

Les thématiques culturelles du brevet

Durée : 55 min

Barème : / 20 points

Nom :

Prénom :

Calculatrice : non autorisée**Rédaction** : réponses justifiées, unités obligatoires**Consigne** : ne pas regarder le cours avant de rendre la copie

1 Compréhension de l'écrit : un article

/ 4 pts

Document 1. Extract from a British newspaper for young readers.

« Every Saturday morning, thirty pupils meet in a classroom in Bradford — not for maths or history, but for Polish. Their parents came from Poland after 2004, and they want their children to keep their mother tongue. « At home we speak Polish, at school we speak English, » explains Kasia, 14. « My little brother mixes the two, and my grandparents in Kraków don't understand him! » The Saturday school also teaches Polish traditions: in December, the children prepare Wigilia, the Christmas Eve dinner with twelve dishes and no meat. Kasia thinks she is lucky: « Being bilingual is like having two brains. » But she admits that it isn't always easy: « When I was younger, some classmates laughed at my name. Now they ask me to translate for them when we go to the Polish shop. » »

- Who meets in the classroom in Bradford on Saturdays, and why?
- Which two themes of the cycle does this text illustrate? Justify each one with an element of the text.
- What is Wigilia? Give two details.
- What difficulty did Kasia have when she was younger, and how has the situation changed? Answer with a full sentence.

2 Compréhension de l'écrit : lecture d'un tableau

/ 4 pts

Document 2. Comparing two schools, from a twinning project between a French collège and an English academy.

	Collège Jean-Moulin (Marseille)	Riverside Academy (Bristol)
School day	8:00 – 17:00	8:45 – 15:15
Uniform	no	yes (blazer and tie)
Phones	forbidden everywhere	allowed at break, not in class
Lunch	canteen, 1 hour	canteen or packed lunch, 35 minutes
Clubs after school	2 (chess, theatre)	14 (sport, music, coding...)
Pupils per class	28	24

- How long is the school day in each school? Which one is longer, and by how much?
- Write two sentences about rules, one for each school, using « mustn't » and « are allowed to ».
- Write two comparative sentences using the table (one with an adjective, one with « more... than » or « as... as »).
- Which school would you prefer, and why? Two sentences with an opinion phrase and a superlative.

3 Grammaire : modaux, comparatifs, articles

/ 4 pts

- a. Complète avec must, mustn't, can ou don't have to : « In this museum, you ___ touch the paintings, but you ___ take photos without flash. You ___ pay: it's free, and children ___ stay with an adult. »
- b. Mets l'adjectif à la forme qui convient (comparatif ou superlatif) : « Diwali is one of (colourful) ___ festivals in the world. Fireworks in Britain are (noisy) ___ in France, but they are (not / expensive) ___ . »
- c. Complète avec l'article si nécessaire (a / an / the / Ø) : « She learnt ___ Italian in ___ Rome ; now she is ___ translator and she reads ___ novels in three languages. »
- d. Corrige les quatre erreurs : « My aunt lives to abroad since 2015; she speaks the Spanish and her country misses her, but she is agree that Madrid is more nicer than Lyon. »

4 Lexique transversal

/ 4 pts

- a. Range ces mots dans la thématique qui convient (Languages / School and society / Travel and migration / Encounters with other cultures) : *a refugee, a dialect, detention, a parade, to settle, homework, lyrics, a recipe*.
- b. Traduis en anglais : « avoir le mal du pays », « s'intégrer », « ouvert d'esprit », « une coutume ».
- c. Explique en anglais la différence entre « to emigrate » et « to immigrate », puis entre « a journey » et « a trip », avec un exemple pour chacun.
- d. Associe chaque fête à son pays et à sa date : *Thanksgiving, Bonfire Night, Saint Patrick's Day — Ireland (17 March), the USA (fourth Thursday of November), the UK (5 November)*.

5 Expression écrite guidée

/ 4 pts

Your school is organising an « International Day ». Write the text you will read to present a country or a culture of your choice (80 words minimum), following the four steps.

- a. Introduce the country or culture and say which language(s) people speak and why you chose it (one sentence with « because »).
- b. Present one festival or tradition: when it takes place and what people do (two sentences, present simple).
- c. Compare this culture with France, with one comparative and one sentence with « as... as » or « different from ».
- d. Give one thing pupils must or mustn't do if they visit this country, and conclude with your opinion (« I find it... that... » or « In my opinion »).