

Travail de vacances Anglais été 2024

Terminale technologique

Chers élèves,

J'ai synthétisé dans le présent document votre sélection de sujets pour travailler votre anglais pendant les congés estivaux. Comme évoqué ensemble, vous avez le choix entre en traiter un entièrement ou plusieurs partiellement.

Belles vacances à tous,

Thomas Renault

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 : Première

VOIE : Générale Technologique Toutes voies (LV)

ENSEIGNEMENT :

DURÉE DE L'ÉPREUVE : 1h30

Niveaux visés (LV) : LVA **B1-B2** LVB **A2-B1**

Axes de programme :

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 : 4

Évaluation

LANGUES VIVANTES

ANGLAIS

Compréhension : 10 points

Expression : 10 points

Temps alloué : 1 heure 30

L'usage de la calculatrice et du dictionnaire n'est pas autorisé.

Afin de respecter l'anonymat de votre copie, vous ne devez pas signer votre composition, citer votre nom, celui d'un camarade ou celui de votre établissement.

SUJET LANGUES VIVANTES : ANGLAIS

ÉVALUATION (3^e trimestre de première)

Compréhension de l'écrit et expression écrite

L'ensemble du sujet porte sur l'axe 1 du programme : **Identités et échanges**.

Il s'organise en deux parties :

1. Compréhension de l'écrit

2. Expression écrite

Dad's shadow - A young woman talks about her father.

After he was arrested, my father became famous. It was 1966 – and Dad (or John Winthrop Latham, as he was known to everyone except his only child) was the first professor at the University of Vermont to speak out against the war in Vietnam. That spring, he headed a campus-wide protest that resulted in a sit-down demonstration

5 outside the Administration Building. My dad led three hundred students as they peacefully blocked the entrance for thirty-six hours, bringing university executive business to a standstill¹. The police and National Guard were finally called. The protestors refused to move, and Dad was shown on national television being hauled off to jail.

10 It was big news at the time. Dad had instigated one of the first major exercises in student civil disobedience against the war and the image of this lone, venerable Yankee in a tweed jacket and a button-down Oxford blue shirt, being lifted off the ground by a couple of Vermont state troopers, made it on the newscasts around the country.

15 “Your dad’s so cool!” everybody told me at high school the morning after his arrest. Two years later, when I started my freshman year at the University of Vermont, even mentioning that I was Professor Latham’s daughter provoked the same response. “Your dad’s so cool!” And I’d nod and smile tightly, and say, “Yeah, he’s the best.”

20 Don’t get me wrong. I adore my father. Always have, always will. But when you’re eighteen – as I was in ‘69 – and you’re desperately trying to establish just the smallest sort of identity for yourself, and your dad has turned into the Tom Paine² of both your

¹ to a standstill: to a stop

² Tom Paine (1737-1809): a British-born American philosopher who supported the fight for American Independence

home town and your college, you can easily find yourself dwarfed³ by his lanky, virtuous shadow.

25 I could have escaped his high moral profile by transferring to another school. Instead, in the middle of my sophomore⁴ year, I did the next best thing: I fell in love.

Dan Buchan was nothing like my father [...]. He was from a nowhere town in upstate New York called Glen Falls. His father was a maintenance man in the local school system, his late mother had run a little manicure shop in town and Dan was the first member of his family to go to college at all, let alone medical school.

30 He was also one shy guy. He never dominated a conversation, never imposed himself on a situation. But he was a great listener – always far more interested in what you had to say. I liked this. And I found his gentle reticence to be curiously attractive. He was serious – and unlike everyone I met in college back then, he knew exactly where he was going. On our second date he told me over a beer or two that he really didn't want to get into some big ambitious field like neurosurgery. And there was no way that he

35 was going to “pull a major cop out”⁵ and choose a big bucks⁶ specialty like dermatology. No, he had his sights set on Family Medicine.

“I want to be a small country doctor, nothing more,” he said.

