

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 6** du programme : **Innovations scientifiques et responsabilité.**

Il s'organise en trois parties :

- 1. Compréhension de l'oral**
- 2. Compréhension de l'écrit**
- 2. 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).

Documents

Vidéo

Titre : *Nature Now*

Source : *Conservation International*, September 19, 2019

| | | | | | | | | | | | | | | | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|--|---|--|--|---|--|--|--|--|--------------------|--|--|--|--|--|--|--|--|--|
| 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 : | | | | | | | | | |
|  Liberté • Égalité • Fraternité RÉPUBLIQUE FRANÇAISE | <small>(Les numéros figurent sur la convocation.)</small> | | | | | | | | | | | | | | | | | | | |
| Né(e) le : | | | / | | | / | | | | | | | | | | | | | | |

1.1

Texte

Climate impacts grow, and U.S. must act, says new report

The 4th National Climate Assessment takes the temperature of climate change across the United States. The message? Adapt.

Today, U.S. government agencies released a heavily anticipated new report about how climate change is impacting the United States. The 4th National Climate Assessment (NCA4) lays out a detailed picture of how communities across the country are already feeling the effects of climate change—from intensified risk of wildfires in California, to droughts slowing agricultural production in Iowa and much more. [...] In clear, unwavering terms, the new report states that without “substantial and sustained reductions” in greenhouse gas emissions, climate change will hurt people, economies, and resources across the U.S. But the report also highlights how its worst impacts can be avoided, by adapting to our warmer world and by working to lessen future changes in Earth's climate.

[...] In vulnerable Southeastern states, coastal flooding is projected to increase dramatically; Charleston, South Carolina, could experience 180 tidal floods in a year by 2045, compared to 11 per year in 2014. In the Southern Great Plains, extreme heat could cause thousands of premature deaths and billions in lost work-hours by the end of the century. Echoing the 2017 scientific report, the new volume reinforces that human activity—primarily the release of greenhouse gases—is the culprit.

Notably, the new report also examines how climate change is affecting different sectors of the economy—like agriculture, forests, or fisheries—and highlights how they are vulnerable to future change. If climate change continues unabated, the report says, the agricultural sector's annual losses could reach billions of dollars by the middle of the century. These risks aren't just in the future, the report emphasizes; they have arrived. The U.S. is already grappling with climate change's heavy costs, like when a powerful ocean heatwave struck the Northeast and devastated the region's lobster fishery. In addition, climate change's blows probably will worsen social and economic inequality across the country. Already, the poor, very young or very old, and communities of color disproportionately face the dangers of our climate-weirded present—and will bear an even greater burden in the decades to come. Despite these costs, the report says that



U.S. cities, states, and federal officials rarely incorporate future climate risk into their decisions.


- 30 However, thoughtful planning around climate change could yield major benefits for communities across the country. “The message is it's us, humans, changing the climate,” says Heidi Roop, a research scientist with the Climate Impacts Group at the University of Washington, which helped author a chapter of the new report. It's already affecting “many things we take advantage of every day—our wastewater management,
- 35 our natural environment, our power generation, our roadways, our food. But the report highlights the other part of that: that people are doing something, and there's hope.” This emphasis on action marks a major difference between this report and its last edition, published in 2014. In the last four years, Americans have gained more experience in trying to mitigate climate change and adapt to the new challenges it
- 40 poses. The report pointedly calls out successful adaptation efforts.

Alejandra Borunda, *National Geographic*, November 23, 2018

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.).

| | | | | | | | | | | | | | | | | | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|--|---|--|--|---|--|--|--|--|--------------------|--|--|--|--|--|--|--|--|--|
| 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 : | | | | | | | | | |
|  Liberté • Égalité • Fraternité RÉPUBLIQUE FRANÇAISE | <small>(Les numéros figurent sur la convocation.)</small> | | | | | | | | | | | | | | | | | | | |
| Né(e) le : | | | / | | | / | | | | | | | | | | | | | | |
| 1.1 | | | | | | | | | | | | | | | | | | | | |

2. Compréhension de l'écrit et de l'ensemble du dossier (10 points)

Compréhension de l'écrit

Give an account of the text, **in English** and in your own words.

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

Consider the **two documents** and explain and comment on the change of mentality about the preservation of our planet in the past few years.

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

Fighting climate change: in your opinion, whose responsibility is it?

Sujet B

Post a call for action on social media.

Title of your call:

Saving the planet: You don't have to be an environmentalist to get involved.