

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

**ÉVALUATION**

**CLASSE** : Terminale

**VOIE** :  Générale  Technologique  Toutes voies (LV)

**ENSEIGNEMENT** : ANGLAIS

**DURÉE DE L'ÉPREUVE** : 1h30

Niveaux visés (LV) : LVA B2 LVB B1

**CALCULATRICE AUTORISÉE** :  Oui  Non

**DICTIONNAIRE AUTORISÉ** :  Oui  Non

Ce sujet contient des parties à rendre par le candidat avec sa copie. De ce fait, il ne peut être dupliqué et doit être imprimé pour chaque candidat afin d'assurer ensuite sa bonne numérisation.

Ce sujet intègre des éléments en couleur. S'il est choisi par l'équipe pédagogique, il est nécessaire que chaque élève dispose d'une impression en couleur.

Ce sujet contient des pièces jointes de type audio ou vidéo qu'il faudra télécharger et jouer le jour de l'épreuve.

**Nombre total de pages** : 5



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

1.1

## Les documents :

- Document vidéo

**Titre :** “Canada Marks Holiday for Indigenous Reconciliation”

**Source :** *Reuters*, September 30, 2021

- Texte

5 My father's hair was black. His skin was brown like the beautiful mud-bottom rivers he swam in. Shadows lived in the angles of his cheeks. His eyes were the color of the powder he made out of walnut hulls<sup>1</sup>. He gave these features to me. The earth stamped on my soul. On my skin. On my hair. On my eyes. He gave these things to me.

"Because you're Cherokee," Dad said to me when I was four and old enough to ask why folks called me dark. "They'll call you worse, Betty," he said.

"But what is cherry key?" I asked.

10 "Cherokee. Repeat after me. Cher-o-kee." He made his lips open funny when he said the o so I giggled.

"Cherry key," I said again, repeating it until I got it right. "But what is it?"

"Cherokee is you," he said, putting me on his lap.

15 From out of his pocket, he pulled a small piece of deerskin<sup>2</sup>. "It looks like a dog's back." I petted the side that had fur.

"It does, don't it?" he asked before turning the skin over to point out the strange lettering written on the smooth side. The ink was blue and blurring on the edges, as if water was taking the writing away.

20 "This is what it looks like to write Cherokee, Betty," he said. "My momma was given this skin by her mother. Momma called it her breath because whenever she felt she was out of it, she would look at her mother's deerskin and at her mother's words and get her breath back. Momma would be able to breathe again."

He inhaled until his chest filled. When he let the breath go, he blew the small hairs around my crown.

<sup>1</sup> walnut hulls = *coquilles de noix*

<sup>2</sup> deerskin = *peau de daim*



"I can't read it." I ran my tiny fingers over the fading words. "They're written funny.  
25 What do they say?"

"They say don't forget who you are."

"Did your mother forget who she was?" I asked. "Is that why she needed to be reminded?"

"There used to be a time when people like us wouldn't be able to say we were  
30 Cherokee," he said. "We would have to say we were Black Dutch."

"What's that?"

"A dark-skinned European."

"Why couldn't we say we were cherry key? I mean Cher-o-kee."

"Because it had to be hidden."

35 "But, why?"

"Cherokees were bein' moved off their land and onto reservations. If our people  
said they were Black Dutch, they were allowed to stay because someone of  
European roots could own land. But you can only lie to yourself for so long before it  
wears ya down<sup>3</sup>. My daddy and momma had to say they were Black Dutch so often, it  
40 made Momma lose her breath. She had to remind herself who she truly was."

I looked up at him. "Who am I?" I asked.

"You're you, Betty," he said.

"How can I be sure?"

45 "Because of who you come from. You come from great warriors." He laid his hand  
against my chest. "You come from great chiefs who led nations to both war and  
peace." [...]

I would sometimes dream of these ancestors. Of them taking my hands in theirs  
and rubbing our palms together until our skin peeled back like tree bark and I could  
speak like them in the old way. I would wake up, hold my palm to my ear, and try to  
50 hear their voices. I waited for these voices to beat me alive.

Tiffany McDaniel, Betty, 2020

---

<sup>3</sup> wear somebody down = *épuiser, user quelqu'un*

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

### 1. Compréhension de l'oral

Vous rendrez compte du document **en français**, en prêtant particulièrement attention :

- à sa nature et à son thème principal ;
- aux personnes qui s'expriment et à leur témoignage ;
- à la fonction et à la portée du document (relater, informer, convaincre, critiquer, dénoncer, etc.).

### 2. Compréhension de l'écrit

Give an account of the text **in English** and in your own words, paying particular attention to:

- the nature of the text,
- the situation (the characters' identities and their main actions),
- the main topics of the conversation,
- the narrator's thoughts and feelings, and the reasons why she feels that way.

### 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

To celebrate *Indigenous Peoples' Day* at school, Betty has decided to give a presentation on her Cherokee origins to show her classmates the importance of this day and explain why it is important to include Native Americans in US culture. Write her speech.

#### Sujet B

Do you think that celebrating the past of a nation favours inclusion? Explain and justify.