

Devoir surveillé – Représentations du monde et de la société

Axe culturel 1 — Identités et échanges : comment les artistes, médias et individus construisent-ils leur vision du monde ?

Durée : 120 min – Sans document – Sur 20 points · Anglais (LVA) 1^{re}

Nom : _____ Date : _____ Note : _____ / 20

Les réponses doivent être rédigées et justifiées. Soigne l'orthographe et la présentation.

Exercice 1 – Reading comprehension — The postcard in my head (4 pts)

Read the following text, then answer the four questions in English, in full sentences. When I landed in Phoenix last September, I was carrying a suitcase and a whole set of pictures in my head. Arizona, to me, meant cowboys, cactuses and endless dusty roads, because that is what the films had taught me. My host family lived in a quiet suburb with a swimming pool and a recycling bin, and nobody owned a horse. At school, my classmates had their own suitcase of pictures. They asked me whether I had tea at five o'clock, whether I had ever met the King, and whether it really rained in London every single day. One boy seemed genuinely disappointed that I did not speak like a character from a period drama. The person who changed my mind was Dahiya, a Navajo girl who sat next to me in history. She told me that tourists regularly asked her to look more traditional for a photograph. They already know my story, she said, so they never listen to it. I came home with very few souvenirs. What I did bring back was the uncomfortable idea that my own country is a postcard too: red buses, umbrellas, polite queues. A postcard is not a lie. It is simply a picture that somebody else has chosen, and that we end up believing.

- a) a) Where does the narrator spend her exchange, and what did she expect to find there? Answer in one sentence.
- b) b) What did the narrator's classmates believe about Britain? Give two precise examples taken from the text.
- c) c) Explain what Dahiya means when she says: « They already know my story, so they never listen to it. »
- d) d) Explain in your own words (two or three lines) the sentence: « my own country is a postcard too ».

Exercice 2 – Lexique de la représentation (4 pts)

Complète chaque phrase par le mot exact du lexique du chapitre (un seul mot par blanc).

- a) a) The surfing advert ____ the cliché of the carefree Australian.
- b) b) A ____ is a ready-made image applied to an entire group of people.
- c) c) Hollywood and pop music are the main instruments of American ____ power.
- d) d) The ____ printed under the photograph changed its meaning entirely.

Exercice 3 – Tournures d'analyse : reformuler (4 pts)

Chaque phrase est maladroite ou trop catégorique. Réécris-la entièrement en anglais, en employant la consigne entre parenthèses.

- a) a) « This document talks about the American Dream. » (emploie un verbe d'analyse précis)
- b) b) « All English people drink tea. » (supprime la généralisation abusive)
- c) c) « The author says that the stereotype is wrong. » (emploie to debunk ou to challenge)
- d) d) « The first document is positive, the second is negative. » (emploie whereas et deux verbes précis)

Exercice 4 – Repères culturels du monde anglophone*(4 pts)*

Réponds en une ou deux phrases, en français ou en anglais. La précision compte plus que la longueur.

- a) a) Explique la métaphore du melting pot, puis nomme la métaphore que le Canada lui préfère.
- b) b) À quelle période historique renvoie l'expression « the Blitz spirit » ?
- c) c) Qu'appelle-t-on « Manifest Destiny », et quelle population en a payé le prix ?
- d) d) Qui a qualifié l'Afrique du Sud de « Rainbow Nation », et à quelle époque ?

Exercice 5 – Written expression — The postcard in my head*(4 pts)*

Write a contribution of about 150 words for your school's English blog, entitled « The postcard in my head ». Tell about one image you had of a foreign country (or one image foreigners have of yours), and explain what changed it. Respect the four requirements below.

- a) a) Longueur et structure : environ 150 mots, une anecdote puis une analyse.
- b) b) Temps : le récit au past simple, l'analyse au présent.
- c) c) Connecteurs : employer au moins trois formules parmi *whereas*, *admittedly*, *to some extent*, *all in all*.
- d) d) Lexique et point de vue : au moins trois mots du chapitre (*stereotype*, *portrayal*, *to convey*, *soft power*, *single story*, *caption*. . .) et un « I » assumé.

Bon courage !