Douglas Kennedy, *State of Union*, 2005

1. Compréhension de l'écrit (10 points)

Give an account of the text in **English**, taking into consideration the context, the specificities of the characters and their relationship and how these elements influence the building of identity in the text.

2. Expression écrite (10 points)

Vous traiterez en anglais, et en 120 mots au moins, l'un des deux sujets au choix (A ou B).

Sujet A

Imagine a conversation between the narrator and her father over her choice of a boyfriend.

Sujet B

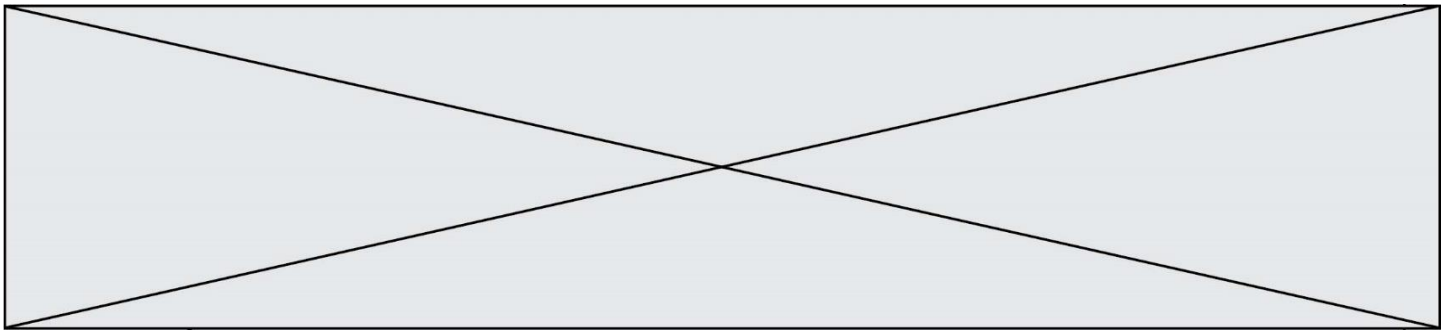
What do you think can help teenagers build their personality? Illustrate your position.

³ dwarfed: made smaller, dominated

⁴ my sophomore year: my second year at university

⁵ pull a major cop out: find an escape

⁶ buck: dollar



ANGLAIS – ÉVALUATION

Compréhension de l'oral, de l'écrit et expression écrite

L'ensemble du sujet porte sur l'**axe 3** du programme : **Art et pouvoir**.

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 : *Black Panther sets records across Africa*

Source : *BBC News Africa, 19 February 2018*

Texte 1

Modèle CCYC : ©DNE

Nom de famille (naissance) :


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

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1.1

The Revolutionary Power of *Black Panther* Marvel's new movie marks a major milestone

The first movie I remember seeing in a theater had a black hero. Lando Calrissian, played by Billy Dee Williams, didn't have any superpowers, but he ran his own city. That movie, the 1980 *Star Wars* sequel *The Empire Strikes Back*, introduced Calrissian as a complicated human being who still did the right thing. That's one reason I grew up knowing I could be the same.

If you are reading this and you are white, seeing people who look like you in mass media probably isn't something you think about often. Every day, the culture reflects not only you but nearly infinite versions of you – executives, poets, garbage collectors, soldiers, nurses and so on. The world shows you that your possibilities are boundless. Now, after a brief respite, you again have a President.

Those of us who are not white have considerably more trouble not only finding representation of ourselves in mass media and other arenas of public life, but also finding representation that indicates that our humanity is multifaceted. Relating to characters onscreen is necessary not merely for us to feel seen and understood, but also for others who need to see and understand us. When it doesn't happen, we are all the poorer for it.

This is one of the many reasons *Black Panther* is significant. What seems like just another entry in an endless parade of superhero movies is actually something much bigger. It hasn't even hit theaters yet and its cultural footprint is already enormous. It's a movie about what it means to be black in both America and Africa – and, more broadly, in the world. Rather than dodge complicated themes about race and identity, the film grapples head-on with the issues affecting modern-day black life. [...]

