

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 8** du programme : **Territoire et mémoire**.

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

Document audio

Titre : *Glasgow University is first to pay slave-trade reparations*

Source : Channel 4 News – 23 August 2019

<https://www.youtube.com/watch?v=zirjyy9mgfg>

Texte 1

In 1852, Mr Bass, a white carpenter, is having a conversation with Edwin Epps, a slave-owner and the master of a cotton plantation in Louisiana.

“Suppose they’d pass a law taking away your liberty and making you a slave?”

“Oh, that ain’t a supposable case,” said Epps, still laughing; “hope you don’t compare me to a nigger, Bass.”

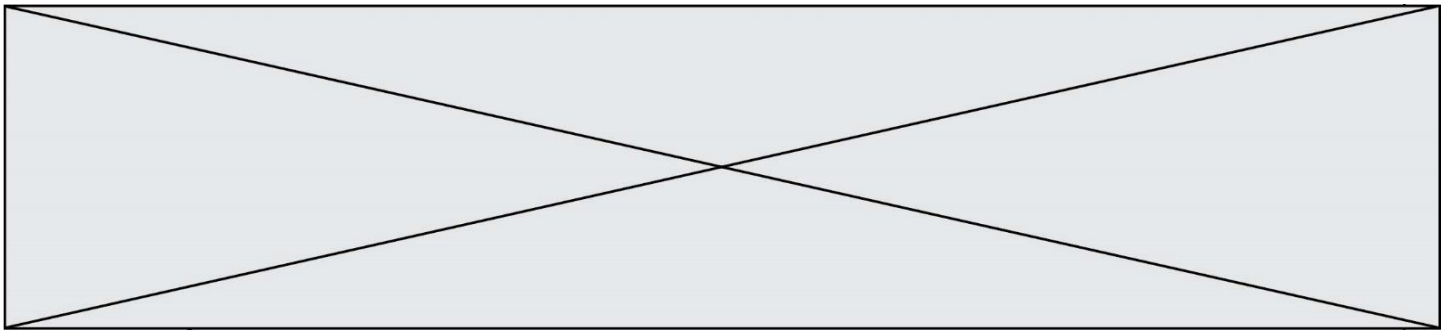
5 “Well,” Bass answered gravely, “no, not exactly. But I have seen niggers before now as good as I am, and I have no acquaintance with any white man in these parts that I consider a whit better than myself. Now, in the sight of God, what is the difference, Epps, between a white man and a black one?”

10 “All the difference in the world,” replied Epps. “You might as well ask what the difference is between a white man and a baboon. Now, I’ve seen one of them critters in Orleans that knowed just as much as any nigger I’ve got. You’d call them feller citizens, I s’pose?”—and Epps indulged in a loud laugh at his own wit.

15 “Look here, Epps,” continued his companion; “you can’t laugh me down in that way. Some men are witty, and some ain’t so witty as they think they are. Now let me ask you a question. Are all men created free and equal as the Declaration of Independence holds they are?”

“Yes,” responded Epps, “but all men, niggers, and monkeys ain’t;” and hereupon he broke forth into a more boisterous laugh than before.

“There are monkeys among white people as well as black, when you come to that,” coolly remarked Bass. [...] These niggers are human beings. If they don’t know as



- 20 much as their masters, whose fault is it? They are not allowed to know anything. You have books and papers, and can go where you please, and gather intelligence in a thousand ways. But your slaves have no privileges. You'd whip one of them if caught reading a book. They are held in bondage, generation after generation, deprived of mental improvement, and who can expect them to possess much knowledge?
- 25 If they are not brought down to a level with the brute creation, you slaveholders will never be blamed for it. If they are baboons, or stand no higher in the scale of intelligence than such animals, you and men like you will have to answer for it. There's a sin, a fearful sin, resting on this nation, that will not go unpunished forever."

Solomon Northup, *Twelve Years a Slave*, 1853

Texte 2

Britain was built on the backs of slaves. A memorial is the least they deserve.

Why is there no memorial to enslaved Africans, on whose backs Britain was built, on British soil?

- There's a simple answer, and a complex one. The straightforward explanation is that despite the work of one tireless group – Oku Ekpenyon and her
- 5 organisation Memorial 2007 – campaigning for such a memorial for nearly two decades, the government has failed to support it. Ekpenyon's "Remembering Enslaved Africans and Their Descendants" memorial secured planning permission for a space in the rose gardens in Hyde Park, commissioned a design by the
- 10 sculptor Les Johnson and raised nearly £100,000. Many black British people – myself included – have given our money, time or energy to supporting it. But on 7 November the planning permission will expire, and the site will be lost if £4m cannot be raised. [...]

- But without the support of the government, £4m is an impossible target to reach. Memorial 2007 has tried repeatedly to secure that support, having reached out
- 15 to every prime minister from Tony Blair to Boris Johnson. The announcement in 2015 of £50m in support for a Holocaust memorial raised the group's hopes. It suggested that there was a renewed interest in remembering painful historic events. But that interest, it seems, does not extend to black Britons.

- It's true that the country's treatment of people descended from this history
- 20 could not be more shameful. From the institutionalised racism they experienced fighting for Britain in both world wars, to the attempts to deport members of

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the Windrush generation last year, they have endured the worst of what Britain has had to offer.

25 But this campaign is not requesting a favour for a marginal section of society. The history of how we came to be this nation is a history for us all. If we can't dignify it with a simple memorial, [...] then we really have lost the plot.

Afua Hirsch, *The Guardian*, 23 October 2019

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)

Give an account of text 1 and then of text 2, **in English** and in your own words.

After your accounts of texts 1 and 2, say what similarities and differences these texts present.

Compréhension de l'ensemble du dossier (document audio et textes)

Find ONE title for the three documents and explain why you chose this title.

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 part of the "Memorial 2007" organisation: write a speech to obtain the support of politicians.

Sujet B

Do you think reparations can diminish the pain caused by traumatic historic events?