



# éduscol

Ressources pour la classe de terminale

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Bac général et technologique

LV1 et LV2

Anglais

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Novembre 2012

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## Introduction

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Les documents-supports de la compréhension écrite en anglais seront en 2013 au nombre de deux.

L'appareil d'évaluation, rédigé en anglais et exigeant des réponses en anglais, n'a pas vocation à changer dans sa forme par rapport aux années antérieures. La typologie de questions possibles, notamment, restera aussi large : Aux exercices de traduction il sera préféré les questions ouvertes ou fermées, les exemples de *matching/ RIGHT/WRONG / QCM* ; les amorces de phrases à compléter ; les phrases à trous etc.)

L'appareil d'évaluation, adapté à la nature des supports et aux types de discours, invitera à la construction graduelle du sens de chaque document, de sorte que le candidat puisse rendre compte de la compréhension qu'il en a, mais aussi s'attacher à la perception des échos, contrastes ou continuités entre les documents proposés.

L'un des supports pourra comporter des éléments d'iconographie.

Les trois propositions qui suivent sont des exemples et non des modèles. Les documents choisis sont en lien avec la notion: ***lieux et formes de pouvoir***

### Proposition 1

#### Text 1

#### **Barnaby Rudge, by Charles Dickens (1841)**

These accounts were of a sufficiently alarming nature from the first; but as the night wore on, they grew so much worse, and involved such a fearful amount of riot and destruction, that in comparison with these new tidings all the previous disturbances sunk to nothing.

The first intelligence that came, was of the taking of Newgate, and the escape of all the prisoners, whose track, as they made up Holborn and into the adjacent streets, was proclaimed to those citizens who were shut up in their houses, by the rattling of their chains, which formed a dismal concert, and was heard in every direction, as though so many forges were at work. The flames too, shone so brightly through the vintner's skylights, that the rooms and staircases below were nearly as light as in broad day; while the distant shouting of the mob seemed to shake the very walls and ceilings.

At length they were heard approaching the house, and some minutes of terrible anxiety ensued. They came close up, and stopped before it; but after giving three loud yells, went on. And although they returned several times that night, creating new alarms each time, they did nothing there; having their hands full. Shortly after they had gone away for the first time, one of the scouts came running in with the news that they had stopped before Lord Mansfield's house in Bloomsbury Square.

Soon afterwards there came another, and another, and then the first returned again, and so, by little and little, their tale was this:-- That the mob gathering round Lord Mansfield's house, had called on those within to open the door, and receiving no reply (for Lord and Lady Mansfield were at that moment escaping by the backway), forced an entrance according to their usual custom. That they then began to demolish the house with great fury, and setting fire to it in several parts, involved in a common ruin the whole of the costly furniture, the plate and jewels, a beautiful gallery of pictures, the rarest collection of manuscripts ever possessed by any one private person in the world, and worse than all, because nothing could replace this loss, the great Law Library.

## Text 2

### **Victims' voices: 'I had 100% confidence the riots wouldn't happen on our street'**

Siva Kandiah, 39, says he lost almost £87,000 when his convenience store in Hackney was looted

- [Yemisi Adegoke](#)
- [guardian.co.uk](#), Thursday 8 December 2011 16.30 GMT

### **Siva Kandiah, 39, shopkeeper, Clarence Road Convenience Store (now known as Siva's shop), [Hackney](#), has been trading for 11 years:**

"It was a Monday, 8th of 8th around 2.30[pm], we hear the high street is shutting, so I said: 'Why should I, you know, stay here?' Better go home. I've got 100% confidence it [the disturbances] will just never happen on our street.

"I was watching the telly ... Later on it's 7.30 and they were showing Clarence Road. Sky and BBC live shows us the shop was broken in [to].

"The next morning I come back ... My shop was completely open, the shop was open, lights on, and the shop was mashed up completely top to bottom, from ceiling to electric wire ... You should ask what they left for me.

"I cried that day, Tuesday morning, cried and I just went home. I thought no more retailing.

"If you take stuff it's different, but you take stuff ... completely destroy the shop ... I'm an individual man, you don't need to come to attack me on any point, because I don't do anything bad.

"We bought [the store] as a paper shop, small paper card shop, so I built this shop up as a convenience store so it's just like this is your baby and you just work for it, 11 years and you've worked and somebody mash [it] up in 11 hours.