Jamil Smith, www.time.com, Entertainment section, February 8, 2018



Texte 2

Hollywood comes to Ipswich as Christchurch Mansion hosts Black Panther exhibition

From folk hero to superhero, the story and legacy of T'Challa, the Black Panther, is being explored and celebrated in the high-profile exhibition which will allow people to get up close and personal with the costumes, designs and artwork from the Hollywood blockbuster, as well as looking at his comic book origins as part of the Marvel universe. [...]

The outfits of T'Challa, Shuri and Okoye will be displayed as part of the new showcase event at Christchurch Mansion and will sit alongside artwork and items from Marvel comics as well as historic museum objects. From Masquerade to movies, carvings to cartoons, the exhibition highlights how the stories we know shape the way we see the world.


The exhibition, *Unmasked: The Power of Stories*, will echo Black Panther's inspirational call to millions of people around the world to think about where they came from and who they want to be.

Ipswich's communities are at the heart of this amazing and unique exhibition, encouraging visitors to think about how storytelling can be used as a tool to unite or divide people. From folklore to fake news, people have told stories for thousands of years. [...]

Phanuel Mutumburi, business and operations director for Ipswich and Suffolk Council for Racial Equality, is part of the group working on the exhibition. He believes this is a huge opportunity for local young people to take inspiration and to harness the positive energy the show will bring.

“Having representation on such an iconic film is as much for young black people as it is for others to see and understand them. This exhibition will contribute to shaping their sense of identity and provide opportunities for people to participate in many ways.”

Andrew Clarke, *Ipswich Star*, 24 February 2020

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1.1

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

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 Phaniel Mutumburi (text 2). You write a promotional article on Ipswich and Suffolk Council for Racial Equality's website to convince young people to come and see the exhibition.

Sujet B

Can cinema be a tool to change representations? Explain your view.



ANGLAIS – ÉVALUATION

Compréhension de l'oral, de l'écrit et expression écrite

L'ensemble du sujet porte sur l'**axe 6** du programme : **Innovations scientifiques et responsabilité**.

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 : *Blue Origin's Mission*

Source : www.blueorigin.com, February 1, 2019

Texte 1



Texte 2

The colonization of space

Humanity is inching closer to establishing colonies on other worlds. Is it really feasible?

What's the timeline?

The best guess is that humanity will set up shop on the moon or Mars or both sometime in the 2030s. NASA says it will develop the ability to establish a lunar colony within six
5 years, but currently has no such plans. Russia says it will establish a lunar outpost by 2030, and China's and Europe's space agencies are toying with a moon base, too. Setting up a colony on Mars would be far more challenging. The tiny Dutch company Mars One claims it will send pioneers by 2032 — but few outside experts think this is
10 feasible. Elon Musk's SpaceX plans to land two unmanned cargo ships on Mars in 2022. Four more will follow in 2024 — two of those manned. Musk said he wants Mars Base Alpha done by 2028 for the first colonists. NASA's timeline calls for a round-trip manned mission to orbit Mars in 2033 and for a landing in 2039. But it has no current plans to establish a permanent colony there.

Why would we do it?

15 There are lots of practical reasons for a moon base. Private companies could mine the trillions of dollars' worth of gold, platinum, rare Earth metals, and helium-3 under the lunar surface. A lunar outpost would allow scientists to conduct radio and optical astronomy far from Earth's noise and light pollution. The reasons for colonizing Mars are more romantic, although some visionaries contend it's a matter of necessity. Musk
20 and the late astrophysicist Stephen Hawking both warned that space colonization is a must for our species' survival, giving us some insurance in case of a massive asteroid strike, a nuclear war, or an environmental disaster such as climate change. "When we have reached similar crises," Hawking said, "there has usually been somewhere else to colonize. We are running out of space, and the only places to go to are other worlds."

25

The Week Staff, www.theweek.com, 26 November 2018

Modèle CCYC : ©DNE

Nom de famille (naissance) :

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1.1

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

Now consider the two documents (texts 1 and 2) and explain how these texts present the question of space conquest and its evolution from fiction to reality.

