

METHOD

Méthode de la contraction croisée

Objectif : contracter en anglais un texte français (700-750 mots) en 130 mots ($\pm 10\%$).

Règles :

- RIEN ne doit être ajouté : ni introduction, ni conclusion, ni commentaire personnel ou information périphérique
- Il faut scrupuleusement respecter le nombre de mots indiqués
- Il faut rendre compte de l'ensemble du texte

Déroulement de l'épreuve :

- Lire le texte de façon approfondie
- Identifier la problématique du texte : à quelle question le texte répond-il ? Quelle idée développe-t-il ? La contraction devra rendre compte de la centralité de cette question
- Isoler les idées principales et les mots clefs au surligneur et écarter l'anecdotique, les exemples, détails, citations, sauf s'ils sont indispensables à la logique du texte
- Identifier les articulations logiques afin de restituer la logique du document dans la contraction
- Reformuler en anglais chaque idée principale et les liens en utilisant des mots de liaison.
- Comparer le texte au brouillon et l'article original afin de vérifier que rien d'important n'a été omis
- Rédiger en essayant d'éviter toute paraphrase, en améliorant la langue et travaillant la formulation et la richesse lexicale, tout en visant clarté et simplicité
- Retravailler le brouillon pour atteindre le nombre de mots demandé
- Relire pour faire la chasse aux fautes

Astuces :

- Utiliser des mots de liaison simples plutôt que des expressions longues
- Ne pas oublier l'utilité des modaux
- Pensez aux noms et adjectifs composés
- Favoriser les adverbes (-ly)

Ce qu'il ne faut pas faire :

- Traduire des phrases du texte littéralement
- Garder l'énonciation du texte (s'il est à la 1e personne, le passer à la 3e)
- Utiliser des formules lourdes
- Suivre le texte s'il est redondant
- Utiliser des termes généraux et vagues
- Utiliser des formes contractées

GRILLE DE NOTATION DE LA CONTRACTION CROISEE

Elève :

Éléments de notation		Points alloués	Total des points de l'élève
Restitution (/10)	Contenu : présence des éléments clefs	5	
	Reformulation	5	
Langue (/10)	Correction et richesse grammaticale	5	
	Structuration du discours (cohérence, organisation)	2	
	Richesse lexicale	3	
TOTAL DES POINTS			

Commentaires :

Contraction 1 (inédite)

Résumez en anglais le texte suivant (130 mots, +/- 10 %)

Mettons le nucléaire au cœur de la transition énergétique !

La récente prise de position de Ségolène Royal en faveur d'un programme ambitieux de construction de nouvelles centrales nucléaires a suscité çà et là une certaine émotion. Certains y ont vu une « relance » du nucléaire, alors que la Ministre n'a fait que réitérer la stratégie française de mettre en place une quatrième génération de réacteurs. Cette émotion réveille toutefois les craintes qui demeurent autour de la question du nucléaire en France, mais aussi la part d'ignorance qui persiste à entourer ce débat.

Les craintes, certes, ne sont pas infondées. Depuis Tchernobyl, le nucléaire fait peur. Sait-on pourtant que le nombre de morts à déplorer en raison de cette catastrophe est inférieur à ceux causés par d'autres filières ? De même, les lacunes observées en matière de sûreté ont joué un rôle non négligeable dans la catastrophe de Fukushima Daiichi, mais faut-il rappeler que cet accident majeur n'a pas fait de morts directement liés au nucléaire ? En outre, la France s'est dotée en 2006 d'une Autorité de sûreté nucléaire, autorité indépendante reconnue dans le monde entier.

Ces craintes se heurtent en outre à une réalité évidente : l'énergie nucléaire est la meilleure en termes de fiabilité, de continuité, de propreté, et surtout d'indépendance énergétique. Grâce au nucléaire, la France, qui ne dispose que de 0,01 % des réserves mondiales d'énergies fossiles, jouit d'une indépendance énergétique de plus de 52 %.

De plus, ceux-là même, qui redoutent le nucléaire sont souvent les premiers à vouloir lutter contre le réchauffement climatique et à prendre parti pour le développement des pays émergents. Or le nucléaire est clef dans les deux cas. Il est la seule réponse à l'augmentation attendue de la consommation d'électricité. Celle-ci pourrait être de 80 % à l'horizon 2040 selon l'AIE. La multiplication des objets connectés, l'essor de la voiture électrique, ou encore l'avènement des villes intelligentes ne pourront que soutenir la demande. Dans ce contexte, la capacité nucléaire installée devrait augmenter de 60 % à l'horizon 2040, selon

les dernières projections de l'AIE. Sa progression sera particulièrement forte en Chine, en Inde, en Russie et en Corée du Sud. Les capacités nucléaires supplémentaires acquises par la Chine (+ 132 gigawatts) seront, à elles seules, supérieures aux capacités actuelles cumulées des États-Unis et de la Russie. D'autres pays émergents, dont la Turquie, et de grands producteurs d'hydrocarbures entendent développer le recours au nucléaire.

Les États du Moyen-Orient ont également amorcé leur propre transition énergétique et affichent aujourd'hui des ambitions en matière d'énergies renouvelables, mais aussi, pour la couverture de leurs besoins de base, d'énergie nucléaire : les Émirats arabes unis ont engagé la construction de quatre réacteurs et l'Arabie saoudite entend en bâtir seize. En France, sortir du nucléaire, ou réduire très significativement sa part dans le « mix » énergétique, nous exposerait, d'une part, à une forte augmentation de notre facture énergétique et, d'autre part, à revoir à la baisse nos ambitions en matière de limitation des émissions de gaz à effet de serre.

En réalité, le vrai débat concerne la façon dont va être renouvelé le parc nucléaire. En effet, le démantèlement de centrales vieillissantes et leur remplacement viendront s'ajouter à ces programmes de développement de nouvelles capacités. Selon l'AIE, 200 des 434 réacteurs actifs fin 2013 devront être mis à l'arrêt d'ici à 2040. Rien qu'en France, une trentaine de réacteurs devront être construits d'ici à 2050.

Croire qu'on continuera à développer le nucléaire comme nous l'avons fait depuis 1973 est une vue de l'esprit. Nous allons au-devant d'une rupture technologique, apportée par les centrales de quatrième génération, qui met au cœur des priorités la gestion du plutonium et son recyclage – ce qui suppose la construction de réacteurs à neutrons rapides. Ces défis sont déterminants pour concilier sécurité et énergie propre. Replier la voilure et renoncer à développer nos compétences en la matière pour des raisons purement politiques serait une erreur historique non seulement pour nous, mais pour la planète.

Dominique Louis (président-fondateur du groupe Assystem), *Les Échos*, 25 février 2012

France will continue to rely on nuclear power for long, with the implementation of cleaner, more efficient fourth-generation reactors. However, nuclear power raises much concern, because of recent incidents and also because of misinformation and ignorance. Concerned though the public opinion may feel, nuclear power is the most reliable and greenest form of energy currently available. It also grants France to be 52% energetically independent, whereas it only has .01% of the global fossil fuel reserves. As far as fighting global warming and helping developing countries are concerned, only nuclear power can actually provide the 80% rise in the demand for electricity expected by 2040. The crux of the issue really lies in the way reactors will be modernized or replaced in the future. France's unique expertise in nuclear power generation should not be overlooked or dismissed, lest we make terrible mistakes.

