

TRAINING!

BAC BLANC

ANGLAIS

**TERMINALE
TECHNOLOGIQUE**



ANGLAIS – ÉVALUATION 3

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

L'ensemble du sujet porte sur l'**axe 6** du programme : **Innovations scientifiques et responsabilité**.

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: *California Fires: Why doesn't Silicon Valley solve climate change?*

Source : CBC News (Canada) | The Weekly with Wendy Mesley, 3 Nov. 2019

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1.1

Texte 1

Day One

Saturday, June 4th

Alyssa

Mom's not there anymore. Instead she's standing in the doorway between the kitchen and the living room. She's just standing there, the dog's empty waterbowl still in her left hand. I get a chill, but I don't yet know why.

"What's so important that you gotta drag me out of—"

"Shush!" Mom says. She rarely shushes Dad. She'll shush me and Garrett all day, but my parents never shush each other. It's an unspoken rule.

She's watching the TV, where a news anchor is blathering about the "flow crisis." That's what the media's been calling the drought, ever since people got tired of hearing the word "drought." Kind of like the way "global warming" became "climate change," and "war" became "conflict." But now they've got a new catchphrase. A new stage in our water woes. They're calling this the "Tap-Out." [...]

Suddenly the image switches to a live press conference, where the governor addresses a gathering of antsy reporters. [...]

"As a precautionary measure, all county and municipal water districts in Southern California are temporarily rerouting all resources to critical services. But I cannot stress enough the need to keep calm. I'd like to personally assure everyone that this is a temporary situation, and that there is nothing to be concerned about." The media begins to bombard him with questions, but he ducks out without answering a single one.

"Looks like Kingston's water bowl isn't the only one that's run dry," Uncle Basil says. "I guess we're gonna have to start drinking out of the toilet, too." My younger brother, Garrett, who's been sitting on the couch waiting for normal TV to return, makes the appropriate face, which just makes Uncle Basil laugh. "So," Dad says to Mom half-heartedly, "at least the plumbing problem isn't my fault this time." I go to the kitchen to try the tap myself—as if I might have the magic touch. Nothing. Not even the slightest dribble. Our faucet has coded, and no



amount of resuscitation will bring it back. I note the time, like they do in the emergency room: 1:32 p.m., June 4th.

Everyone's going to remember where they were when the taps went dry, I think. Like when a president is assassinated.

Neil Shusterman, *Dry*, 2018

Texte 2

Why we left California and just kept driving east

Despite the horrible air last Wednesday, packing felt almost normal: We had already been planning to leave that weekend. In another year, we would have gotten away to savor the golden light of September, gone camping at the beach, tried to hang onto the sweetness of summer. This year, my only goal was—Just get someplace we can see the sky. Just get someplace where we all can breathe. And that is how last Thursday we hit the road, hoping to stop on the eastern side of the Sierra, hoping to perch in a small cabin my friends sometimes rent out.

However: that was not to be. I did not realize the full magnitude of the smoke blowing down from Oregon. By the time we arrived, the mighty Sierra Nevada Mountains, generally acknowledged to be a geological feature of great magnitude, were completely obscured by falling ash. The air (which is unhealthy after 100) was 353. We had already been driving through smoke for four hours. My husband and I looked at each other. We could not bring ourselves to drive home. We bought some hot dogs at a forlorn-looking stand in South Lake Tahoe. And then we floored it, further east.

We had been driving for eight full hours before the smoke cleared somewhere just outside Fallon, Nevada. Emerging outside it was a bit like being in that scene where Dorothy arrives in Oz¹, and the world flips back to color. I marveled at the reddish sand, at the delicate sage, at the wide cobalt blue of the sky. The kids got out and were delighted simply to play with rocks at a tumbleweed-filled pullout at the side of the road. We felt awe as the air, like some mysterious, sweet elixir, sank deep into our lungs. And we looked back at what we had just

¹ Oz is a magical world in the novel *The Wizard of Oz*.

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1.1

left: a wall of smoke and haze that extended behind us north and south as far as the eye could see. Eventually we got in the car and kept driving east. The wall of smoke receded behind us for hours. [...]

Tess Taylor, cnn.com, September 20, 2020

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, paying particular attention to the following elements:

- the setting and the circumstances regarding the events related in the extract,
- the main characters and how they react to the governor's announcement,
- the atmosphere and the way that day is depicted.

b- Compréhension du texte 2

Give an account of text 2, in English and in your own words, focusing especially on lines 18-24:



“Emerging outside it was a bit like being in that scene where Dorothy arrives in Oz, and the world flips back to color. I marvelled at the reddish sand, at the delicate sage, at the wide cobalt blue of the sky. The kids got out and were delighted simply to play with rocks at a tumbleweed-filled pullout at the side of the road. We felt awe as the air, like some mysterious, sweet elixir, sank deep into our lungs.”

c- Compréhension des deux textes

After your accounts of texts 1 and 2, explain how these texts deal with the impact of climate change on everyday life in California.

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

After their long trip away from the wildfires, Tess Taylor and her husband decide they are not coming back to California. They explain their decision in an email to their Californian friends. Write the email.

Sujet B

Do you think Silicon Valley has an important role to play in solving climate change?