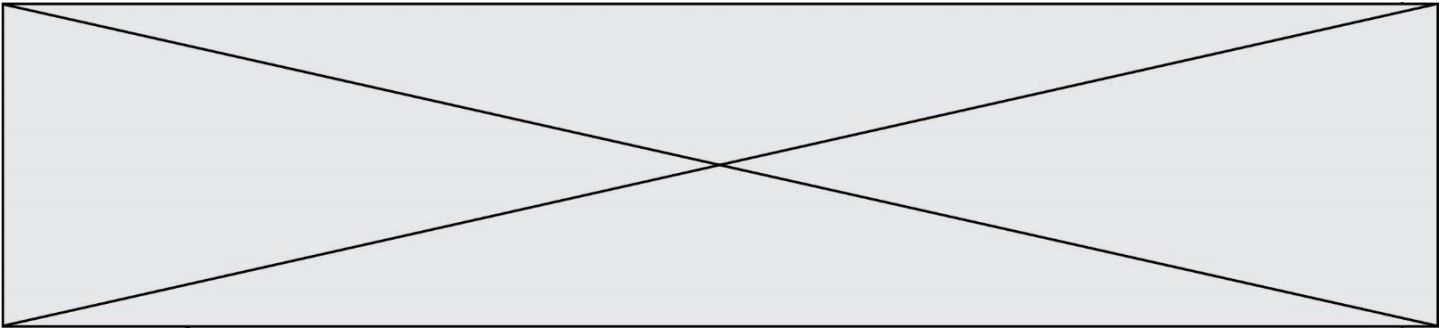


**TRAINING!**

**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 vidéo

**Titre** : 'School shooting survivors demand action on gun control'

**Source** : www.us.cnn.com, 19 February 2018

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Nom de famille (naissance) : <small>(Suivi s'il y a lieu, du nom d'usage)</small>																				
Prénom(s) :																				
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 LIBERTÉ • ÉGALITÉ • FRATERNITÉ RÉPUBLIQUE FRANÇAISE	<small>(Les numéros figurent sur la convocation.)</small>																			
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1.1

## Texte 1

### These Kids Are Done Waiting for Change

NASHVILLE — In real life, Nya Collins, Jade Fuller, Kennedy Green, Emma Rose Smith, Mikayla Smith and Zee Thomas had never met as a group when they came together on Twitter to organize a youth march against police violence. [...]

5 On June 4, five days later, the founding members of *Teens for Equality* — as the young women, ages 14 to 16, call their organization — were leading a march of protesters some 10,000 strong, according to police estimates. “I was astonished,” Kennedy Green, 14, told me in a phone interview last week. “I did not know there were that many people in Nashville who actually see a problem with the system. I was like, ‘Oh, my gosh, there are so many people here who actually care.’”

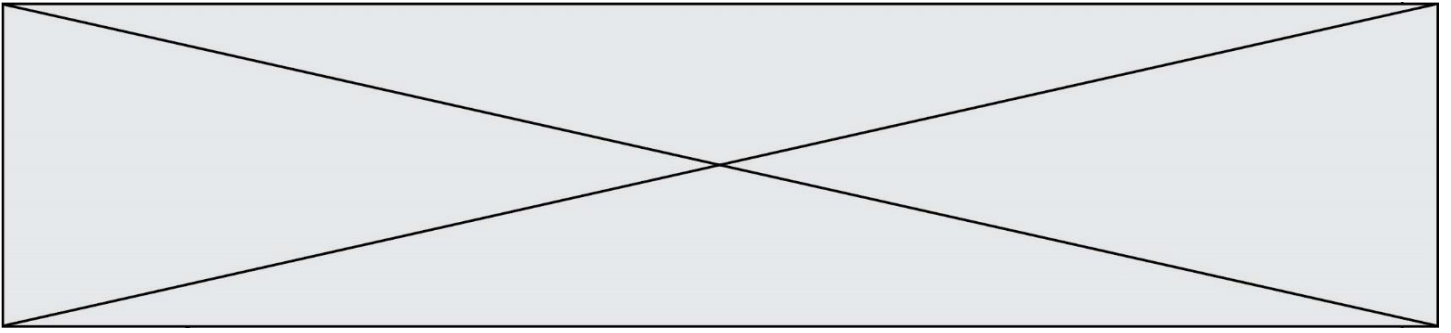
10 The protesters, most in their teens and 20s, chanted “Black lives matter” and “No justice, no peace” and “Not one more” as they marched for more than five hours. [...]

15 “As teens, we are desensitized to death because we see videos of black people being killed in broad daylight circulating on social media platforms,” said Zee Thomas, 15, in a speech that opened the march. “As teens, we feel like we cannot make a difference in this world, but we must.”

