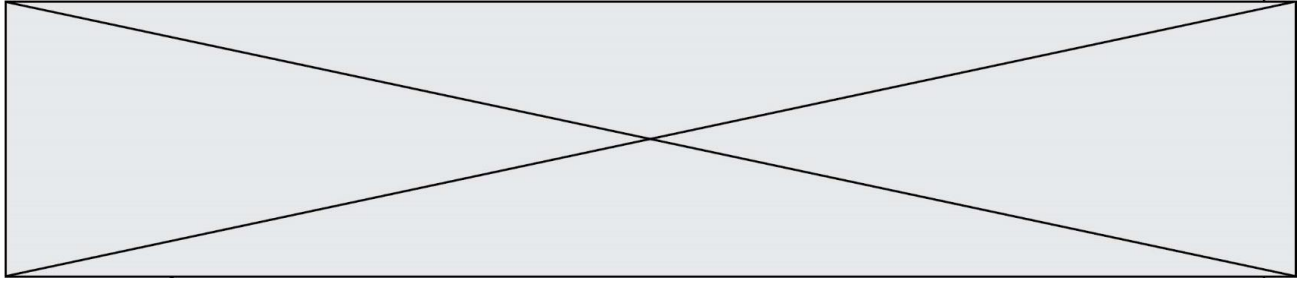


**TRAINING!**

**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 2 du programme : **Espace privé et espace public.**

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:** Meghan Markle's Powerful Speech on Gender Equality, 2015

**Source:** <https://www.glamour.com/story/watch-meghan-markle-powerful-speech-gender-equality-2015>

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 <small>Liberté • Egalité • Fraternité RÉPUBLIQUE FRANÇAISE</small>	<small>(Les numéros figurent sur la convocation.)</small>																											
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1.1

**Texte :**

*Through meticulous research, Cathy Newman, a British journalist, provides an alternative account of twentieth and early twenty-first century Britain, dealing with the lives of women who defied a male-dominated world to change the course of History.*

To this day, I remain embarrassed by the holes in my knowledge. Throughout my adult life, I've bought – though admittedly not read – every history book I can lay my hands on. 'History of Britain'-type books promising a broad overview are my particular pleasure.

5 Recently, when I was fifty or so pages into one of these great tomes, I had a bit of a eureka moment. I noticed that, apart from Mrs Thatcher and Queen Elizabeth II, who are in a category of their own, not a single woman had so far been mentioned. I read on, increasingly incredulous, until finally one appeared: Agatha Christie, in the context of something about her influence on the 'national imagination'.

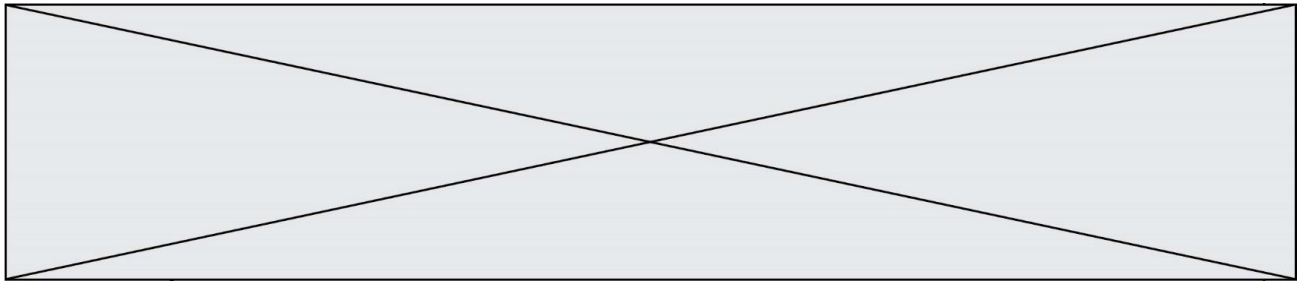
10 Perhaps I'm being unfair. A book like the one I was reading, whose opening chapters dealt with war and its management by male politicians, was always going to be light on women. Still, many accounts of modern British history are patchy when it comes to gender, celebrating the achievements of, say, the suffragettes in a burst of fluorescent righteousness, only to pack women away again in a cupboard marked  
15 'Lowly<sup>1</sup>, Ancillary Roles; Housewives, etc.' until the 1960s. At which point they are allowed out to be totems of the sexual revolution, burn their bras and go on strike at Dagenham's Ford plant<sup>2</sup>.

