



ANGLAIS – ÉVALUATION

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).

Les documents



30 For Alderman, addresses are an everyday reminder of people's history in a way
a museum can't be. "Think about all the times you use a street name in a day from
catching a cab to putting it in your GPS."

In this way it can do much more than a monument and, he suggests, it is a
cheaper option. And older names are useful because they "force people to talk about
their history".

35 People's reputations are constantly being reassessed, adds Alderman. He
notes George Washington, once celebrated as presiding over the creation of the US
constitution, is now also criticised by some for his association with slaves. He observes
a trend in avoiding naming schools in the US after people in order to stay away from
controversy.

40 But the debate, for Alderman, gives an opportunity to work out what the popular
view of a person is. "If a city decides they are going to name a park after [Kurt] Cobain
they will talk about why that person is important. In doing so they are going to talk about
that person's legacy and so they have to come to a consensus about the meaning of
that person." Location names for Alderman can have political motivations. "Renaming
45 a street is about claiming a certain voice, and a certain power over how your city looks.
It is about remembering the specific person but it is also about making sure there is a
greater democracy in how cities look."

Liam Scott-Smith at think tank New Local Government Network goes one step
further. He thinks naming a place after someone can "reward good behaviour". This
50 recognition, he thinks, could create a virtuous circle where people aim to get this kind
of recognition. Scott-Smith's think tank started a campaign in 2008 for more British
roads to be renamed after modern people. Their report at the time claimed Britain is
far behind America and France in doing this. But he says it should be encouraged for
local celebrities to be named as "you have a strong affinity with someone in the area
55 and that builds civic pride". He does warn against fads, though, confessing that at the
time their report was launched they suggested naming roads after David Beckham.

"The pitfalls of naming places after famous people", Clare Spencer,
BBC News, 29 July 2011

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 :									
 RÉPUBLIQUE FRANÇAISE	<small>(Les numéros figurent sur la convocation.)</small>																			
	Né(e) le :			/			/													

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 et de l'ensemble du dossier (10 points)

Give an account of the text, **in English** and in your own words, focusing on the importance of naming or renaming places in the United States and in Great Britain.

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

Consider the **two documents** and show how naming or renaming a place can serve different purposes in English-speaking countries.



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 listening to the programme on the Canadian radio, you write an e-mail to express your opinion on the question of today's debate: "Should Canada change streets and monuments that honour controversial figures?"

Sujet B

Derek Alderman, a professor of geography at East Carolina University, thinks that streets with "older names are useful because they 'force people to talk about their history'". Do you agree with him? Why, why not?