


Modèle CCYC : ©DNE Nom de famille (naissance) : <small>(Suivi s'il y a lieu, du nom d'usage)</small>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
Prénom(s) :	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
N° candidat :	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
Né(e) le :	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
	N° d'inscription : <div style="border: 1px solid black; height: 20px; width: 100%;"></div>

(Les numéros figurent sur la convocation.)

Liberté • Égalité • Fraternité
 RÉPUBLIQUE FRANÇAISE

1.1

ÉVALUATION
<p>CLASSE : Première</p> <p>VOIE : <input type="checkbox"/> Générale <input type="checkbox"/> Technologique <input checked="" type="checkbox"/> Toutes voies (LV)</p> <p>ENSEIGNEMENT : ANGLAIS</p> <p>DURÉE DE L'ÉPREUVE : 1h30</p> <p>Niveaux visés (LV) : LVA B1-B2 LVB A2-B1</p> <p>Axes de programme :</p> <p>CALCULATRICE AUTORISÉE : <input type="checkbox"/> Oui <input checked="" type="checkbox"/> Non</p> <p>DICTIONNAIRE AUTORISÉ : <input type="checkbox"/> Oui <input checked="" type="checkbox"/> Non</p> <p><input type="checkbox"/> Ce sujet contient des parties à rendre par le candidat avec sa copie. De ce fait, il ne peut être dupliqué et doit être imprimé pour chaque candidat afin d'assurer ensuite sa bonne numérisation.</p> <p><input type="checkbox"/> Ce sujet intègre des éléments en couleur. S'il est choisi par l'équipe pédagogique, il est nécessaire que chaque élève dispose d'une impression en couleur.</p> <p><input type="checkbox"/> Ce sujet contient des pièces jointes de type audio ou vidéo qu'il faudra télécharger et jouer le jour de l'épreuve.</p> <p>Nombre total de pages : 4</p>

LANGUES VIVANTES – ANGLAIS

ÉVALUATION

Compréhension de l'écrit et expression écrite

L'ensemble du sujet porte sur l'axe 5 du programme : **Fictions et réalités**.

Il s'organise en deux parties :

1. Compréhension de l'écrit (10 points)

2. Expression écrite (10 points)

Afin de respecter l'anonymat de votre copie, vous ne devez pas signer votre composition, citer votre nom, celui d'un camarade ou celui de votre établissement.

Text 1

In London, Laura's daily life has drastically changed due to the consequences of climate change.

Thurs, Aug 6th

It reached 43° in Birmingham today. The hottest ever recorded temperature in the UK. Our water goes¹ tomorrow. Only hospitals and vital industry's going to stay connected. Not that you'd want to go to hospital, they're all packed out. Queen Elizabeth Hospital's
5 got a tent set up in the car park to deal with all the people collapsing in the heat.

Fri, Aug 7th

Totally forgot. Went to the bathroom this morning and no water in the taps. Had to spit out my toothpaste and clean my teeth off with a towel.

Later, me and Ravi stood at my bedroom window and watched all our neighbours
10 crowding around a standpipe² outside Arthur's house. 2 buckets a day per person.

Ravi ran his hand over his forehead. "When's this gonna end? "

I glanced up at him. "D'you get...scared, sometimes? I mean, what if we're too late--"

He cut me off. "Nah, we can fix up. That's what I want to do, invent stuff. Make things cleaner, better." [...]

¹ is cut off.

² borne d'eau.

- 15 "You know what this reminds me of? Those old black and white photos of early settlers. Y'know, in America or Australia. I can't believe we used to fly abroad to get hot weather. It's only good when you've got showers and air con, otherwise, it's like...hell on earth."

Saci Lloyd, *The Carbon Diaries 2015*, 2009

Text 2

Water every 10 days: the families on the frontline of India's environmental crisis

The residents of Vasant Kunj slum in South Delhi, one of the city's largest and poorest, stand waiting for a government water tanker to arrive.

It's been 10 days.

- 5 Ten days since they last received a drop of water. For many families, their containers ran out days ago. They are thirsty and dirty.

"It's very difficult to live like this," said Fatima Bibi, 30, who is in charge of organizing water for the slum. "Everything comes from this water. Everything. Drinking, cooking, cleaning, washing."

- 10 Ten minutes away are Delhi's upscale shopping malls, where you can buy a pair of sneakers for \$1,000. But in this part of the city, people live in tightly packed corrugated-iron huts. In the 40°C (104°F) heat, it feels like a furnace inside them. As the tanker rolls into the compound, shouts rise up from the crowd. Men and women sprint forward with green rubber pipes to feed the tanker's water into their containers.

- 15 They are given 600 liters (158.5 gallons) per household – barely enough to survive on until the next rations arrive.

India is facing the worst water crisis in its history, with 600 million people dealing with high to extreme water shortages. [...] An average of 200,000 Indian lives are lost every year due to inadequate supply or contamination of water.

- 20 Twenty-one major Indian cities are estimated to run out of groundwater by 2020 – just a year away. As India develops and grows to support its 1.3 billion people, those on the front lines of the crisis say it's only going to get worse.

"We have too many people for too little water," said Jyoti Sharma, founder and president of FORCE, an Indian NGO working on water conservation and sanitation.

- 25 "It's unfortunate that people don't see how frightening it really is."

As arid countries like India get drier due to climate change, Sharma warned that water could soon become a global disparity issue. [...]

Helen Regan and Omar Khan, www.cnn.com, May 17, 2019

1. Compréhension de l'écrit (10 points)

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

In your **account of text 1**:

- identify the nature of the text, its tone, its message, and the literary genre it belongs to,
- present the consequences of climate change on the lives of the characters,
- explain the meaning of the sentence "I can't believe we used to fly abroad to get hot weather" (l.17-18).

In your **account of text 2**:

- identify the nature of the text and say when it was published,
- identify the problem presented, its causes and consequences,
- explain the meaning of the sentence "As arid countries like India get drier due to climate change, Sharma warned that water could soon become a global disparity issue." (l.27-28)

After your accounts of texts 1 and 2, answer the following questions:

What are the similarities and differences between the two texts? Do they have the same goal?

2. Expression écrite (10 points)

Vous traiterez, **en anglais** et en **120 mots** au moins, l'un des deux sujets suivants, **au choix** :

Sujet A

On a blog, you've read three reactions of people who have just read text 1. Which one do you agree with most? Why?

43°C and water rationing in London, that is unrealistic! I don't believe in climate change!

This has opened my eyes: I'll do my best to change my way of life but... I'm afraid there are certain things I just can't change.

Climate change... Governments and citizens should stop talking about it and take action! It's an emergency!

Sujet B

To what extent can films or books help you better understand real life? Discuss.