(142 words)

Contraction 2

(PT 2013)

Résumez en anglais le texte suivant (130 mots, +/- 10 %)

0.1 Afrique : L'urbanisme au cœur de la croissance économique

En plein bouleversement démographique et spatial, les villes africaines sont souvent réduites à une concentration de malheurs quotidiens et de visions cauchemardesques : anarchie, insalubrité, insécurité, indigence des infrastructures de base, pauvreté, etc. A *contrario*, elles fascinent toujours autant par leur joie de vivre, leur diversité et leur inventivité. Auxquelles on peut ajouter, sans être taxé d'optimisme béat, leur potentiel. Car, et cela n'a échappé ni aux États, ni aux bailleurs de fonds, ni aux investisseurs, les villes africaines génèrent de plus en plus de revenus (80 % en moyenne du produit national brut des pays) et sont devenues l'un des premiers moteurs du développement humain et économique.

L'Afrique est désormais le continent où la croissance urbaine est la plus forte. Le nombre de ses citadins augmente de 5 % à 7 % par an (à un rythme deux fois plus rapide que sa population totale). Certaines métropoles grignotent du territoire en plus chaque année, comme Kinshasa (8 km²). Une évolution urbaine qui ne peut être comparée à celle de l'Europe ou de l'Asie, tout d'abord parce que les villes africaines sont confrontées à un double phénomène de vitesse et de masse : 400 millions d'Africains vivent en milieu urbain (soit 40 % de la population, contre 3 % il y a cinquante ans), et ils seront 1,2 milliard en 2050 (soit 60 % de la population) selon l'ONU-Habitat.

Par ailleurs, contrairement à ce qui s'est passé en Europe et en Asie, cette urbanisation se fait sans développement industriel. En tout cas dans un premier temps. Faute d'emplois, de ressources et d'anticipation de la part des pouvoirs publics en matière d'aménagement, les nouveaux arrivants sont contraints de vivre dans des taudis. C'est le cas de 60 % des citadins subsahariens – et même de plus de 90 % des citadins soudanais, centrafricains ou tchadiens. Confronté au même processus, le Maghreb (par ailleurs la région la plus urbanisée du continent, avec 54 % d'urbains), qui bénéficie d'une tradition citadine ancienne, parvient mieux cependant à maîtriser l'habitat précaire.

Si l'on peut regretter que les États et les collectivités n'aient pas anticipé les besoins et que les efforts restent encore très inégaux, force est de constater que, sur tout le continent,

les politiques de la ville s'organisent et les plans d'aménagement et de développement urbain deviennent la règle. Largement encouragés par les programmes multilatéraux (notamment dans le cadre des Objectifs du millénaire pour le développement et de l'ONU-Habitat) et les actions de coopération décentralisée.

Définition d'orientations stratégiques claires de la part des États et des autorités locales, élaboration de politiques foncières, de normes et de règles de construction réalistes, mise en œuvre de plans directeurs... Les gouvernements (et les collectivités locales lorsqu'elles y sont associées) font de l'aménagement et du développement urbain une priorité. Loin de la « ville cruelle » décrite par le romancier camerounais Mongo Beti dans les années 1950 et au-delà de l'inévitable chaos urbain, c'est l'Afrique de demain qui se construit.

Les investissements, publics et privés, sont considérables, et les chantiers, qu'ils soient confiés à des opérateurs étrangers ou nationaux, créent des milliers d'emplois locaux : logements, infrastructures de base (pour l'approvisionnement en électricité et en eau, l'assainissement), équipements publics, routes, ponts, immeubles d'affaires, programmes résidentiels pour la diaspora. Le tourisme, etc. Si certains gouvernements se cantonnent à une politique de prestige, menée surtout dans les quartiers chics de la capitale ou sur « la route de l'aéroport », la plupart des stratégies urbaines s'attellent à répondre aux besoins actuels et futurs des citoyens et de l'économie.

Autre satisfaction, ces politiques ne sont plus exclusivement centrées sur les capitales, mais élargies à leur agglomération et déclinées à l'échelle des villes plus petites. À l'instar du modèle sud-africain, l'idée de métropolisation fait en effet son chemin (après le Grand Casa ou le Grand Dakar s'ébauchent les plans du Grand Alger, du Grand Abidjan, du Grand Libreville...).

Enfin, longtemps oubliées dans les schémas globaux, les villes moyennes s'aménagent elles aussi, s'équipent et se relient les unes aux autres. Une tendance plutôt inspirée, sachant que la moitié des citadins du continent vivent dans des villes de moins de 200 000 habitants et que c'est au sein de ces dernières, selon les projections de l'ONU-Habitat, qu'est attendue la majeure partie de la croissance urbaine en Afrique dans les dix prochaines années.

Cécile Manciaux, *Jeune Afrique*, décembre 2011.

PISTE DE CORRIGÉS • PISTE DE CORRIGÉS • PISTE DE CORRIGÉS

African cities are changing greatly, spatially and demographically speaking. They are currently attracting investors and lenders as they generate increasing revenues and have become a driving force in human and economic development. The African urban population indeed grows twice as fast as anywhere else. As a result, African cities such as Kinshasa are expanding year after year. But problematically, demographic growth in Africa is not paralleled with industrial development, making newcomers live jobless lives in slums. Africa is nonetheless getting more and more organised, with better land-use planning and multi-lateral initiatives. Real estate policies and realistic construction standards are being set in order to improve living standard in cities, creating in turn thousands of jobs. Urban development is no longer limited to capital cities as smaller, middle-sized cities are being taken care of as well.

(136 words)

GRILLE DE NOTATION DE L'ESSAY

Elève :

Éléments de notation		Points alloués	Total des points de l'élève
Langue (/12)	Syntaxe	8	
	Lexique	4	
Structure		4	
Qualité de l'argumentation		4	
Malus : jusqu'à 250-270 mots acceptés au max / pas moins de 170 mots		12/20 max	
TOTAL DES POINTS			

Commentaires :

Essay topic 1 (inédit)

To what extent may consumption and economic imperatives be reconciled with environmental issues?

PARCOURS GUIDÉ

1 STEP 1 – Understanding the assignment _____

- “To what extent”: think in terms of degrees, of relative truths, instead of clear-cut points of view
- “may”: questions possibility and permission
- “Economic imperatives”/“environmental issues”: an implicit paradox: solving the financial crisis implies consuming more, thus polluting more. Addressing the environmental issue implies slowing down consumerism.

This essay invites you to consider how opposed are two of the world's most challenging issues.

2 STEP 2 – Finding a few ideas _____

Practical examples:

- Sustainable development – Fair trade initiatives, new construction standards
- Green energy business – selling more to encourage more responsible consumption
- Micro-loans
- Fiscal incentives
- Carbon tax

3 STEP 3 – Writing the introduction and conclusion _____

Introduction

Opening statement:

The comforts that modernity have brought to the Western world are now at issue: will ever increasing needs in energetic resources and raw materials, in addition to financial debacles that cripple the economy, new problems arise, calling for contradictory solutions.

Confirmation of the subject's relevance:

How may the necessity to boost consumption in order to heal the economy be made compatible with the urgent environmental measures that need to be taken?

Conclusion

Direct answer to the essay's question:

As conclusion, consumption may actually be compatible with a better care for environmental issues, through better thought-out commercial strategies and engineering advances.

4 STEP 4 – Thinking out the body of the essay _____

Idea 1:

Sustainable development

Example 1:

Fair trade

Idea 2:

Green energy business

Example 2:

Replacing equipment by energy efficient machines

5 STEP 5 – Copying down the final essay after _____

careful proof reading: _____

The comforts that modernity have brought to the Western world are now at issue: will ever increasing needs in energetic resources and raw materials, in addition to

financial debacles that cripple the economy, new problems arise, calling for contradictory solutions. How may the necessity to boost consumption in order to heal the economy be made compatible with the urgent environmental measures that need to be taken?

