

**Examen d'entrée en seconde générale
ou professionnelle**

Épreuve d'anglais

L'usage du dictionnaire ainsi que de la calculatrice est interdit.

Les pages numérotées de 2/5 à 5/5 constituent le sujet.

Le candidat répond directement sur la feuille du sujet, sur les lignes pointillées.

Session : avril 2019

Durée : 45 minutes

KID REPORTERS' NOTEBOOK

The Flying Tigers

Teresa Fang October 18th, 2018



Teresa with military veteran J.B. Caldwell at his 93rd birthday party in North Carolina

1 Residents of Mocksville, North Carolina, recently hosted a special birthday party. More than 100 people from across the state gathered to celebrate a World War II veteran named J.B. Caldwell.

Now 93, Caldwell is a United States veteran who fought in China during the war. He helped defend the country from Japanese attacks.

5 Caldwell was a member of the Flying Tigers. The group of pilots was assembled soon after the U.S. entered the war in December of 1941, with the Japanese bombing of Pearl Harbor.

The Flying Tigers came from three branches of the U.S. military: the Air Corps, Navy, and Marine Corps. The team of pilots consisted of three fighter squadrons with about 30 aircraft each.

10 The pilots were officially members of the Chinese Air Force. Known as the American Volunteer Group, they were nicknamed the Flying Tigers. Their mission was to help defend China from the Japanese.

A DECORATED VETERAN

Caldwell was only 19 when he left Texas to fight in the war. "I was a nose gunner," he told me at his birthday celebration. He controlled the machine gun from the nose of the airplane.

15 Caldwell participated in 36 successful missions, including destroying the Japanese military supply chain in southwest China. His bravery earned him a Distinguished Service Cross, the second highest military award.

From 1931 until 1945, more than 20 million people were killed in Asia, most of them Chinese. When the U.S. joined the effort in 1941, the tide turned. In 1945, World War II ended with the defeat of Japan and Germany.

20 The bravery of the Flying Tigers helped to make them legendary in China. Hong Wang, who is of Chinese descent, hosted Caldwell's birthday party in North Carolina. "I feel that it's my responsibility to do this," she said. "I wanted to show him the appreciation that the Chinese people feel. Since we couldn't get all of the Chinese people in America here, we did what we could in our area.

From <http://kpcnotebook.scholastic.com/post/flying-tigers>

READING COMPREHENSION :	/20
--------------------------------	------------

1. Read the text, tick the right box, and write the missing information. /4 (A2)

This document is :

- a birthday card an article from an online newspaper the script from a war film

Its title is

Its date of publication is

It was written by

2. Match the corresponding phrases with arrows (—→). /4 (A2)

A veteran is...	... in North Carolina
When he was young, J.B. Caldwell lived...	... an ex soldier
Now, J.B. Caldwell lives...	... a kid reporter
Teresa Fang is...	...in Texas

3. Choose the correct answer and justify with 2 different passages from the document. /2 (A2)

The birthday which was celebrated is :

- Teresa's birthday J.B. Caldwell's birthday

Justification 1 :

Justification 2 :

4. Right or wrong? Justify your answer by quoting from the text. /2 (A2)

- This birthday party was a very intimate family reunion.

- Right Wrong

Justification :

- The Flying Tigers were a band of American pop stars.

- Right Wrong

Justification :

5. Choose the right answer and justify by quoting a passage from the text. /5 (B1)

- The Flying Tigers' enemies were :

- the Chinese The Japanese

Justification :

- The number of planes of the Flying Tigers was :

- 3 30 90

Justification :

✍ EXPRESSION ECRITE GENERALE

A1	A2	B1
L'élève peut écrire des expressions et phrases simples isolées.	L'élève peut écrire une série d'expressions et de phrases simples reliées par des connecteurs simples tels que « et », « mais » et « parce que ».	L'élève peut écrire des textes articulés simplement sur une gamme de sujets variés dans son domaine en liant une série d'éléments discrets en une séquence linéaire.

	A1	A2	B1
Réalisation générale de la tâche	Peut écrire quelques informations personnelles telles qu'elles apparaîtraient sur un formulaire par exemple (1pt)	Peut écrire une note ou un message simple et bref concernant des nécessités immédiates (2pts)	Peut laisser une note pour transmettre une information simple et immédiatement pertinente, en communiquant de manière compréhensible les points qui lui semblent importants (4pts)
Respect de la consigne/ Contenu	Production sans lien direct avec la consigne (lieu, forme, destinataire) (1pt)	Production sans lien direct avec la consigne (lieu, forme, destinataire) (1pt)	Intègre bien les contraintes formelles et le contexte de communication (3pts)
Etendue lexicale	Choix élémentaire d'expressions simples pour les informations sur soi et les besoins de type courant (1pt)	Répertoire d'expressions mémorisées lui permettant de communiquer sa pensée dans des situations prévisibles (2pts)	Gamme assez étendue pour exprimer sa pensée sur des sujets abstraits ou culturels en rapport avec ses centres d'intérêt (4pts)
Correction grammaticale	A un contrôle limité des structures et de la morphosyntaxe (1pt)	Utilise des structures simples correctement mais commet encore des erreurs élémentaires (2pts)	Utilise de façon assez exacte un répertoire de structures et schémas fréquents (3pts)
Orthographe	Erreurs aussi bien lexicales que grammaticales (1pt)	Des erreurs mais surtout grammaticales (accords...) (2pts)	Peu ou pas d'erreurs (3pts)
Compétence discursive	Expressions et phrases simples isolées. La ponctuation peut être absente ou inadaptée (1pt)	Texte s'appuyant sur des connecteurs simples et dont la ponctuation est globalement maîtrisée (2pts)	Texte cohérent dont la cohésion est assurée par des connecteurs logiques et une ponctuation adaptée (3pts)