20 The truth had to be more nuanced. And the deeper I delved into the history of twentieth-century Britain, the more it appeared that the shape and extent of female influence was far greater than generally acknowledged. I'm not just talking about the arts or education, where talented women have long been celebrated, but in traditionally 'male' fields like medicine, politics, law, engineering and the military. Were it not for women, those significant features of modern Britain such as council housing, hospices and the humane laws relating to property ownership, child custody and divorce might  
25 not exist in the same form. The more I read about these women pioneers, the more frustrated I became that so many are so little known outside academic literature. Not only did these women achieve remarkable things, but they usually had to battle hostility

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<sup>1</sup> *lowly* : humble, modeste

<sup>2</sup> *plant* : usine



and discrimination as they did so. This book is my attempt to bring these women and their accomplishments to a wider audience, to tell *their* story – and ours.

- 30            One of its working titles was *The Class of 1918*, because that is how I thought of these women while I was writing: 1918 being if not exactly a feminist Year Zero, then the year when the ball started rolling in the direction of equality. It was the year when the Representation of the People Act allowed women to vote if they were over the age of 30 and met a ‘property qualification’.

Cathy Newman, *Bloody Brilliant Women: The Pioneers, Revolutionaries and Geniuses Your History Teacher Forgot to Mention*, HarperCollins Publishers, 2018

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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.).

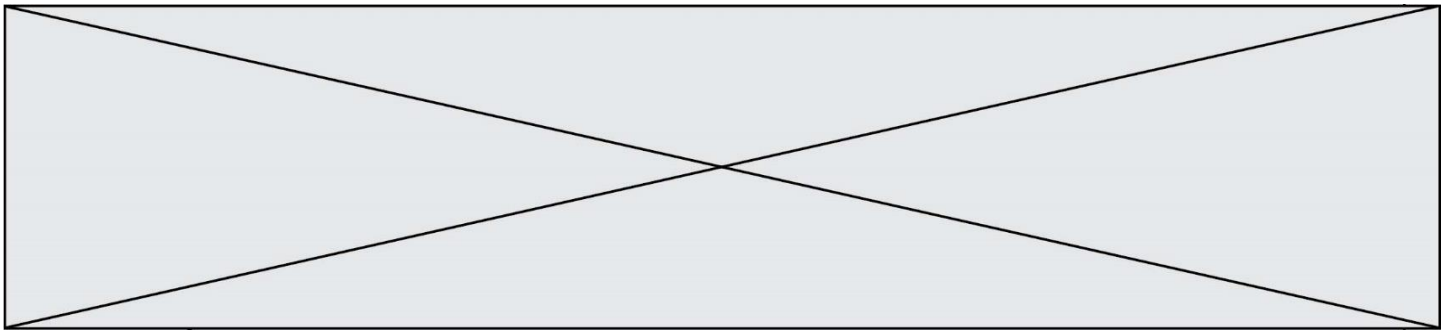
### 2. Compréhension de l'écrit (10 points)

Give an account of the text, **in English** and in your own words, focusing on:

- the nature of the text
- its main topic
- the problem the writer draws the reader's attention to
- the writer's motivations
- the reasons why one can say that the author is a feminist.

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

Consider the **two documents** and identify their common points as far as feminism is concerned.



### 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

As a student, you write an open letter in your school's newspaper to sensitize students on the representation of women in TV commercials. Make sure you talk about the achievements and the fights to come.

#### Sujet B

Here are three different quotations from famous people. Choose one and explain why you agree or disagree.

*'In politics, if you want something said, ask a man. If you want something done, ask a woman.'*

Margaret Thatcher, former British Prime Minister

*'If you stand for equality, then you're a feminist.'*

Emma Watson, actress

*'Canada needs more women from diverse backgrounds making decisions in Ottawa. Because when women succeed, we all succeed.'*

Justin Trudeau, Canadian Prime Minister