The idea of sustainable development is central to our time: developing the economy can be synonymous to improving the world. In the food sector, numerous products are now sold with the label "Fair Trade" that indicates that the farmers in poorer areas are treated and paid decently and that the products themselves meet organic standards. The economic cycle thus tends to become a virtuous circle that limits damages to the environment.

Green energy is becoming a tremendous business. By devising appliances and devices that are supposed to emit less CO₂ and be less voracious in energetic terms, companies try to set a win-win situation for themselves, consumers, and the environment alike. Replacing one's car or washing machine by a "green" one is indeed a motive for consuming more.

As a conclusion, consumption may actually be compatible with a better care for environmental issues, through better thought-out commercial strategies and engineering advances.

(216 words)

Essay topic 2 (inédit)

To what extent should finance be part of our individual lives? (200 – 220 words)

PROPOSITION DE TRAITEMENT

The successive financial debacles the western world has been experiencing over the past few years seem to have given an exaggerated importance to finance in the lives of individuals. Capitals, investments, pension funds, dividends and stock markets have grown more present in people's concerns and worries. How important should big money be to ordinary people? How far should individuals travel in the dark territories of the financial world?

Most people actually rely strongly on banks, which are the institutions setting the climate of finance. In order to buy a car or a flat, people generally need to borrow money in exchange of payments to financial institutions, in the form of interest rates. The very simple and customary use of a credit card reminds everyone of us of the crucial importance of finance in our society of abundance and freedom.

Good as greed might be, recent history has proven that those who pull the strings of finance may commit mistakes whose repercussions can reach biblical proportions. What about the situation in Greece where people have to make both ends meet out of half a thousand Euros with prices in Athens now as high as in London? And what about the Spanish youth, vastly unemployed and deprived of any professional prospect?

In a nutshell, finance should better be everyone's concern but also everyone's responsibility.

(219 words)

Méthode de la synthèse

Banque PT :

- 5 documents : 3 articles (400-450 mots) et 2 documents iconographiques
- Durée : 3 heures
- 450 à 500 mots

La synthèse nécessite la rédaction d'un texte argumenté et problématisé partant des documents proposés et aucunement de ses idées personnelles, dont l'objectif est l'exposé organisé des enjeux du corpus. Seuls les faits et les points de vue présentés dans les documents doivent être pris en compte. Et aucun document ne peut être omis. Les thèmes choisis se font l'écho de grands sujets de société et, bien souvent, d'actualité. Aucune connaissance historique, politique ou sociologique n'est nécessaire mais la culture générale reste un atout majeure à la compréhension des enjeux du corpus.

Méthode de travail :

- 1) Travail préalable de lecture des documents :
 1. Lire le corpus
 2. Déterminer la nature des documents* en distinguant les documents à résumer (documents primaires) et les documents à transcrire/déchiffrer (documents secondaires)
 3. S'intéresser au paratexte (sources, dates)
 4. Déterminer le thème général et la problématique
- 2) L'analyse des documents :
 1. Plusieurs méthodes sont possibles (élaboration d'un tableau, utilisation de feuilles de brouillon séparées...) (cf. proposition de sujet corrigé)
 2. Repérer les idées principales dans chaque texte primaire se rapportant au thème général de la synthèse en soulignant les expressions essentielles
 3. Reformulation immédiate de toute idée essentielle afin d'éviter la paraphrase
 4. Repérage des idées pertinentes des documents secondaires
- 3) La confrontation des documents : la synthèse n'est pas un résumé successif des documents sans établir de liens entre eux, mais la restitution des éléments clefs en montrant comment ces derniers se complètent, se renforcent, s'opposent. La confrontation des différents points de vue est aussi essentielle.
- 4) Le plan de la synthèse :
 1. Ce dernier doit répondre à la problématique en rendant compte de tous les aspects du problème et permet de traiter les documents ensemble, et non successivement. Il doit être élaboré en hiérarchisant l'argumentation en mettant les idées les plus courantes ou évidentes au début et en terminant par les idées les plus fortes ou les plus importantes.
 2. Différents types de plans existent :
 - Plan par opposition : aspects positifs et négatifs / avantages et inconvénients / (solutions)
 - Plan par enchaînement : problèmes - causes - conséquences / constat - explications - solutions
 - Plan thématique

– Plan par échelle (du plus restreint au plus large)

5) Le titre : il se doit d'être informatif et précis / son rôle n'est pas premièrement de donner envie de lire mais d'indiquer le plus clairement possible le thème abordé / il ne doit être ni trop long, ni trop vague, mais cerner toute la problématique

6) La rédaction :

1. Les exigences de l'introduction :

- Une phrase d'accroche permettant de mettre en avant la thématique du corpus et son intérêt tout en n'ajoutant aucun élément extérieur au dossier ni aucune subjectivité
- Présentation des documents rapide (choisir un angle pertinent)
- Problématique générale, de préférence reformulée mais surtout dont les enjeux sont analysés
- Annonce du plan

2. Le développement :

- comporte en général deux ou de préférence trois parties
- fait apparaître les liens logiques entre les idées (attention aux mots de liaison)
- la première phrase de chaque partie, appelée « topic sentence », se doit d'annoncer clairement la thèse développée dans la partie
- référence explicite aux documents sur lesquels on s'appuie, sans citations longues (seules quelques expressions significatives peuvent être citées)

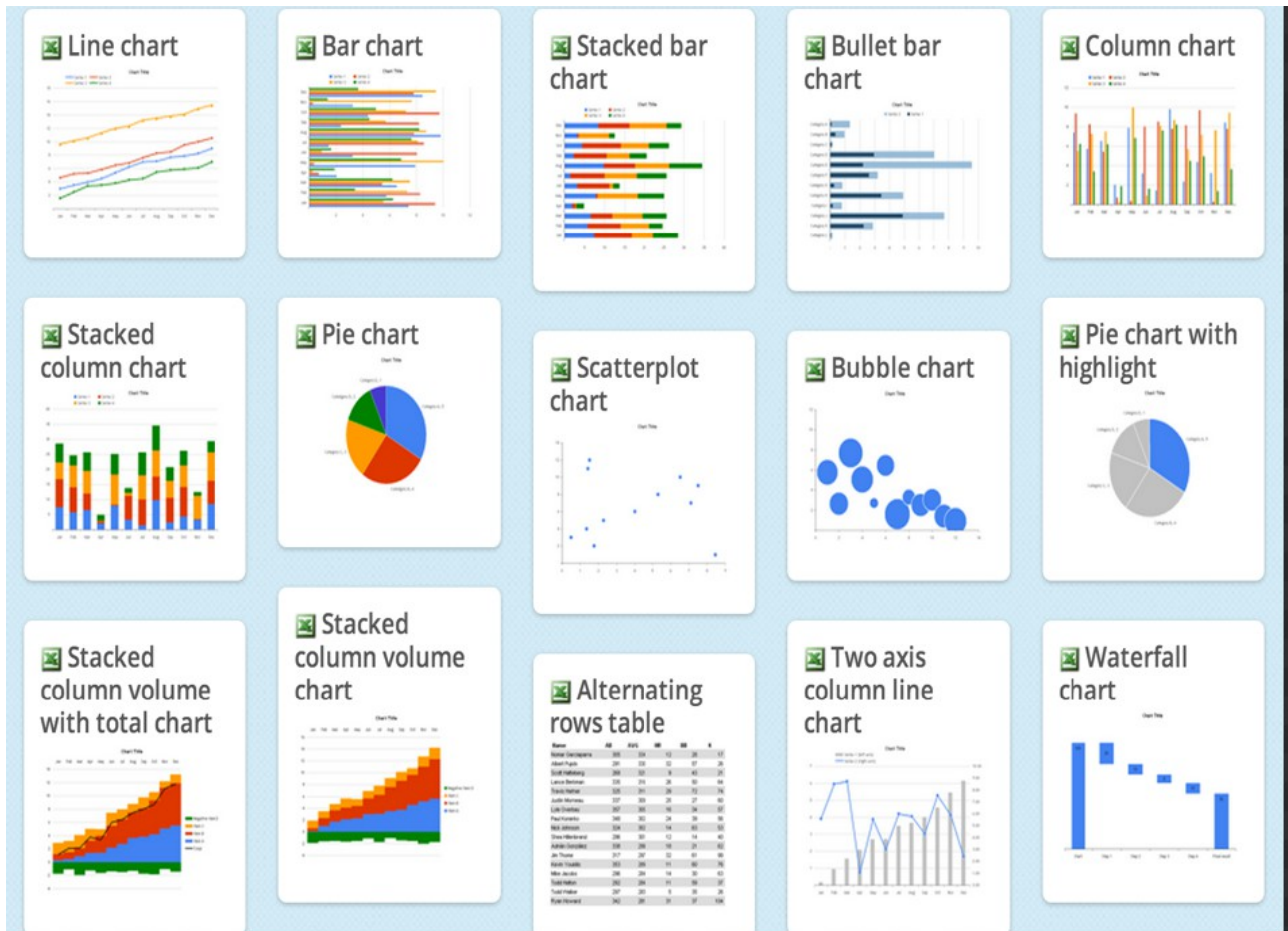
3. La conclusion : il s'agit d'un bilan qui clôt le dossier de manière objective et apporte une réponse claire à la problématique dégagée