"I never had contents insurance either ... I lost almost £87,000. I had [a] £2,000 overdraft, now I've gone up to [a] £20,000 overdraft ... It's hard to recover. I had to fix the shop back within three weeks ... 15 of us worked [to do it] ... Didn't even sleep.

"Without people I couldn't [re]open this shop at all, at any point, because the government only gave me two grand so far ... Only just gave me two grand after three months. The community, you know, set up a website called [helpsiva.com](#), and they collect almost, within two weeks, £30,000. Thank God the people supported me, otherwise I'd be probably in the street.

"There is a reason for things, they say ... God will punish them, that's all I can say. I believe [in] karma."

### Pistes d'exploitation

	<i>Barnaby Rudge</i> (Dickens)	'Victims' voices' ( <i>The Guardian</i> )
<p><b>Exemples d'éléments de repérage</b> (il paraît souhaitable, sur ce point, d'éviter un questionnement strictement identique dans sa formulation pour les deux documents)</p>	<ul style="list-style-type: none"> <li>• characters</li> <li>• location</li> <li>• action</li> <li>• time of day</li> <li>• markers/signs of fear and/or incomprehension</li> </ul>	<ul style="list-style-type: none"> <li>• characters</li> <li>• location</li> <li>• action</li> <li>• time of day</li> <li>• markers/signs of - fear and/or incomprehension</li> </ul>
<p><b>Exemples de points d'accès au sens</b> (il s'agit de guider le candidat vers des traits saillants des documents, par des questions spécifiques au contenu de chacun)</p>	<ul style="list-style-type: none"> <li>• the law</li> <li>• the individual and society</li> <li>• social order</li> <li>• social class(es)</li> <li>• physical force vs. education</li> </ul>	<ul style="list-style-type: none"> <li>• the individual and society</li> <li>• social mobility</li> <li>• destruction vs. construction</li> </ul>
<p><b>Exemples d'axes de mise en relation</b> (lorsque les supports s'y prêteront, on pourra inviter les candidats, par une question suffisamment circonscrite et appelant une réponse assez brève, à mettre en regard le traitement d'un point particulier dans l'un et l'autre document)</p>	<p>symbolism of the night violence social order/cohesion</p>	

## Proposition 2

### Text 1

**Rosa Parks : My Story** (1211 caractères blancs et espaces compris)

Rosa Parks, Jim Haskins

How It All Started

One evening in early December 1955 I was sitting in the front seat of the colored section of a bus in Montgomery, Alabama. The white people were sitting in the white section. More white people got on, and they filled up all the seats in the white section. When that happened, we black people were supposed to give up our seats to the whites. But I didn't move. The white driver said,

"Let me have those front seats." I didn't get up.

I was tired of giving in to white people.

"I'm going to have you arrested," the driver said.

"You may do that," I answered.

Two white policemen came. I asked of them, "Why do you all push us around,"

He answered, "I don't know, but the law is the law and you're under arrest."

For half of my life there were laws and customs in the South that kept African Americans segregated from Caucasians and allowed white people to treat black people without any respect. I never thought this was fair, and from the time I was a child, I tried to protest against disrespectful treatment. But it was very hard to do anything about segregation and racism when white people had the power and the law behind them. Somehow we had to change the laws. And we had to get enough white people on our side...

### Text 2

**Family of Florida boy killed by Neighborhood Watch seeks arrest** (2700 caractères)

*By Barbara Liston | Reuters – Wed, Mar 7, 2012*

ORLANDO, Florida (Reuters) - The family of a 17-year-old African-American boy shot to death last month in his gated Florida community by a white Neighborhood Watch captain wants to see the captain arrested, the family's lawyer said on Wednesday.

Trayvon Martin was shot dead after he took a break from watching NBA All-Star game television coverage to walk 10 minutes to a convenience store to buy snacks including Skittles candy requested by his 13-year-old brother, Chad, the family's lawyer Ben Crump said.

"He was a good kid," Crump said in an interview, adding that the family would issue a call for the Watch captain's arrest at a news conference on Thursday. "On his way home, a Neighborhood Watch loose cannon shot and killed him."

Trayvon, who lived in Miami with his mother, had been visiting his father and stepmother in a gated townhome community called The Retreat at Twin Lakes in Sanford, 20 miles north of Orlando.