3. Expression écrite (10 points)

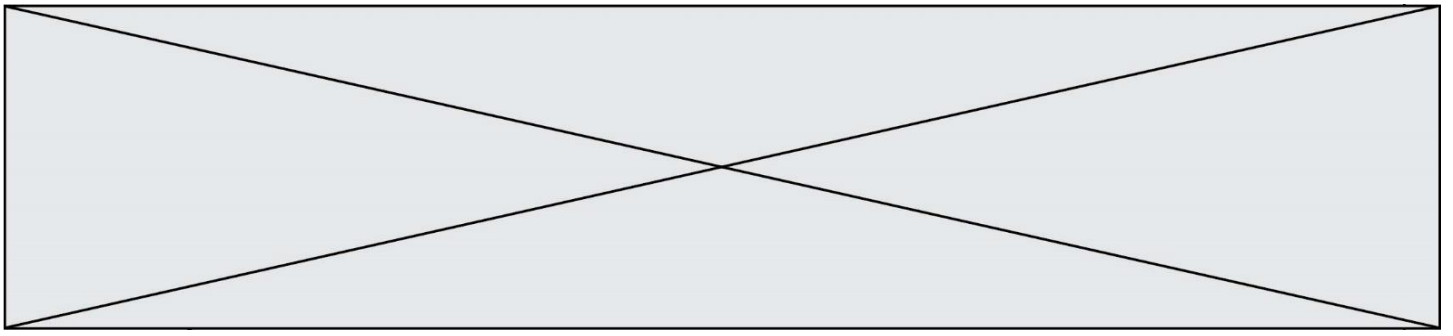
Vous traiterez, **en anglais** et en **120 mots** au moins, l'**un** des deux sujets suivants, au choix.

Sujet A

Text 1: Imagine what happens next and what life is like in those new buildings (type, architecture, life support, people living or working there, etc.).

Sujet B

What are the advantages and drawbacks of colonising space? Discuss.



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

Modèle CCYC : ©DNE																				
Nom de famille (naissance) : <small>(Suivi s'il y a lieu, du nom d'usage)</small>																				
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Né(e) le :			/			/														

1.1

Document vidéo

Titre : Death ship or cause for celebration – how should we remember Captain Cook 250 years after he landed in New Zealand?

Source : TVNZ, 1 News, February 18, 2019

Texte

Patricia Grace's literary legacy: giving Māori characters their 'natural' voice

As Grace's 1986 novel Potiki is re-published in Britain, the writer talks about culture, politics and activism.

The land in the book bears a striking resemblance to the settlement where Grace lives, and walking up the coastal road to her home in Hongoeka Bay, north of Wellington, you can see things the way her characters do: the dark morning sea, “strident bands” of gulls, and the capital’s notoriously “edged wind”.

In 1975, Grace, now 82, was the first Māori woman to publish a book of short stories in New Zealand, despite the fact that she had not – by the time she finished high school – read a book by a local writer, let alone an Indigenous one.

Potiki, the 1986 novel about a Māori community fighting to save its ancestral land from developers, has been relevant ever since; New Zealand’s government continues to seize Māori land legally, even as it seeks to provide redress for what was taken in the past. More than two decades after the book’s publication, officials attempted to seize Grace’s own.

Potiki will shortly be published as a Penguin Classic in Britain, an unusual prospect for a writer from New Zealand who was raised entirely on the works of Shakespeare and Milton but nothing that resembled “anything that was about me or where I lived or my culture”.

When Grace eventually wrote novels, short stories, and children’s books about what she knew – the ordinary, everyday lives of Māori people and their families – she was surprised to be branded a political writer. At a time when stories about Māori honed in on social inequity – New Zealand’s Indigenous people fare worse than Pākehā (New Zealanders of European descent) on nearly every social and economic metric – Grace wrote instead about what she had seen growing up Māori: loving family and a close-knit community.