* La nature des documents :

Article de fond	leading article
Article factuel	factual article
Editorial	editorial
Chronique	column
Critique	review
Essai	essay
Sondage, étude, enquête	survey
Passage, extrait	excerpt, extract
Discours	speech
Publicité	ad, advert
Manifeste	manifesto
Loi	act
Photographie	photograph
Capture d'écran	still image
Gravure	etching
Dessin humoristique	cartoon
Affiche	poster
Dessin	drawing
Légende	caption
Photo de reportage	feature shot

Instantané
 Vignette de BD
 Diagramme en barres
 Diagramme en zones
 Diagramme en camembert
 Diagramme de dispersion
 Graphique linéaire
 Tableau à double entrée

snapshot
 comic strip
 bar chart
 area chart
 pie chart
 scatterplot
 line chart
 double-entry table



SYNTHESE DE DOCUMENTS

PT - LV1A

En vous appuyant *uniquement* sur les documents du dossier thématique qui vous est proposé, vous rédigerez une synthèse répondant à la question suivante :

To what extent is it legitimate to keep Confederate memorials up?

Votre synthèse comportera entre 450 et 500 mots.

Vous proposerez un titre à cette synthèse, comptabilisé dans le nombre de mots.

Liste des documents :

Document 1: "After a year of soul-searching, Richmond reimagines its Confederate monuments" by Sarah Rankin for *Associated Press*, July 3 2018

Document 2: "'Changing history'? No – 32 Confederate monuments dedicated in past 17 years" by Amanda Holpuch and Mona Chalabi in *The Guardian*, 16 August 2017

Document 3: "Why I Changed My Mind About Confederate Monuments" by Kevin M. Levin in *The Atlantic* August 19 2017

Document 4: "After a Year of Rising Tensions, Protesters Tear Down Confederate Statue on UNC Campus" – a photo by Gerry Broome for *Associated Press* published on *NPR*, 21 August 2018

Document 5: "A 150-year timeline of Confederate iconography". Photograph: Southern Poverty Law Center, 2016

FIRST LOOK

After a year of soul-searching, Richmond reimagines its Confederate monuments

By Sarah Rankin for *Associated Press* (published in the *Christian Science Monitor*) July 3 2018

RICHMOND, VA.

As the one-time capital of the Confederacy wrestles with its Civil War heritage, a commission in Richmond recommended Monday removing a statue of Confederate President Jefferson Davis but leaving in place four others, including a soaring tribute to Gen. Robert E. Lee.

The panel of historians, academics, local officials, and others spent nearly a year studying the issue and taking input from a sometimes-angry public before unveiling the proposals Monday in a more than 100-page report.

The recommended changes would re-shape one of the nation's largest displays of Confederate symbolism along Richmond's famed Monument Avenue and in some ways re-envision how the city presents its history in the public square. In addition to removing the Davis statue, the commission advised adding historical context to the statues and erecting new monuments that would reflect a "more inclusive" story of the city's history.

"In the course of the work, it became abundantly clear the majority of the public acknowledges Monument Avenue cannot and should not remain exactly as it is. Change is needed and desired," said the report, which is not binding.

The recommendations mark the latest development in the national soul-searching over what to do with symbols of the Confederacy. A 2015 mass shooting at a black church in Charleston, S.C., and a 2017 white nationalist rally in Charlottesville have heightened the debate over whether such symbols are historical artifacts that should remain untouched or relics that elevate a racist past.

"Nowhere in the United States is a frank and constructive dialogue more necessary or fraught with potential controversy than here in Virginia, home to two Confederate capitals, and 136 monuments to the Confederate States of America," the report said.

While Richmond has plenty of other Confederate symbols, the commission's mandate was limited to the five giant Confederate statues that dot Monument Avenue, a prestigious residential street lined with mansions and divided by a grassy median.

Richmond City Attorney Allen Jackson has warned that because the Lee monument and surrounding circle belong to the state, the city would need permission to "take action" on that statue.

He also wrote in a legal opinion issued to the commission that any effort to remove a monument would likely run afoul of a state law that prohibits local governments or others from "disturbing or interfering with" memorials to war veterans. The statute, which the Republican-controlled General Assembly has shown no interest in amending, is at the center of a lawsuit currently playing out in Charlottesville over that city's effort to remove two Confederate statues.

The commission noted that obstacle, saying that "pending litigation or changes in state law," the Davis statue should go.

It "is the most unabashedly Lost Cause in its design and sentiment," the report said, referring to an interpretation of the war that historians say romanticizes the South and de-emphasizes the role of slavery.

An inscription on the Davis monument, for instance, "styles the Confederate president as a 'Defender of the Rights of States,' deflecting the question of slavery," the report noted. It also emphasized that Davis, who was born in Kentucky, is the only non-Virginian on Monument Avenue.

In addition to Lee and Davis, Monument Avenue is currently home to statues honoring J.E.B. Stuart, Thomas "Stonewall" Jackson, and Confederate Naval commander and oceanographer Matthew Fontaine Maury. A statue of black tennis hero Arthur Ashe, a Richmond native, was added to Monument Avenue in 1996, provoking a nationally publicized and racially charged dispute.

One of the panel's suggestions was to commission a monument dedicated to soldiers of the United States Colored Troops, regiments of mostly formerly enslaved men who fought for the Union.

"The juxtaposition to the Confederate Statues could be a powerful statement," the report said.

