

**TRAINING!**

**BAC BLANC**

**ANGLAIS**

**TERMINALE  
GÉNÉRALE**

Modèle CCYC : ©DNE

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

Prénom(s) :

N° candidat :  N° d'inscription :

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## 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** : *Voluntourism: What is it and how many people are doing it?*

**Source** : NBC News, May 15, 2019

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## Texte 1

### Volunteering in Ghana aged 18

In the summer of 1958, 18-year-old Chris Tipple was about to leave for a trip to Ghana that would go on to define his personal and professional life.

Chris had spotted an advert in his local paper for a VSO (Voluntary Service Overseas) role in newly-independent Ghana – and months later found himself on a plane to begin a year as a volunteer teacher. Later completing a distinguished career in education, Chris never lost his belief in the power of young people. [...]

“In 1958, the idea of a school-leaver working overseas was very strange. My own parents never went abroad in their entire lives. They weren’t unusual in that respect. I’d never been outside the country before I stepped on the plane to fly to Accra. [...]

It may sound very challenging to go out into another country and start teaching English, having never done it before. But it all really fell into place very easily, because the students were so keen.

At the time, education was thought of as the passport to a better life for everybody in Ghana, and it was presented in the form of Shakespeare and the English culture. Sadly there was no African dimension to what was taught in the curriculum. I hope that’s changed since.


When I returned to the UK after my year in Ghana, I went on to work in education for the rest of my career. I eventually became Director of Education for Northumberland County Council in 1983, a position I held for 16 years. One thing that really influenced me to work in a service industry like education was my time volunteering with VSO.

Later in my career I was in a position to try and enable other young people to have the sort of experience I was fortunate to have at 18, by setting up links between schools in my county and those in Tanzania.

When I went back to Ghana in 1998 and met students I taught 40 years before, they reinforced that VSO had really made a difference to their lives. They found not only practical advantages in terms of getting better grades in their exams, but also from the experiencing of interacting with someone from a different culture as equals. [...]

Young people are the future. They will ultimately shape the way the world progresses. I think VSO’s contribution to youth means that hopefully over time the world will become a place in which people understand each other better.”

Jack Howson, [www.vsointernational.org](http://www.vsointernational.org), 18 September 2018

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## Texte 2

I leafed through a hundred Web sites—tour group organizations, government brochures, fact sheets, traveler accounts. But the problem of the modern traveler is that he has nowhere left to go. The entire world is a tourist installation, and the awful taste of simulacrum is continually in his mouth. I searched high and low, but nowhere

5 satisfied the need to *leave the world*. I thought for a while of simply checking into a hotel in Hawaii and sitting there for two weeks in front of a television. Somewhere like the Hilton Waikoloa, perhaps, where I could laze on artificial beach and take a monorail to the hotel nightclub. That would be more interesting than trekking with a small group to Patagonia or winging through the rain forest canopy of Costa Rica in a cable car. I

10 could stay in New York and travel by subway to the forlorn Edgar Allan Poe house in the Bronx. No one goes *there*. There were exotic possibilities, but they were not very exotic – and I wanted something exotic.


Think back to the mood of childhood when you get into the family car and depart for places unknown—how difficult it is to recover the inner dimension of *adventure*.

15 Modern travel is like fast food: short, sharp incursions that do not weave a spell. In our age, tourism has made the planet into a uniform spectacle, and it has made us perpetual strangers wandering through an imitation of an imitation of a place we once wanted to go. [...]

For a long time I had wanted to take leave of Planet Tourism, to find one of those places

20 that occasionally turn up in the middle page of newspapers in far-flung cities, in which—we are told—a mad loner has been discovered who has lost all contact with the modern world. It seems inevitable that this desire will one day be listed in the *Diagnostic and Statistical Manual* of the American Psychiatric Association as Robinson Crusoe Syndrome.

Lawrence Osborne, *The Naked Tourist – In Search of Adventure and Beauty in the Age of the Airport Mall*, 2007

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### 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 et de l'ensemble du dossier (10 points)

#### a- Compréhension des textes

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

After your accounts of texts 1 and 2, compare and contrast the people's different visions of travel.

#### b- Compréhension de l'ensemble du dossier (le document vidéo et les deux textes)

Consider the **three documents** and comment on the impact of travelling.

### 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 want to spend a year abroad doing voluntary service. Write a letter to an association to introduce yourself, offer to volunteer and explain your motives.

#### Sujet B

Discuss the advantages and drawbacks of mass tourism.