They already have. The march they organized — with advice from the local chapter of Black Lives Matter — was one of the largest protests against white supremacy in Nashville history. Mayor John Cooper has responded to the protests by announcing that Nashville police officers will begin wearing body cameras next month. [...]

20 When these *Teens for Equality* look around them, what they see is the strength in their numbers and the power of their own voices. [...]

Margaret Renkl, Adapted from [www.thenewyorktimes.com](http://www.thenewyorktimes.com), June 15, 2020



## Texte 2

### The rising role of social media in activism

Social media is an increasingly influential part of our society and our world. Especially for Generation Z, with less and less young people reading and watching the news, the youth relies on social media to bring us information and notify us about the current events happening in our world.

- 5 Activists have utilized social media to widespread awareness about topics important to them and others, and use social media to organize protests and events in the real world. But how effective is it really?

Social media is a very efficient tool in the dissemination of information about ways we can take action offline, whether that be in the form of having conversations with people face to face, to attending political events such as protests. [...]

10 For example, the #BlackLivesMatter tag raised awareness on police violence against black people through social media sites like Twitter, with many celebrities and politicians chipping in.

But it's hard to measure how well things like petitions and hashtags apply to the situation in the real world past our fingertips.


15 One of the downsides of social media activism is the fast-moving pace of information. When people, mainly teens, see someone post about something they automatically believe it. Critics of social media argue that people are only learning one side of the story, and [it] makes society overall more biased or ignorant. [...]

20 There's also the downside of laziness and non-commitment to trying to create change: the term "slacktivism" refers to when young people discover an issue in our world through a post on Instagram or a Tweet, and are quick to spread the message by reposting or retweeting, but not putting any effort in trying to create change. [...]

Sammie Stever-Zeitlin, [www.shsoutherner.net](http://www.shsoutherner.net), December 13, 2019

*The Southerner* is the student-written and student-produced newspaper of South High School in Minneapolis, Minnesota.

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RÉPUBLIQUE FRANÇAISE

1.1

## 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)

### a- Compréhension du texte 1

Give an account of text 1, **in English** and in your own words, taking the persons involved, places and situations into consideration.

### b- Compréhension du texte 2

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

Explain what the negative sides of using the social networks can be.

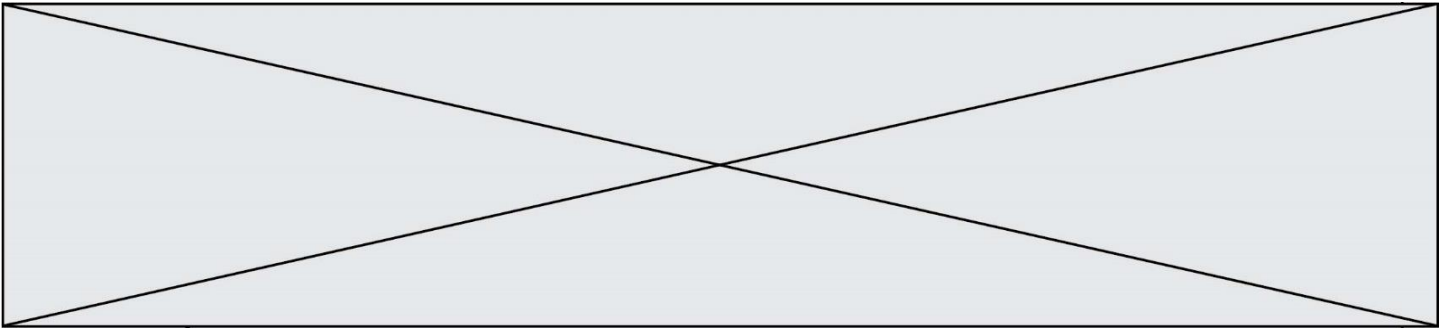
### c- Compréhension des deux textes

After your accounts of texts 1 and 2, answer the following questions:

What theme do the two texts have in common?

In relation to this theme, what are the similarities and differences between the two points of view expressed in the texts?

To what extent do these articles illustrate the notion of citizenship?



### 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

You are a student and want to post on one of the following issues on the social networks, in order to encourage people to take action with you.

Choose one of the following theme, and write your post.

1/ You are revolted by racial discrimination and decide to encourage your high school's peers to act under the hashtag #blacklivesmatter#

2/ You are an American student and you really feel concerned about mass shootings and gun control issues. Voice your opinion on the social networks under the hashtag #Marchforourlives#

3/ You are concerned with environmental issues and want to change people's habits and raise people's awareness. Post on the social networks so as to rally people to your cause. Write under the hashtags #ecofriendly#savetheplanet#

#### Sujet B

To what extent do you think social networks can play a role in trying to change our society?