'Changing history'? No – 32 Confederate monuments dedicated in past 17 years

Amanda Holpuch and Mona Chalabi in *The Guardian*, 16 August 2017

Trump complains that efforts to take down Confederate memorials amount to altering the past, but numerous examples made their mark in recent decades

“You are changing history,” Donald Trump said on Tuesday of efforts to remove Confederate monuments in Charlottesville, Virginia, and elsewhere across the United States. “You’re changing culture.”

History about as old as the George W Bush presidency, it turns out in a surprising number of cases – and culture stretching back to the heyday of Britney Spears.

Thirty-two Confederate memorials have been dedicated in the past 17 years, according to a survey by the Southern Poverty Law Center (SPLC). That’s at least 135 years after the demise of the secessionist movement the monuments ostensibly celebrate.

The symbols include public schools, plaques and monuments, such as a stone in St Cloud, Florida, engraved in honor of Confederate soldiers and of Florida’s cattlemen and farmers “who risked their lives and fortunes to supply our troops fighting in defense of their families, state and nation”.

Iowa, a Union state, has three Confederate monuments, all dedicated after 2000.

In total, there are about 1,500 symbols of the Confederacy in public spaces, according to the SPLC, which attempted to catalogue them all in 2016.

The symbols vary: 718 are monuments, while 109 are public schools named for Confederate leaders. A quarter of those schools have student populations that are majority black. Ten of the schools have student bodies that are 90% African American.

Not all of the post-2000 monuments are new. Some were dedicated again, including a statue for the Confederate navy officer Raphael Semmes in Mobile, Alabama. It was rededicated in 2000 – 100 years after it was first dedicated – with a memorial plaque and ceremony featuring Confederate flags; red, white and blue balloons; and a cannon salute.

The most recent efforts to dedicate and rededicate Confederate monuments come amid decades-long efforts to remove them.

In 1994, the National Association for the Advancement of Colored People (NAACP) led an effort to ban Confederate flags from South Carolina, including one that flew over the state house. In 2000, 50,000 people turned out to protest the state house flag. It finally came down in June 2015 after the killing of nine black people in a church in Charleston.

While some of the newer monuments are simple stones or plaques commemorating Confederate soldiers, others are large sculptures celebrating major Confederate leaders.

In 2009, Waverly, Missouri, dedicated a new bronze statue to Gen Joseph O Shelby, who was born to one of the wealthiest families in Kentucky and owned a 700-acre plantation worked by slaves. At the end of the war, he refused to surrender and traveled instead to Mexico, leading 1,000 men to a colony for ex-Confederates. He eventually returned to his home in Missouri.

Trump has been criticized by fellow Republicans, business leaders, military generals and a multitude of Americans for endorsing and spreading the explanation of white supremacists that a rally last Friday in Charlottesville was to defend the statue. The rally became a showcase for Nazi ideology and racist ideology – and then the scene of a murderous attack and a latter-day tragedy.

POLITICS

Why I Changed My Mind About Confederate MonumentsKevin M. Levin in *The Atlantic* August 19 2017

Empty pedestals can offer the same lessons about racism and war that the statues do.

Six years before it would become the inspiration for bloody protests, the Robert E. Lee monument in Charlottesville, Virginia, was vandalized. The 2011 incident capped off my 11-year residency in the small city—where I'd taught high-school history and where my understanding of the legacy of the Civil War was nurtured. There was no better place to teach the Civil War than Charlottesville. Some of the most important battlefields in Richmond, Fredericksburg, and the Shenandoah Valley are within an hour's drive. But it was the region's monuments that played a central role in my teaching, and I believed they should be left alone.

I argued my position in an essay for *The Atlantic*: "For better or for worse, monuments to Confederate heroes are part of our story, but each of us can choose how to engage with these places. We can express outrage over their existence. We can alter them with statements of our own. Or we can let them be, appreciate their aesthetic qualities, and reflect carefully on their history." I fell short on understanding what they still meant to some in the community. I didn't realize that so many of my neighbors didn't need further reflection at all.

Utilizing Confederate monuments in my classes offered students a window into the history of the war, but more importantly, it introduced them to the difficult distinction between history and memory. The tributes showed how communities like Charlottesville and Richmond chose to remember the conflict long after the guns fell silent, and how they used the memory of Confederate leaders to impart moral lessons on future generations. And my students learned how the monuments helped establish and maintain a system of Jim Crow segregation—by defining and enforcing the city's racial boundaries through much of the 20th century. Monument sites became classrooms where I could teach about the long and difficult history of racism in America. Taking them down seemed to represent the antithesis of my goals as a teacher.

But the fallout following the horrific 2015 murders of nine churchgoers in Charleston, South Carolina's Emanuel A.M.E. Church proved to be a critical turning point in my thinking. After photographs of the shooter, Dylann Roof, posing with Confederate battle flags were published, calls rang out to remove both the banners and rebel monuments from public spaces. For me, the lowering of the Confederate battle flag in Columbia and elsewhere needed little justification, as it'd been embraced as a symbol of "massive resistance" during the civil-rights movement. But I still held firm to my view of the monuments.

That summer, I traveled for the first time to Prague, in the former Soviet-bloc country of Czechoslovakia. I noticed almost immediately the concrete foundations and empty pedestals where monuments to communist leaders once stood. Some statues had been relocated to museums, while others were destroyed; skate boarders and sunbathers had since claimed their spot.

The experience forced me to reconsider my position on the markers back home. I imagined stepping back in time to convince the residents of Prague that the monuments helped them face their past, or gave teachers an important tool with which to engage their students. This proved to be a futile exercise. Regardless of their destination, the monuments were exactly where they needed to be as determined by the community members themselves.

After all, the people of Prague were not trying to erase their history or turn away from the lessons it might offer. They had lived this past and it would remain with them. The removal of monuments to Stalin and Lenin lifted the weight of the memory of oppression, allowing the Czech people to begin to imagine a new direction for their nation. They understood "that history can't be a sword to justify injustice or a shield against progress," as Barack Obama explained in his eulogy for the Charleston victims.

In the time since that visit, I have listened much more closely to the concerns of those who live in the shadows of Confederate statues, who see their removal as the next step in achieving a more equitable society. Nowhere have these voices been more passionate and forceful than in New Orleans, where workers this spring took down four Confederate and Reconstruction monuments. Local activists Terri Coleman and Malcolm Suber argued convincingly that they don't need reminders of the history of racial injustice, because it is present all around them. The city's mayor, Mitch Landrieu, has spoken about the need to acknowledge the damage these figures continue to do. In a May speech, he asked his constituents to look at the monuments through the eyes of a black child:

Can you look into that young girl's eyes and convince her that Robert E. Lee is there to encourage her? Do you

think she will feel inspired and hopeful by that story? Do these monuments help her see a future with limitless potential? Have you ever thought that if her potential is limited, yours and mine are, too?

I cannot. The removal of Confederate monuments across the country will not prevent me from doing my job as a history educator and public historian. Even empty pedestals offer important lessons that demand to be told—in fact, the statues' removal from positions of alleged moral authority is arguably the most important chapter in their long and controversial history.

And neither can some of my former students, who were among the counter-protesters in Charlottesville. While watching the violence play out on television, it occurred to me that some demonstrators were completing a process of personal reckoning that may have begun in the classroom. They understood this history. They understood it so well that they were willing to risk danger for the benefit of their community today and tomorrow.

The national debate over the monuments' future is not unlike what happened in Prague and other cities at the end of the Cold War. And I hope they meet the same fate. Confederate monuments were erected and dedicated by white southerners as an expression of their collective values—chief among them a commitment to white supremacy that secessionists were willing to die for. Many descendants of those southerners have decided, as the freedmen and their descendants already had, that the Lost Cause does not represent them—not as members of their respective communities, and not as Americans.