“One comment that I had was that I wrote it to cause social unrest and racial disharmony,” she says of *Potiki*. “I wasn’t a very politicised person at all.”



Besides, Grace says, laughing, those who levelled accusations at her of having made Māori “the good guys” of *Potiki*, and white New Zealanders “the bad guys”, did not realise she had never specified what race the greedy developers in the story were.


Eventually, she had to fend off a real-life attempt on her land. In Hongoeka Bay – a quiet, sparkling curve of land, where the community is centred around the whareniui, a Māori word for a communal meeting house, and residents gather kai moana – seafood – from the beach, Grace lives in a light, airy, wooden house nestled into the hills.

In 2014 Grace won a high-profile legal battle against the government, which wanted to purchase her land by force – under a law called the Public Works Act – to build an expressway. She is incredulous, she says, that such a law is still in force, even as an official tribunal seeks to settle claims with Māori tribes for land seized when the British colonised the country in the 19th century.

“You can take anybody’s land, not only Māori land,” she says, referring to the Public Works Act. “But I know it’s being researched at the moment and I think we’ll find that a bigger percentage is Māori.”

Charlotte Graham-McLay, *The Guardian*, 23 February 2020

1. Compréhension de l’oral (10 points)

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Nom de famille (naissance) : <small>(Suivi s'il y a lieu, du nom d'usage)</small>																				
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	Né(e) le :			/			/													

1.1

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 the text, **in English** and in your own words, focusing on the author mentioned (her book, what makes her special) and taking into consideration the relations between the Māori and the government of New Zealand.

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

Consider the **two documents** and describe how New Zealanders remember and honour their past.

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

Your school organises a Culture Week and has asked students to celebrate a community from the English-speaking world. Write an e-mail to the school's headmaster to present your choice and detail your ideas of celebrations.

Sujet B

Comment on this quote by Winston Churchill (former British Prime Minister):

“A nation that forgets its past has no future”.

Modèle CCYC : ©DNE

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Né(e) le : / /



1.1

Évaluation

CLASSE : Première

VOIE : Générale Technologique Toutes voies (LV)

ENSEIGNEMENT : anglais

DURÉE DE L'ÉPREUVE : 1h30

Niveaux visés (LV) : LVA **B1-B2** LVB **A2-B1**

Axes de programme : Axe 6

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.

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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 : 4

L'ensemble du sujet porte sur l'**axe 6** du programme : **Innovations scientifiques et responsabilité.**

Il s'organise en deux parties :

- 1. Compréhension de l'écrit**
- 2. Expression écrite**

Afin de respecter l'anonymat de votre copie, vous ne devez pas signer votre composition, citer votre nom, celui d'un camarade ou celui de votre établissement.

1. Compréhension de l'écrit (10 points)

Document A

Robots have power to “significantly influence” children, study reveals

Researchers say it raises concerns about the negative influence machines might have on vulnerable youngsters

5 Children are far more susceptible than adults to being influenced by robots, according to a study.

Researchers at the University of Plymouth used a technique developed in the 1950s to determine how much influence robots can have on people's opinions.

The Asch paradigm¹ was originally used to describe how people will usually follow the opinions of others, even if they are clearly wrong.

10 “People often follow the opinions of others and we've known for a long time that it is hard to resist taking over views and opinions of people around us,” said robotics professor Tony Belpaeme, who led the study alongside Plymouth researcher Anna Vollmer.

15 “We know this as conformity. But as robots will soon be found in the home and the workplace, we were wondering if people would conform to robots.

“What our results show is that adults do not conform to what the robots are saying. But when we did the experiment with children, they did.”

The study, published in the journal *Science Robotics*, showed that children scored higher on a test when alone in a room compared to a room with robots.

20 Professor Belpaeme said the study's results show children have more of an affinity with robots than adults, suggesting they may be more susceptible to robot-based advertising.

This phenomenon could be used positively in society, for example social robots could be used to help diabetic children accept the nature of their condition.

