversation with only our eyes. But now I have to wait till I get home from school to fill her in on the crazy things these rich people say and do.

35 Mom keeps on with her talk. "I really wish you'd make at least one friend—a close friend—this year at your school," she says. Then she says good night to me and walks into the hallway, where she turns and says, "Almost forgot to remind you—did you see my note on the fridge? You have a meeting with Mrs. Parker during lunch tomorrow."

"On the first day of school? About what?"

40 Mom shrugs. "She didn't give me details. Must be about the study abroad program," she says with a smile.

"You think so?" For the first time in—well, for the first time ever—I am excited to talk to Mrs. Parker. This is the year that teachers select students to volunteer in a foreign country and do service learning projects. That was the thing that made me want to attend St. Francis. Well, that and the scholarship. When we met with Mrs. Parker, my  
45 guidance counselor, I think she could tell I was not feeling going to school away from my friends. But she knew from my application essay that I wanted to take Spanish and that I wanted to travel, so she said, "Jade, St. Francis provides opportunities for our students to travel the world." She had me at that. Of course, she didn't tell me I'd  
50 have to wait until I was a junior.

Renée Watson, *Piecing Me Together*, 2017

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

Vous rendrez compte **en français** de ce que vous avez compris du document.

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

First give an account of the text **in English** and in your own words, focusing on the narrator's situation and background, paying attention to her feelings and taking into

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consideration her relationship with others. Then consider the **two documents** and compare how they raise the issue of cultural diversity in education.

### 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

Jade applies for the study abroad program. Write her application letter.

#### Sujet B

Explain how school can be a place of inclusion. Illustrate with examples.