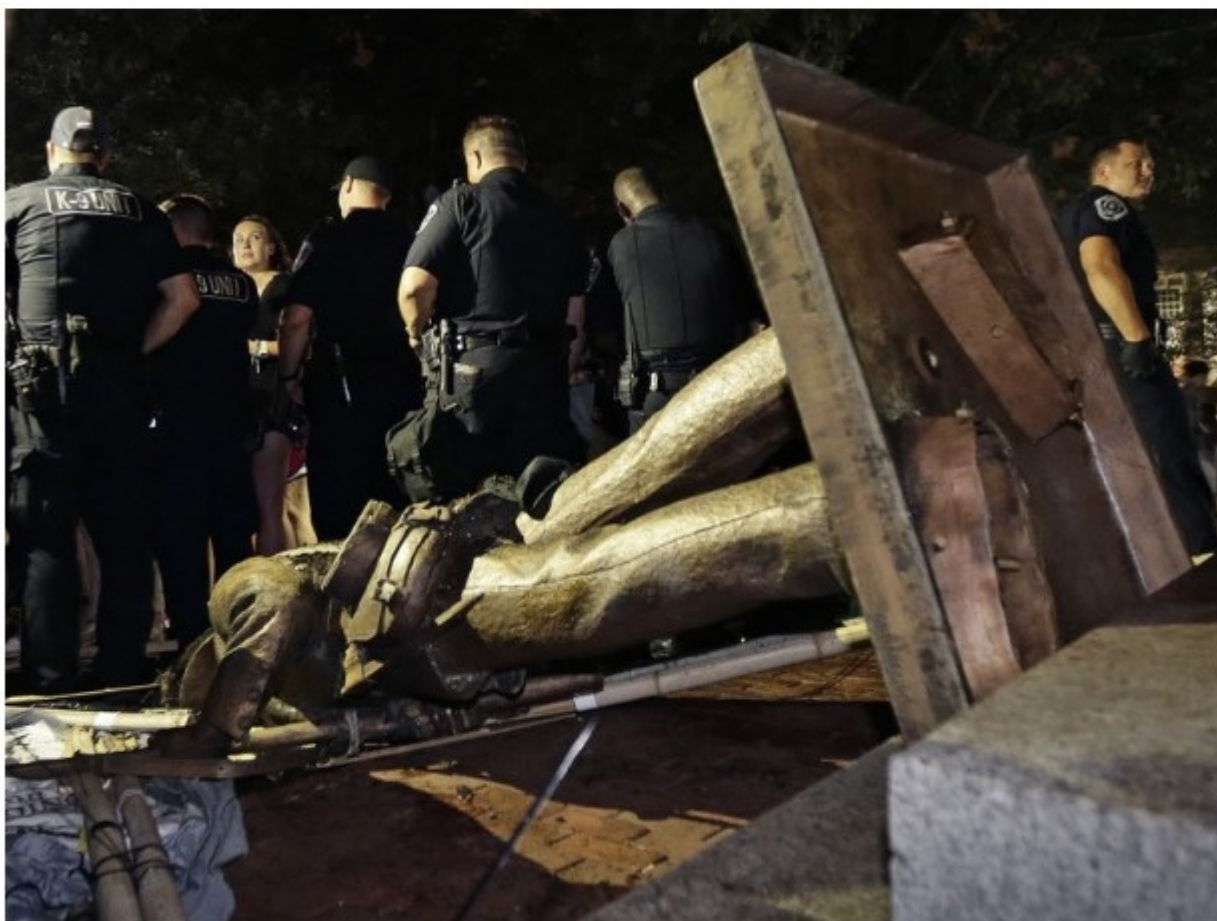


NATIONAL

After A Year Of Rising Tensions, Protesters Tear Down Confederate Statue On UNC Campus

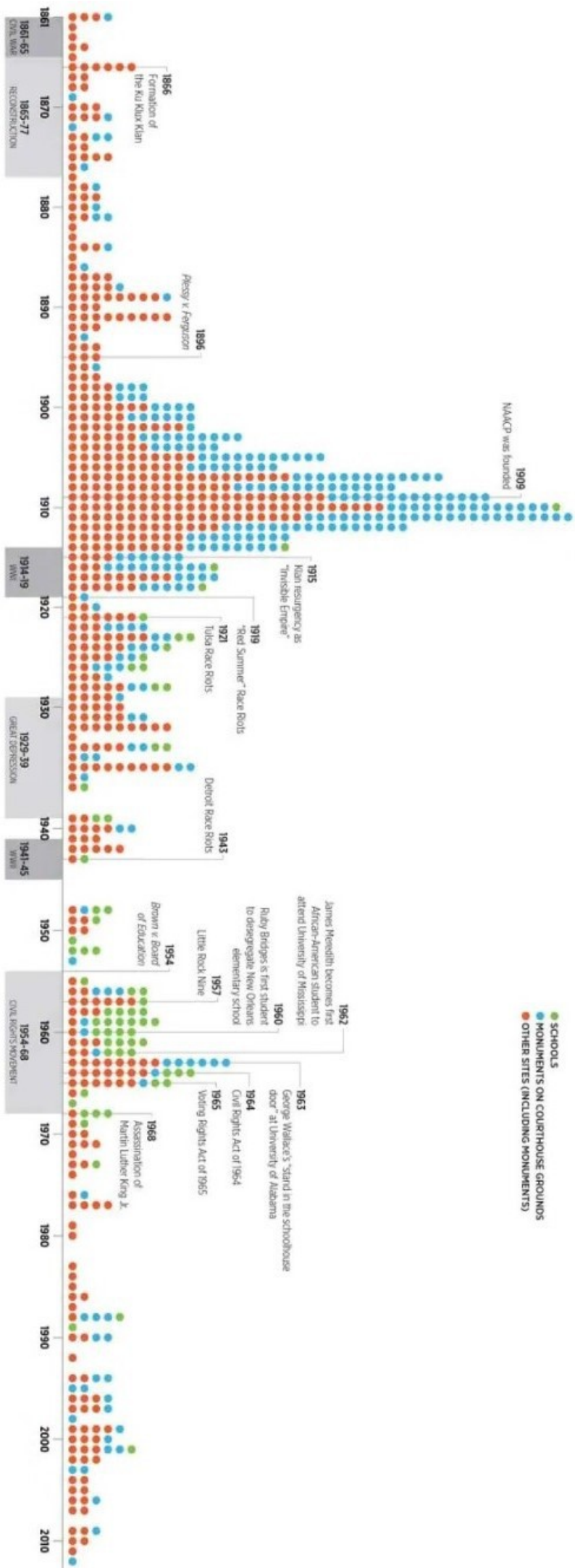
August 21, 2018 · 5:05 AM ET

VANESSA ROMO



Police stand guard after the Confederate statue known as "Silent Sam" was toppled by protesters on campus at the University of North Carolina in Chapel Hill, N.C., on Monday.

