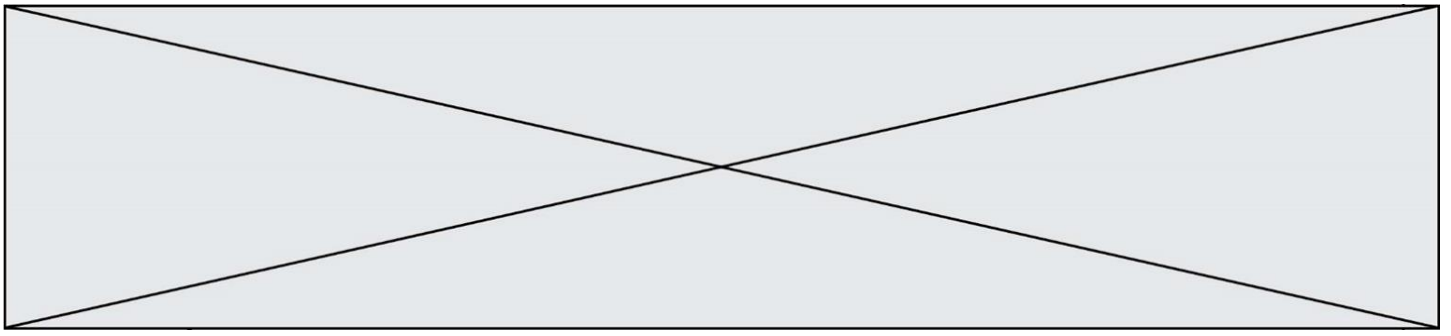


TRAINING!

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 : *Prince William and Kate send a heartfelt message to Australia*

Source : The Royal Family Channel, www.youtube.com, 2 June, 2020

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	(Les numéros figurent sur la convocation.)																			
Né(e) le :			/			/														

1.1

Texte

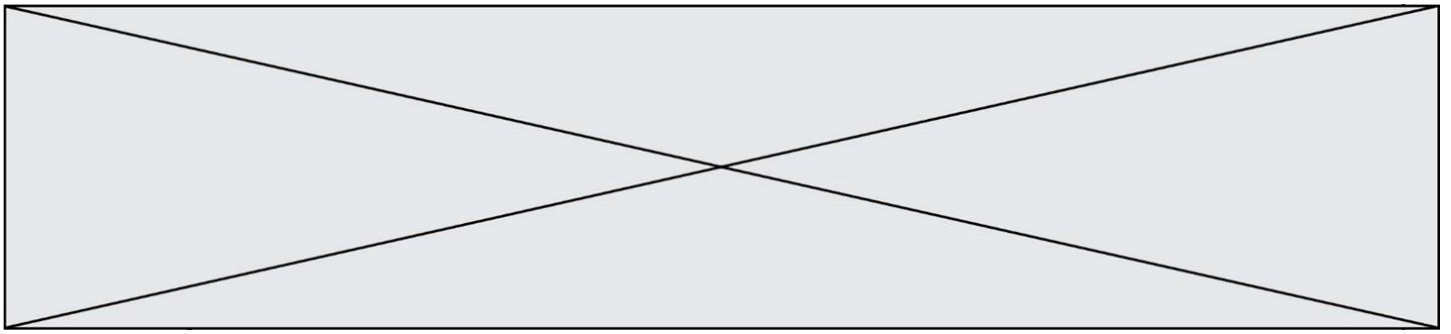
It was a moment he had spent most of his life anticipating. Prince Charles, heir to the throne of the United Kingdom and fifteen other realms, gazed across a ballroom bedecked with silk damask, the tables gleaming with silver-gilt, and rapped the monarch's gavel¹.

- 5 The Queen had decided at age eighty-seven that she could no longer undertake long-haul international travel. After sixty-one years as head of the Commonwealth—the association of fifty-three nations formerly constituting the British Empire—she had deputed her eldest son to represent her at the biennial meeting of the Commonwealth leaders in Colombo, Sri Lanka, in November 2013. Opening its summit had been one
10 of her most cherished duties.

Acting on behalf of the monarch for the first time in this particular capacity was highly significant, the start of an unofficial transitional period. The Queen had already begun trimming her schedule as a concession to her advancing age. The occasion was something of a harmonic convergence as well. The previous day Prince Charles had
15 celebrated his sixty-fifth birthday—retirement, for most people. He was now the oldest heir to the throne in three hundred years.

I had decided to make the long trip to this event because I sensed its importance as a turning point in a life with many unforeseen twists. It had been more than twenty years since I first met the Prince of Wales socially, at a polo match in Windsor on a rainy June
20 afternoon in 1991, when he was forty-two. An avid player, he had been sidelined because of back pain, and afterward he joined my group, which included seventy-four-year-old Zara Cazalet, a close friend of his adored grandmother, the Queen Mother. “Zara!” he exclaimed, giving her a big kiss on the cheek. I was struck by how comfortable he was with an older woman, how affectionate and attentive he was to her.
25 Contrary to his image as a fogey², he was surprisingly informal in his blue blazer and tan trousers and far warmer than his aloof³ portrayal in the tabloid press.

Eight years later, just as I was finishing a biography of Diana, Princess of Wales, I came across Charles at another polo match, a benefit for one of his charities. He surprised me again that day at the Cirencester Park Polo Club. Under the tent at the
30 post-match reception, well-heeled country gentry waited expectantly to meet him. They had paid for the privilege, and he complied—up to a point. But he chose to spend most of his time talking to a young woman who received the check on behalf of his inner-city charity, showing an empathetic side of his character, along with an independent



35 spirit. My view of him expanded a decade later when I wrote a biography of Queen Elizabeth II that was published in 2012 during her Diamond Jubilee marking sixty years on the throne. Although the focus of my research was the life of Charles's mother, I attended seven private dinners for the Prince of Wales Foundation at Buckingham Palace, St. James's Palace, and Kensington Palace. In those imposing surroundings, I had brief conversations with him but also witnessed his emotional intelligence as he
40 adroitly yet cozily connected with an elite group of benefactors, most from the United States.

My encounters with Charles were tantalizing, so I decided to examine him head-on, to find out what made this multi-layered man tick and how he had developed since our first meeting in 1991. I had already studied him through the lens of his late wife and
45 from the vantage point of his formidable mother. By the time I traveled to Sri Lanka, I had uncovered facets of his life that had not been apparent earlier. Now I witnessed for the first time his talent as a consummate diplomat.


Sally Bedell Smith, *Prince Charles, The Passions and Paradoxes of an Improbable Life*, 2017

- 1 gave a quick, light blow with a small hammer
- 2 an extremely old fashioned or conservative person
- 3 distant and indifferent

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>	
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<small>(Les numéros figurent sur la convocation.)</small>	
Né(e) le :	
	

1.1

2. Compréhension de l'écrit (10 points)

Give an account of the text, **in English** and in your own words. Focus on people's perception of Prince Charles, paying attention to the contrast that exists between their expectations and 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

A member of the British royal family visited your school today. Write an account of your meeting with them in your diary.

Sujet B

In your opinion, why are people around the world so fascinated with Royals?