

Modèle CCYC : ©DNE

Nom de famille (naissance) :

(Suivi s'il y a lieu, du nom d'usage)

Prénom(s) :

N° candidat :

N° d'inscription :



Liberté • Égalité • Fraternité
RÉPUBLIQUE FRANÇAISE

Né(e) le :

(Les numéros figurent sur la convocation.)

1.1

ÉVALUATION

CLASSE : Première

VOIE : ☐ Générale ☐ Technologique ☒ Toutes voies (LV)

ENSEIGNEMENT : ANGLAIS

DURÉE DE L'ÉPREUVE : 1h30

Niveaux visés (LV) : LVA B1-B2 LVB A2-B1

CALCULATRICE AUTORISÉE : ☐ Oui ☒ Non

DICTIONNAIRE AUTORISÉ : ☐ Oui ☒ Non

☐ 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.

☐ 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.

☐ Ce sujet contient des pièces jointes de type audio ou vidéo qu'il faudra télécharger et jouer le jour de l'épreuve.

Nombre total de pages : 4



Compréhension de l'écrit et expression écrite

L'ensemble du sujet porte sur l'**axe 1** du programme : **Identités et échanges**.

Il s'organise en deux parties :

- 1. 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.

Texte

Africa's lost languages: How English can fuel an identity crisis

Some children who have grown up in Africa being forced to speak English are facing an identity crisis.

Khahliso Amahle Myataza's family is from the South African township of Soweto in Johannesburg where they spoke Sotho, Xhosa and Zulu. She would switch languages depending on who she was talking to. But when Khahliso started primary school, her family moved to a predominantly white neighbourhood of the city.

5 "I was severely bullied for not knowing how to speak English properly, for not knowing how to pronounce certain words," she told the BBC.

There were other black children in a similar predicament but they didn't make friends with each other - not wanting to be associated with others who did not speak English.

10 "To learn English, I immersed myself with white kids. I didn't want to associate myself with the black kids any more. It was really difficult."

The 17-year-old's fluency has come with the realisation of how, not only being able to speak English, but to speak it in a certain way - can open and close doors in South Africa.

15 "When I go to a restaurant with my mum, and they hear her speaking Xhosa or Sotho, they will automatically assume we're not really here to buy expensive food.

"Then when they hear me or my brothers speak English, especially my brother, then we see people jumping."

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1.1

'Pidgin banned'

20 For the parents of 22-year-old Nigerian Amaka, who asked us not to use her real name, this too must have been apparent.

When she was growing up in Lagos, English was the only language she was allowed to speak. Her Igbo parents took her English language skills seriously and as a young girl she attended an etiquette class where diction was a key component of the lesson.

25 They also frowned on her using Pidgin, which is widely spoken in Nigeria as a lingua franca.

"I was watching a movie on TV and they said something in Pidgin English. And I kind of responded... and I got in trouble," she told the BBC.

Their attitude was: "English is the only proper language". This was so engrained that Amaka says the fact that she could not speak Igbo did not bother her initially.

30 "I was very kind of proud of myself in being able to speak English language the way I can."

But when she was about 15, she met her paternal grandmother for the first time - and they could not communicate or connect at all.

35 "That was the first time I realised that: 'OK - this is an actual problem. This is a barrier.'"

Am I really black?

And Khahliso says her relationship with her mother tongues has changed as she is now less proficient in languages like Sotho and Xhosa.

40 She's unable to hold a conversation without turning to English words - an experience she describes as being "colonised by English".

Khahliso believes her situation - and that of Amaka - are not unusual.

"A lot of black children in the middle-income class are facing that identity crisis of: 'I can't speak my native language.'

45 "I forced myself to unlearn it. Am I really black if I do not know how to speak my vernacular¹? Am I really black if I don't know how to say: 'I love you' to my mum, in Sotho or in Xhosa, or in Zulu, or in Tonga?"

Amaka is working to overcome her identity crisis by taking Igbo lessons and immersing herself in Igbo culture through films and music.

"Language gives you a sense of community," she says.

Kim Chakanetsa, www.bbc.com, 16 May 2021

¹ Vernacular : native language.



1. **Compréhension écrite** (10 points)

Give an account of the text, in English and in your own words, focusing on the characters' identity and context. You will take into consideration their motives and feelings.

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

Imagine a conversation between Amaka and her parents over her decision to learn her native language.

Sujet B

Do you think people should abandon their native language in order to assimilate? Justify your answer.