As Trayvon returned to the townhome, Sanford police received a 911 call reporting a suspicious person.

Although names are blacked out on the police report, Crump and media reports at the time of the shooting identified the caller as George Zimmerman who is listed in the community's newsletter as the Neighborhood Watch captain.

Without waiting for police to arrive, Crump said, Zimmerman confronted Trayvon, who was on the sidewalk near his home. By the time police got there, Trayvon was dead of a single gunshot to the chest.

"What do the police find in his pocket? Skittles," Crump said. "A can of Arizona ice tea in his jacket pocket and Skittles in his front pocket for his brother Chad."

Zimmerman could not be reached for comment on Wednesday evening at a phone number listed for him on the community's newsletter.

Crump said the family was concerned that police might decide to consider the shooting as self defense, and that police have ignored the family's request for a copy of the original 911 call, which they think will shed light on the incidents.

"If the 911 protocol across the country held to form here, they told him not to get involved. He disobeyed that order," said Ryan Julison, a spokesman for the family.

"He (Zimmerman) didn't have to get out of his car," said Crump, who has prepared a public records lawsuit to file on Thursday if the family doesn't get the 911 tape. "If he never gets out of his car, there is no reason for self-defense. Trayvon only has skittles. He has the gun."

Since Trayvon, a high school junior who wanted to be a pilot, was black and Zimmerman is white, Crump said race is "the 600 pound elephant in the room."

"Why is this kid suspicious in the first place? I think a stereotype must have been placed on the kid," Crump said.

(Editing By Cynthia Johnston and Peter Bohan)

### Pistes d'exploitation

	<i>My Story</i> (Rosa Parks)	<i>'Boy killed by Neighborhood Watch'</i> (Reuters)
<b>Exemples d'éléments de repérage</b> (il paraît souhaitable, sur ce point, d'éviter un questionnement strictement identique dans sa formulation pour les deux documents)	<ul style="list-style-type: none"> <li>• characters</li> <li>• location</li> <li>• action</li> <li>• time of day</li> </ul>	<ul style="list-style-type: none"> <li>• characters</li> <li>• location</li> <li>• action</li> <li>• time of day</li> </ul>
<b>Exemples de points d'accès au sens</b> (il s'agit de guider le candidat vers des traits saillants des documents, par des questions spécifiques au contenu de chacun)	<ul style="list-style-type: none"> <li>• role of the law (institutionalisation of social prejudice)</li> <li>• law and custom</li> </ul>	<ul style="list-style-type: none"> <li>• physical violence</li> <li>• racial stereotypes</li> <li>• discrepancy between the law and actual social behaviour</li> </ul>
<b>Exemples d'axes de mise en relation</b> (lorsque les supports s'y prêteront, on pourra inviter les candidats, par une question suffisamment circonscrite et appelant une réponse assez brève, à mettre en regard le traitement d'un point particulier dans l'un et l'autre document)	evolution of the law and socially acceptable behaviour institutionalised violence vs. unacceptable physical violence role of the law in preventing or promoting social change	

### Proposition 3

#### Text 1:

#### **The Boy Who Danced Ballet**

from **I know I saw Gypsies**

His name was Clarence Miller, and I can't think of a single person in Dover City who could stand him. It wasn't that he was bad looking. I mean, Clarence wasn't any Robert Redford or anything, but he wasn't creepy. He didn't wear funny clothes or smell bad.

But, in Dover City, roles were clearly defined from the moment you were potty trained. Girls were sweet and docile and wore pink ribbons and grew up to be retiring wives who catered to their husbands' indifference. Boys, on the other hand, were brash and blustery and played football and were masculine down to their jockey shorts. And grew up to be smug, self-righteous husbands. You had one of two choices in Dover City: you could conform and be accepted, or you could be different and weird.

I chose the former. I cringe to think of it now, but I mean, what's a girl to do? I smothered my literary talent beneath course after course of home economics which I secretly loathed. And I let the guys that I knew I could beat trounce me on the tennis court. That was one of the rules girls learned early: always let the man win, which was why there was so many seven-month babies.

