

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 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).

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

Les documents

Document audio

Titre : “The lesson that Dr King tried to teach us”, Ruby Bridges

Source : AmeriCorps, Martin Luther King Day Legacy: Ruby Bridges, Dec. 20, 2011

<https://www.nationalservice.gov/special-initiatives/days-service/martin-luther-king-jr-day-service/>

Texte

O suspected his teachers were relieved that he didn't draw attention to himself by acting up or flunking or being a star student. Clearly some of them expected bad behavior. They would have been a little nervous of a black boy giving them a hard time, but others may have wanted him to, so that they could punish him. Sometimes they were taken aback by O scoring 100 percent on a pop quiz in math, or knowing that bronze was made of tin and copper, or that Berlin had a wall dividing it in two. They shot him looks that revealed suspicions he was cheating somehow, though actually he had gained much of his knowledge from overhearing Sisi as she did her homework.

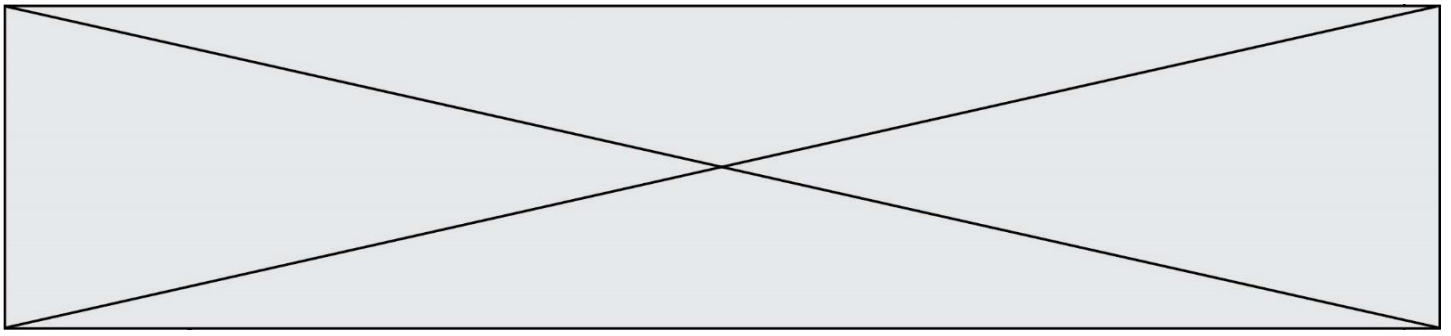
Other times, though, he got tripped up on the easiest things: not knowing who the two main generals were in the American Civil War, or who had assassinated Abraham Lincoln, or that John Hancock had an elaborate signature. His method of long division was English and looked very different from the American way—though he still got the same answer. When he made mistakes, Osei sensed the teachers nodding to themselves, secretly pleased. *This* was what they expected—a black boy messing up.

After an hour the class suddenly rose collectively to its feet, carrying Osei along with it. A middle-aged woman had appeared in the doorway. She had gray hair cut like a helmet, and was wearing a dark green skirt suit and a strand of chunky fake pearls. Authority emanated from her, and Osei knew she must be the principal, come to have a look at him.

"Mrs. Duke," Dee whispered.

"Good morning, students," she said.

"Good morning, Mrs. Duke," they repeated in an obedient singsong Osei had heard in every school.



25 "You may sit down. I'm here to say hello to our new student, Osei Kokote." She got his last name right but pronounced his first "Oss-I," with a thick, deliberate emphasis, as if saying such a name required effort. O was not about to correct her.

"Oss-I is from Ghana, is that right, Oss-I?" Her eyes landed just above his head.

"Yes, madam," he replied automatically.

"Mrs. Duke," Dee whispered again.

30 "Well, Oss-I, would you like to stand and tell us something about Ghana?" Though her voice rose at the end, this was clearly a command rather than a question.

"Yes, Mrs. Duke." Osei stood. He wasn't as worried as he might be; he'd had to do this before.

35 "Ghana is a country in West Africa," he began, "situated between Togo and the Ivory Coast, with a coastline on the Atlantic Ocean. It has a population of nine million people. Its capital is Accra, which is where I was born. It was a colony of Great Britain until 1957, when it declared independence—the way America did in 1776," he added, because he could see the other students looking baffled. "General Acheampong led a military *coup d'état* in 1972 and became leader." Osei remembered the tension that
40 summer when they returned to Ghana—tanks and soldiers with machine guns at the airport. They did not stay in Accra but went straight to his grandfather's village, where things were as they had always been.

More bafflement. The US had never had a *coup d'état*, so how could they know? O returned to more familiar topics. "Ghana has a tropical climate: it is warm all year
45 around, and there is a rainy season in the spring and summer. Its main products are cocoa, gold, and oil."

He stopped, looking at Mrs. Duke to gauge whether she expected him to continue. He hated reducing his vibrant, complicated country to a few bland sentences. But he knew that was what she wanted.

50 The class was silent. Mr. Brabant was looking out the window and frowning. But Mrs. Duke nodded, satisfied. "Very good, Oss-I. That was very articulate. I always welcome the opportunity for a new student in this school to teach something to others about the world." She turned to the class. "I hope you will welcome Oss-I so that he will feel at home for the month he is here."

55 If only she had stopped there.

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

"He may not have had the opportunities that you all enjoy at our school, so I hope you will give him every chance to take part in all we have to offer to less fortunate students."

The last three words made Osei grit his teeth.

Tracy Chevalier, *New Boy*, 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 (10 points)

Give an account of the text, **in English** and in your own words, focusing on the context, on the character(s) involved and their point(s) of view.

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

Back home, Osei decides to write an email to his grandmother in Ghana in which he tells her about his impressions and feelings after his first day in his new school.

Sujet B

School can be an effective weapon to fight against exclusion. To what extent do you agree with this statement? Explain, justify and illustrate your point of view.