Gery Broome/AP



The end of the Confederacy symbols (synoptic chart)

DOC 1	DOC 2	DOC 3	DOC 4	DOC 5
<p>"After a year of soul-searching, Richmond reimagines its Confederate monuments" Sarah Rankin Associated Press, July 3 2018</p> <p>The existence of Civil War Memorials in Richmond Virginia is now challenged by a commission example: removing a statue of Jefferson Davis but keeping one of General Lee</p> <p>the commission of experts worked for a year and surveyed the public before publishing their reports.</p> <p>→ a big change in the way Richmond displays its heritage. Cf Monument Avenue</p> <p>→ removals, more explanations, addition of other prominent personalities of the city, in a more 'inclusive' approach</p> <p>a national trend that questions the relevance of Confederacy symbols cf 2015 mass shooting in Charleston + 2017 rally in Charlottesville.</p> <p>→ are those symbols history or racist artefacts?</p> <p>Virginia (at the core of the Confederacy) crystallizes the debate. The report focused on Monument Avenue in Richmond. ☒ legal constraints</p>	<p>"Changing history"? No – 32 Confederate monuments dedicated in past 17 years" Amanda Holpuch and Mona Chalabi The Guardian, 16 August 2017</p> <p>ACC Trump: taking down Confederate monuments = altering the past but untrue</p> <p>Trump → removing Confederate monuments = changing culture</p> <p>but a number of those monuments / memorials have been set up over the past two decades – 135 years after the end of the Civil War at least.</p> <p>Scattered all over the US territory. Over 1,500 of them, ACC SPLC.</p> <p>Range from monuments to plaques to schools, including majorly African-American schools.</p> <p>Some had their dedication renewed post-2000 (cf Raphael Semmes's memorial in Mobile, Alabama or Gen Shelby in Waverly, Missouri).</p> <p>All that along with efforts to take down Confederate symbols. Example: from 1994 on, campaign for withdrawal of the Confederate flag in South Carolina. Finally enforced in 2015 after an ultimate mass shooting in Charleston.</p> <p>Cf rally in August 2017 in Charlottesville, supposedly to defend a statue, actually a demonstration of racism and Nazism, that ended in the death of an African-American person.</p>	<p>"Why I Changed My Mind About Confederate Monuments" Kevin M. Levin The Atlantic August 19 2017</p> <p>Empty pedestals vs statues</p> <p>Back in 2011, the Robert E. Lee statue was vandalized → shock for the author, a resident of the city and a history teacher. Charlottesville = ideal place to study the Civil War (location + monuments)</p> <p>→ the latter should be left alone → the author used to be a fierce advocate of those monuments as part of the legacy of the past and a subject of study. → back then did not realize what part of the community felt about those monuments → those monuments could be used to make the distinction between history and memory to show how Charlottesville and Richmond chose to remember. And maintain segregation. A unique occasion to teach racism outside the classroom</p> <p>The 2017 killing in Charlottesville hardly shattered the author's convictions. With Dylann Roof (the shooter) posing with Confederate flags, the decision was taken to take all of them down from public places. → OK for the flag but monuments must be preserved. ACC author</p> <p>Comparison with Prague (ex Soviet bloc) → empty pedestals taken over by the population. Monuments displaced in museums or destroyed.</p> <p>Awareness that the Prague population had chosen to remove the monuments ≠ negation of history end of oppression → towards a new direction cf B. Obama - "history can't be a sword to justify injustice or a shield against progress"</p> <p>Back from Prague, more awareness of the part of the community that wants to take down the monuments → towards more equality</p> <p>cf New Orleans (4 monuments removed in spring 2017) – approved by local activists and the mayor: no need to have a memorial to racial injustice as still present all around</p> <p>cf example of a black child: how can Robert E. Lee's statue encourage her? Show her potential and future?</p> <p>Finally removing Confederate monuments is no brake to teaching history. Removing Confederate symbols is the final chapter of their history.</p> <p>As a teacher the author contributed to educating some demonstrators in favour of taking down Confederate symbols – took risks for that national debate = Prague's story. Many US citizens now ready to reject the Lost Cause.</p>	<p>"After a Year of Rising Tensions, Protesters Tear Down Confederate Statue on UNC Campus" – a photo by Gerry Broome Associated Press published on NPR, 21 August 2018</p> <p>The photograph of a Confederate soldier statue taken down at the University of North Carolina The photograph is dark – was it taken at night? Policemen are guarding the statue (to prevent protesters from putting it up again) The statue was in the hall of a University. → symbol of legacy / culture / history</p>	<p>ISSUE: Confederate symbols – can history be remembered through irremovable monuments only? REASONING Since the end of the Civil War, around 1,500 monuments have been erected or dedicated to heroes of the Confederacy across the United States (including in Union States), with peaks at strategic times like the fiftieth anniversary of the end of the War or during the Civil Rights Movement as a reaction against the numerous protest marches for equality. Meanwhile, a number of those monuments have also been taken down or de-dedicated, with a view to removing racist symbols from public spaces. But whatever decision is made regarding a Confederate monument, reactions are passionate. So what compromise could be found?</p> <p>I – Divergent points of view. a) the ex-Confederate communities b) the African-American community c) the authorities (local / federal)</p> <p>II – The ideological weight of a legacy a) from commemoration to white supremacy ideology b) a way to teach history so as not to repeat it c) a daily oppression and towards a blank future</p> <p>III – The right compromise a) removing the statues? [ex: the Confederate flag in 2015] b) adding educational / explanatory notes? c) combining the monuments with memorials dedicated to African-American heroes?</p> <p>Concl: History / legacy / memory / ideology...</p>

The Confederate memorial conundrum – remembering the past or barring the future?

(12)

Yet another statue dedicated to a Confederate soldier was toppled down on the University of North Carolina Campus in August 2018. The trend has been swelling for some time, spawning a passionate discussion between the pro and the anti- Confederate monuments. The issue has met coverage, with media as diverse as The Christian Science Monitor (doc1), The Guardian (doc2), The Atlantic (doc3) and NPR (doc4) relaying the debate. More committed associations, like the Southern Poverty Law Center, contributed to collecting data, like the number and date of dedication of all Confederate monuments in the United States (doc5). Views diverge and the authorities struggle to find a compromise. Do Confederate memorials still have a role to play? (113)

Depending on the point of view, Confederate monuments are part of history or a daily reminding of a racist, segregationist past (doc1;3). Even though some memorials were erected during the Reconstruction era or in peaks around key dates like the fiftieth anniversary of the end of the Civil War (doc5), some have been dedicated a lot more recently (32 more since 2000 – doc2) or as an ideological reaction against desegregationist movements (doc5), while others were toppled down (doc 2;3;4). The debate is fierce between those in favour of maintaining those dedications, supported by President Donald Trump (doc2), and those, increasingly numerous (doc1), considering that things should change. As the debate has spread across the United States, local authorities in the South have started taking steps (doc1). (126)

Putting down a Confederate memorial is not so simple, though. Notwithstanding actions by protesters – doc 4;1;2 (an ironical reversal of what happened before, when anti-racism activists vandalized the statues – doc3), the hurdles are also legal, as a Virginian law forbids to alter any war memorial (doc1), and educational, as put forward by a history teacher from Richmond: according to him, those monuments are a unique occasion to teach history (including its dark sides) to students (doc3). The reluctance was so strong that it took more than 20 years and a mass shooting in 2015 in a church in Charleston to

remove the Confederate Flag from public houses after the NAACP (National Association for the Advancement of Colored People) pointed out that it had become a racist and segregationist symbol in 1994 (doc 2;3). (134)

Reaching a compromise is the upcoming challenge. As more people agree that Confederate monuments as they stand are a thing of the past (doc1), proposals for an evolution are being considered: adding memorials to Colored People or explanatory notes to existing statues like in Richmond (doc1), leaving empty pedestals as witnesses of a shameful past like in ex-Communist Prague (doc3), or sending discarded statues into museums (doc3) are examples of what could be done to finally stop imposing on minorities an oppressive memory (with a number of schools 90% African-American bearing the name of a Confederate hero – doc2) – for a future that will be freed from the racist legacy of the Civil War. (115)

