



ANGLAIS – ÉVALUATION

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 vidéo

Titre : *What the U.S. could learn from Canada about integrating immigrant students*

Source : PBS NewsHour, 3 April 2018



35 I have two suggestions, two national projects towards which we could strive. First, it is
horrifying that while most of us luxuriate in the shiny Canadian Dream, many
Indigenous Canadians live in communities without running water, basic healthcare,
or any hope of a prosperous future. Surely, if we finally stopped kowtowing to the false
gods of the Reserve System and the Indian Act, we could end this injustice within a
generation.

40 And second, as the American Dream has now become Canadian, perhaps it is time
we also took on the role as the land of the free, and opened our doors wider still.
Numerous studies have shown Canada could easily absorb far more immigrants than
we do now. In fact, if we want to protect our economy from the effects of an aging
population and declining birth rate, we *need* to attract more.

45 It is often noted that in the early 20th century, Canadian prime minister Sir Wilfred
Laurier declared, “Canada shall be the star towards which all men who love progress
and freedom shall come.” Let’s make that line as famous and meaningful as this once
was: “Give me your tired, your poor, your huddled masses yearning to breathe free”¹.

Scott Gilmore, *Maclean’s* magazine, 28 February 2017
<https://www.macleans.ca/news/canada/the-american-dream-moved-to-canada/>

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 especially on the main topic and information provided, the journalist’s point of view and the aim of the article (to inform, convince, criticize, denounce, etc.).

¹ Quotation from Emma Lazarus’s sonnet “The New Colossus”, mounted on a plaque in the pedestal of the Statue of Liberty.

Modèle CCYC : ©DNE

Nom de famille (naissance) :


(Suivi s'il y a lieu, du nom d'usage)

Prénom(s) :

N° candidat : N° d'inscription :

(Les numéros figurent sur la convocation.)

Né(e) le : / /



1.1

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

Imagine that you have recently moved to Canada to study. In a letter to your best friend in Britain, you share your feelings about your decision and your life in Canada.

Write the letter.

Sujet B

Explain the following quotation and its relevance to the Canadian dream:

“When I started school in 1958 there were no books written by Aboriginals in the school system and everything about Native life was written by white people through their eyes. Now, Aboriginal writers can tell their stories. They have always been our narratives to tell, not others’.”

Rick Reville, *I am Algonquin*, 2013

[Rick Reville is a Native Algonquin fiction writer from Ontario, Canada.]