

**TRAINING!**

**BAC BLANC**

**ANGLAIS**

**TERMINALE  
GÉNÉRALE**



**ANGLAIS – ÉVALUATION 3**

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

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

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** : *Growing Up Black In Scotland*

**Source** : BBC Scotland, *The Social*, 15 October 2018

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## Texte

### Scottish politicians call for urgent action to stop Gaelic dying out

Senior politicians in Scotland's Gaelic-speaking areas have called for the language to be given much greater priority in civil and public life to stop it dying out.

5 Kate Forbes, the Scottish finance secretary, and Alasdair Allan, a former minister, said Gaelic had to be given precedence or parity in all areas of public life and the economy across Gaelic areas of the Highlands and islands.

Academics at the University of the Highlands and Islands (UHI) warned last week Gaelic was in terminal decline in Scotland because it was spoken habitually by only about 11,000 people. These are mainly elderly Gaels living in the Western Isles.

10 The team led by Prof Conchúr Ó Giollagáin said next year's census was likely to show that only 45% of Western Isles residents could speak Gaelic, a figure that puts it on the cusp of non-viability.

15 Forbes, the MSP<sup>1</sup> for Skye, Lochaber and Badenoch, who chairs the Scottish parliament's cross-party group on Gaelic, said: "I cannot overstate how critical the next few years will be. This research is sobering and stark and I think all of us should actively work to ensure these predictions don't come true.

"Every organisation in the private and public sectors, particularly in the Highlands and islands, faces a choice of either facilitating or reversing the decline of Gaelic."

20 The research found that although about 52% of residents in Gaelic-majority areas were able to speak it, it was used infrequently at home or in social situations. Teenagers claimed to self-identify as Gaels and felt positive about their heritage but rarely spoke it.

Allan, the MSP for the Western Isles, said greater effort was needed by Gaelic speakers to reverse decades of subtle or overt pressure to prioritise English in their

<sup>1</sup> MSP: Member of the Scottish Parliament



25 daily lives, including within Gaelic-speaking families.  
It meant much less deference to English speakers in social or work situations in Gaelic-majority areas.  
“The language can only survive if its speakers take action themselves, to use the language, and use it in the community,” he said. “Schools are vitally important, but I think the next step is definitely through the community.”

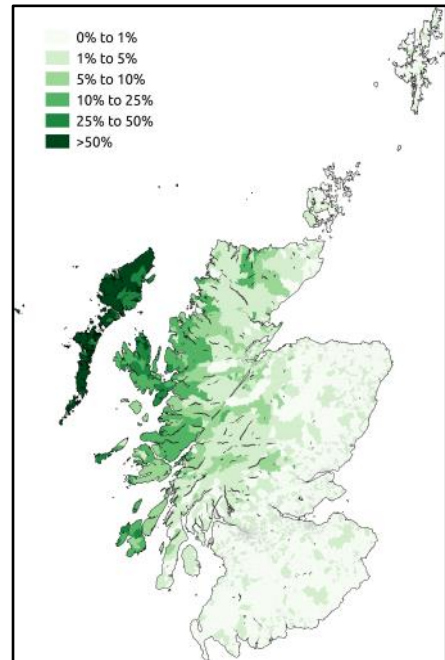
30  
35 The UHI report has exposed fresh tensions and challenges for public bodies charged with protecting Gaelic, particularly Bòrd na Gàidhlig, the official Gaelic language body.

It is based in Inverness, on the other side of Scotland from the majority-Gaelic communities in the Western Isles, Skye, Tiree and parts of the west coast, and blamed for putting too much emphasis on its use in schools, and too little in wider civic and cultural life.

40 Gaelic revival campaigners said Western Isles council had become much more active in protecting the language. It recently made it the default language in all schools. A council spokesman insisted Gaelic was often the primary language in meetings and official communications. Full council meetings are bilingual, he said.

45 The spokesman said the council had an apprenticeship programme where all 50 recruits were expected to either use or learn Gaelic in their jobs.

“The future of Gaelic is inextricably linked to the economy and population retention,” he said. “Our biggest export is our young people, and the future of Gaelic is dependent on enabling them to meet their life aspirations without having to leave or at least return.”  
50 Highland council, based in Inverness, said it was committed to promoting and investing in Gaelic. However, its Gaelic committee, formed in February to lead on that work, had not yet met due to the coronavirus outbreak. It has no chair or deputy chairs in post or a workplan but is due to meet in August to begin that process.



Percentage of Gaelic speakers in each region of Scotland.  
Source : UK census 2011

Severin Carrell, *The Guardian*, 5 July 2020

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### 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)

#### a- Compréhension du texte

Give an account of the text, **in English** and in your own words, focusing especially on why Gaelic is in danger and possible solutions to stop its decline.

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

After your accounts of documents 1 and 2, explain to what extent where we grow up influences our identity.

### 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 what extent are regional languages important parts of a culture?

#### Sujet B

A teenager who was raised in the traditions of Scots-Gaelic culture announces to his parents that he wants to go and live in London.

Imagine their conversation.