500 words used

GRILLE DE NOTATION DE L'ÉPREUVE DE SYNTHÈSE

Elève :

Éléments de barème		Points alloués	Points de l'élève	Total des points
Langue (/20)	Syntaxe	10		
	Lexique	10		
Méthode (/15)	Structure	5		
	Cohérence	5		
	Reformulation	5		
Compréhension & Contenu (/15)	Réponse à la problématique	5		
	Compréhension	5		
	Pertinence des idées	5		
MALUS				Total des points
Absence de titre ou titre paraphrasé		-3/50		
Nombre de mots	<400 ou >500	-3/50		
	>600 ou <350	Méthode notée sur 7		
	Faux décompte de mots et nombre de mots non respecté	0 à la méthode		
Subjectivité ou éléments extérieurs aux documents	Dans l'introduction ou la conclusion	-3/50		
	Dans toute la synthèse	Méthode notée sur 7		
Tous les documents ne sont pas traités		Méthode notée sur 7		
Plusieurs malus cumulés		0 à la méthode		
TOTAL DES POINTS /50				

Commentaires :

LINK WORDS

POUR COMMENCER

First, firstly, first of all, in the first place, first and foremost, to begin / start with
My first impression is...

POUR DEVELOPPER UN SUJET

Secondly, thirdly, then, next
at first sight (*à première vue*)
as a matter of fact, in fact (*en fait*)
at all events, in any case (*en fait*)
on second thoughts (*à la réflexion*)
actually (*effectivement, vraiment / en fait*)
anyway (*de toutes façons*)
in most cases (*dans la plupart des cas*)
in this respect (*à cet égard*)
to some extent (*dans une certaine mesure*)
as far as ... is concerned (*en ce qui concerne*)
from a (*adjectif*) point of view (*d'un point de vue + adj.*)

POUR EXPRIMER LE BUT

To, in order to, so as to + BV
For + nom/ pronom + TO + BV

POUR EXPRIMER LA CONDITION

if (*si*)
in case (*au cas où*)
suppose/ supposing (*à supposer que*)
provided/providing (*pourvu que*)
on condition that (*à condition que*)
so long as / as long as (*à condition que*)

POUR EXPRIMER L'OPPOSITION

whereas / while (*tandis que*)
unlike (*à la différence de*)
contrary to (*contrairement*)
as against (*en opposition à*)
on the one hand..., on the other hand... (*d'une part..., d'autre part*)
conversely (*inversement*)
on the contrary (*au contraire*)
in contrast to (*en contraste avec*)
or else (*ou alors*)
otherwise (*autrement*)

POUR EXPRIMER LA RESTRICTION

although / though (*bien que*)
as though / as if (*comme si*)
even though / even if (*même si*)
no matter what (*peu importe ce que*)
whatever (*quel que soit*)
no matter how (*peu importe comment*)
however + adj. (*si + adj. soit-il / elle*)
unless (*à moins que*)
whether ... or ... (*que ... ou que...*)
yet / still (*pourtant*)
however (*cependant*)
nevertheless, nonetheless (*néanmoins*)
for all..., despite ... (*malgré...*)
in spite of (*en dépit de*)
for all I know

POUR DONNER DES EXEMPLES

for instance, for example, such as, like
namely (*c'est-à-dire*)
above all (*surtout*)

POUR EXPRIMER LA CAUSE

as (*étant donné que*)
because (*parce que*)
for (*car*)
since (*puisque*)
This is the reason why (*C'est la raison pour laquelle*)
because of (*à cause de*)
owing to (*en raison de*)
thanks to (*grâce à*)
due to (*du fait de*)
out of + nom (*par + nom*) Ex.: *out of pity*
on account of (*étant donné*)

POUR EXPRIMER LA CONSEQUENCE

so that (*de telle sorte que*)
so...that (*si...que*)
so much so that (*à tel point que*)
that's why (*c'est pourquoi*)
as a result of (*en conséquence de*)
therefore (*c'est pourquoi*)
accordingly (*en conséquence*)
consequently (*par conséquent*)
so, thus (*ainsi*)
hence (*d'où*)

POUR EXPRIMER LE TEMPS

eventually (*finalement*)
till / until (*jusqu'à ce que*)
while (*pendant que*)
as long as (*tant que*)
whenever (*chaque fois que*)
since (*depuis que*)
once (*une fois que*)
meanwhile (*pendant ce temps là*)
in the meantime (*entre temps*)
at times (*parfois*)

POUR AJOUTER UN ELEMENT

in addition to (*outre*)
besides (*d'ailleurs*)
furthermore (*en outre*)
moreover, what is more, on top of that (*de plus*)
as well, also, too (*aussi*)
similarly (*de même*)

POUR CONCLURE

To conclude, in conclusion, as a conclusion, in brief, in short, to put it in a nutshell, at last, finally, last but not least

Les épreuves orales d'anglais au concours PT

Quel que soit le concours, les attentes sont :

- la qualité de la langue orale : prononciation, richesse, précision et correction grammaticale (ne pas hésiter à se corriger)
- la capacité à la communication : aisance, autonomie, clarté, capacité à convaincre, échange naturel
- la qualité du fond, la culture générale et la maîtrise de l'actualité

Temps de préparation : 20 mn (10mn résumé / 10mn commentaire)

Temps de passage :

- Résumé : 3-4 mn
- Commentaire : 6-7 mn
- Entretien (et reprise pendant les colles) : 5-10 mn

L'introduction :

- Contextualisation : le rôle de la phrase d'accroche est de montrer au jury que vous avez identifié le thème général du document et êtes capable d'en expliquer la pertinence dans l'actualité
- Explication du problème soulevé et objectif de l'auteur

Le résumé :

- Il doit être linéaire et non paraphrasé
- Il doit être structuré et éviter l'effet de liste (restituer avec finesse la logique du document)

Transition :

- La phrase de transition permet de faire un lien logique entre le micro-exemple traité dans le document et le sujet plus large sur lequel cela nous invite à réfléchir (toujours en lien avec l'actualité des pays anglosaxons de préférence)
- Annoncer une problématique (de préférence sous la forme d'une question indirecte) et un plan

Le commentaire : ne pas chercher à avoir de sous-parties mais garder en tête que sont attendus :

- des arguments différents
- connectés de manière logique (éviter l'effet de liste)
- illustrés par des exemples d'actualité concrets de préférence tirés du monde anglosaxon

Sujet mineur ou sujet majeur ?

Chaque document est un micro-exemple qui invite à réfléchir sur un sujet un peu (mineur) ou beaucoup (majeur) plus large, tout en évitant à tout pris les sujets tiroirs traitants de thèmes du programme et non de réels sujets d'actualité concrets.

Exemple : *Meet Afghanistan's female coders who are defying gender stereotypes*

Sujet mineur : *Gender issues in Middle-Eastern countries*

Sujet majeur : *Women in « men's jobs »*

GRILLE DE NOTATION DES COLLES

Date :

Etudiant :

Sujet :

Timing :

Résumé:

Commentaire:

Compréhension du document et production personnelle :

/6

Restitution, organisation, apport personnel

Syntaxe :

/4

maîtrise de la langue, richesse grammaticale et aptitude à se corriger

Lexique :

/4

pertinence, étendue et tournures idiomatiques

Phonologie :

/3

articulation, intonation, rythme, fluidité, accentuation

Capacité à communiquer et interagir :

/3

attitude générale (contact, langage corporel, gestion du stress), réponse aux questions, demande de reformulation/précision

APPRECIATION GENERALE :