25 Similar robots could also be used to help children learn a second language.

The researchers warned that the study also raises concerns about the negative influence robots might have on vulnerable children.

¹ Paradigm (here): theory, theoretical framework.

30 The study concluded: “A future in which autonomous social robots are used as aids for education professionals or child therapists is not distant. In these applications, the robot is in a position in which the information provided can significantly affect the individuals they interact with.”

In order to protect against any potential pitfalls, the study's authors said a discussion is now required about whether measures should be put in place to help minimise the risk to children.

www.independent.co.uk, 15 August 2018

Document B

[The scene takes place in the future. The narrator, a reporter, is interviewing Dr Susan Calvin, who works for a company specialised in making robots.]

“How old are you?” she wanted to know.

“Thirty-two,” I said.

5 “Then you don’t remember a world without robots. There was a time when humanity faced the universe alone and without a friend. Now man has creatures to help him; stronger creatures than himself, more faithful, more useful, and absolutely devoted to him. Mankind is no longer alone. Have you ever thought of it that way?”

“I’m afraid I haven’t. May I quote you?”

10 “You may. To you, a robot is a robot. Gears and metal; electricity and positrons. – Mind and iron! Human-made! If necessary, human-destroyed! But you haven’t worked with them, so you don’t know them. They’re a cleaner better breed¹ than we are.”

15 I tried to nudge² her gently with words, “We’d like to hear some of the things you could tell us; get your views on robots. The Interplanetary Press reaches the entire Solar System. Potential audience is three billion, Dr Calvin. They ought to know what you could tell them on robots.”

It wasn’t necessary to nudge, she didn’t hear me, but she was moving in the right direction.

20 “They might have known that from the start. We sold robots for earth-use then — before my time it was, even. Of course, that was when robots could not talk. Afterward, they became more human and opposition began. [...]”

Isaac ASIMOV, *I, Robot*, 1950

¹ Breed: type of animal or person.

² Nudge (in this context): influence.

Answer the following questions **in English**, using your own words:

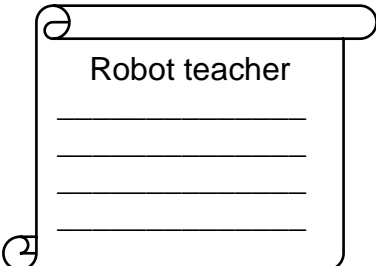
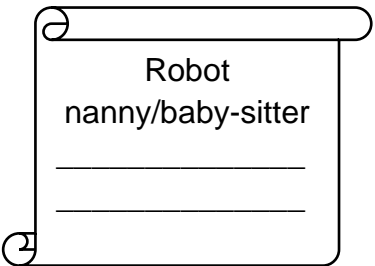
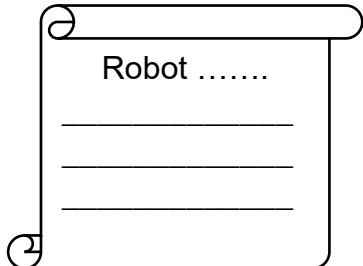
- a. What common theme do these two documents share?
- b. How, according to document A, do children respond to robots?
- c. For what purposes, either positive or negative, might their response be used?
- d. How does document B illustrate these same ambiguities and risks of the man/robot relationship?
- e. Show that Isaac Asimov uses robots in this piece of fiction to reflect on man and what makes him human.

2. 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 work for Britbot Inc, a British company that makes robots. Choose below the type of robot you have developed and now want to promote. Write the text to advertise its uses, advantages and qualities.

 <p>Robot teacher</p> <hr/> <hr/> <hr/>	 <p>Robot nanny/baby-sitter</p> <hr/> <hr/> <hr/>	 <p>Robot</p> <hr/> <hr/> <hr/>
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Sujet B

“The development of full Artificial Intelligence could spell the end of the human race.”

(Stephen Hawking, former Professor of Mathematics at Cambridge)

Do you agree? Why, or why not? Support your point of view with arguments and examples.