Yes, I conformed. I was everything a girl should be: modest, reasonably pretty, smart, but not too smart. And I was going with the varsity quarterback, Greg Wilkes. Greg had everything Dover High expected a guy to have: looks, a certain kind of bestial charm, and a killer instinct on and off the football field. Ironically, it was through Greg and his "pass plays" that I found out about Clarence.

It was after the last game of the season. We were on the hill where everybody parked. I asked Greg to simmer down for a few minutes. I knew it was a beautiful game and all, but I wanted him to talk and think about something else for a change. And he says something like "well criminy Cathy, what do you want me to do? Would you rather have me take ballet lessons like that fruity Clarence Miller? Dancing. Jeez."

Adapted by Tom Erhard

2050 signes

#### **Text 2:**

#### **London 2012 Olympics: Britain's women boxers set to punch their weight**

Nicola Adams and Natasha Jonas have made history by becoming the first British women boxers to qualify for the Olympic Games.

At their state-of-the-art gym at the English Institute of Sport in Sheffield, Britain's elite amateur boxers see shadows of the past and a silhouette that hints at posterity. High above the walls of the gym's three rings are posters of all 22 British post-war boxing medallists – all men. Beneath the posters is an outline of a fighter, and a message: "This could be you ... impossible is nothing."

Not so long ago, it was indeed impossible that a woman could join this roll-call. Now, with women's boxing about to take its place in the Olympics for the first time and Team GB's elite women's squad winning medals in tournaments across the globe, it seems highly likely.

The girls train from Monday to Thursday as well as Fridays and Saturdays by themselves. The days are long: Tuesdays, for instance, start with plyometrics and a run at 7am, followed by a strength and conditioning session. Then after lunch the girls will hone their technique and spar – including with the



boys in the squad. Often they do not finish until 6pm. "We treat our women as boxers full stop," Cullen says. "As things stand, not many people know about these girls but they are going to be big names. And if they do as well as I think they can, you are going to see an influx of women boxing. It will be massive."

And Nicola Adams is quick to give short shrift to those who say women shouldn't box – either because of the potential health risks that come with being smacked forcefully in the face, or because they think a women's place is in the home, not a boxing ring. "Look, times have changed and it's about equality," she says. "Women should be able to do any sport they want, whether it's previously been male dominated or not."

"You know, every day I walk into the gym those pictures of past Olympians inspire me," Natasha Jonas adds, looking up the walls. "These are people who have come from the same place I have, worked as hard as I have, and they've reaped the rewards. Soon I will have my chance, and I plan to take it."

(2251 signes – espaces + blancs, sans la source)

Adapted from an article written by Sean Ingle on Thursday 10 May 2012 14.43 BST [guardian.co.uk](http://guardian.co.uk),

## Pistes d'exploitation

	<i>The boy who danced ballet</i> (adapted from Tom Erhard)	<i>London 2012 Olympics</i> (The Guardian)
<p><b>Exemples d'éléments de repérage</b> (il paraît souhaitable, sur ce point, d'éviter un questionnement strictement identique dans sa formulation pour les deux documents)</p>	<ul style="list-style-type: none"> <li>• characters</li> <li>• identifying the narrator</li> <li>• location</li> <li>• action</li> <li>• time set : present and past</li> </ul>	<ul style="list-style-type: none"> <li>• characters</li> <li>• location</li> <li>• action</li> <li>• type of document</li> <li>• evolution past-present</li> </ul>
<p><b>Exemples de points d'accès au sens</b> (il s'agit de guider le candidat vers des traits saillants des documents, par des questions spécifiques au contenu de chacun)</p>	<ul style="list-style-type: none"> <li>• gender roles in a small provincial city</li> <li>• obligation to conform</li> <li>• hiding one's originality</li> <li>• revisiting one's past behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• British Olympics as a turning point.</li> <li>• equality between men and women in sports</li> <li>• importance of role models</li> <li>• athletes as an elite</li> </ul>
<p><b>Exemples d'axes de mise en relation</b> (lorsque les supports s'y prêteront, on pourra inviter les candidats, par une question suffisamment circonscrite et appelant une réponse assez brève, à mettre en regard le traitement d'un point particulier dans l'un et l'autre document)</p>	<ul style="list-style-type: none"> <li>-Making your own choices</li> <li>-Breaking away from social norm</li> <li>-Different paths to success: collective vs individual</li> <li>-Ballet or Boxing: sports as a means of social mobility.</li> </ul>	