

# POURQUOI CONSERVER LLCE EN TERMINALE ?

- J'aime l'anglais
- Je suis curieux
- Je veux approfondir mes connaissances culturelles des pays anglo-saxons
- Je veux améliorer la maîtrise de la langue (grammaire, lexique et phonologie)
- Je comprends les textes assez facilement
- Je suis à l'aise dans plusieurs compétences orales et écrites



# PROGRAMME

## Thématique « Arts et débats d'idées »

<b>Axe 1 : Art et contestation</b>	Utilisation du support artistique pour défendre un point de vue, apporter un témoignage, dénoncer... Contestation de l'ordre social. Sensibiliser à une cause. Distinction entre contestation dans l'art et art contestataire.
<b>Axe 2 : L'art qui fait débat</b>	L'artiste au cœur des polémiques. Remise en question de la dimension artistique. Tabous. Subversions. Révélateurs moraux de la société. Notion de bienséance.
<b>Axe 3 : L'art du débat</b>	La maîtrise des mots pour convaincre l'auditoire mais aussi une arme de manipulation, de propagande. Échange verbal envisagé comme art. Surmonter les préjugés.

## Thématique « Expression et construction de soi »

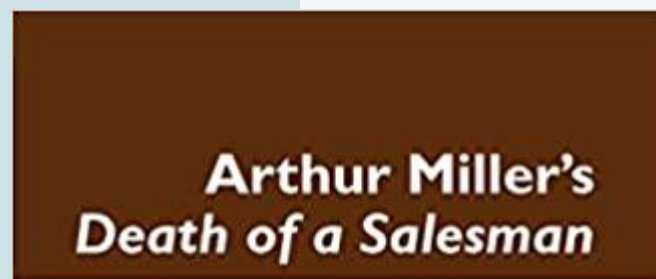
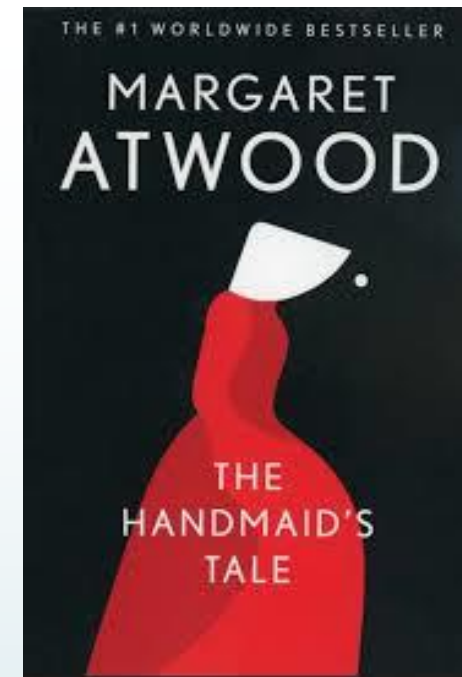
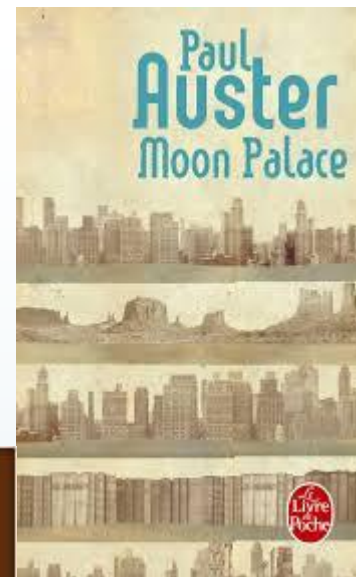
<b>Axe 1 : L'expression des émotions</b>	L'émotion pour construire une œuvre, une personnalité et une identité. Courant Romantique. Art chorégraphiques. Emotions, mémoire et sentiments. Monologues, discours politiques... Dimension existentielle.
<b>Axe 2 : Mise en scène de soi</b>	Recherche de sens. Autoportraits littéraires ou picturaux interrogeant la notion d'identité. Construction de soi. Postérité. Mise en scène de soi et autorévélation. Identité collective.
<b>Axe 3 : Initiation, apprentissage</b>	Roman d'apprentissage. Enfance. Passage de l'enfance à l'âge d'adulte. Famille. Adolescence. Construction de l'individu face aux injonctions et aux normes sociales.

## Thématique « Voyages, territoires, frontières »

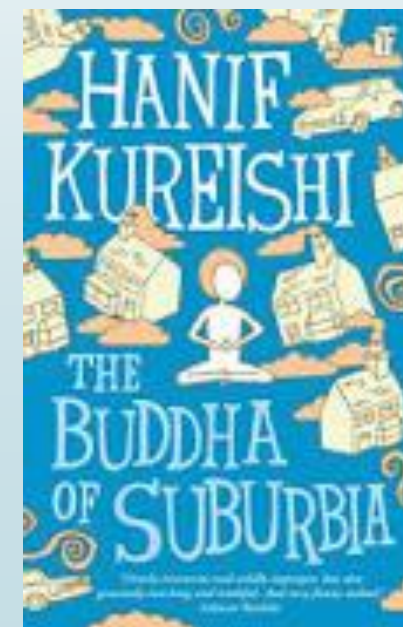
<b>Axe 1 : Exploration et aventure</b>	Parcours d'explorateurs. Démarche impérialiste coloniale. Spécificité britannique. Logique expansionniste, « destinée manifeste ». Science-fiction. Franchir les frontières au propre et au figuré.
<b>Axe 2 : Ancrage et héritage</b>	Migration. Célébrations. Patrimoine mémoriel. Lutte et combat. Identification à un territoire. Géographie de la ville américaine. Brexit.
<b>Axe 3 : Migration et exil</b>	Déterritorialisation. Emigration choisie ou subie. Réfugiés. Facteurs économiques, sociaux et politiques. Expérience de l'exil. Retour au pays. Dimension positive de la migration.

2 ŒUVRES  
INTEGRALES

1 FILM



Edited by Eric J. Sterling





# QUELES SONT LES OBJECTIFS

- NIVEAU VISE C1 (confirmé)
- Explorer la langue et la culture de manière approfondie
- Développer toutes les compétences orales et écrites
- Développer le goût de la lecture
- Développer l'argumentation
- Développer le sens critique
- Développer l'autonomie
- Préparer aux études supérieures et à la mobilité internationale

# SUPPORTS UTILISES EN CLASSE

- ▶ littérature : tous les genres  
ex roman, nouvelles , poèmes, pièces de théâtre d'auteurs classiques et contemporains
- Domaine de l'art : peinture , photographie , sculpture , cinéma, chanson
- Articles de presse , témoignages , essais
- **Objectif** : comparer 3 documents sur le même thème



**A**lice was beginning to get very tired of sitting by her sister on the bank<sup>1</sup> and of having nothing to do: once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it, "and what is the use of a book," thought Alice, "without pictures or conversation?"

So she was considering in her own mind (as well as she could, for the hot day made her feel very sleepy and stupid), whether the pleasure of making a daisy-chain would be worth the trouble of getting up and picking the daisies, when suddenly a White Rabbit with pink eyes ran close by her.

There was nothing so very remarkable in that; nor did Alice think it so very much out of the way to hear the Rabbit say to itself, "Oh dear! Oh dear! I shall be late!" (when she thought it over afterwards, it occurred to her that she ought to have wondered at this, but at the time it all seemed quite natural); but the Rabbit actually took a watch out of its waistcoat-pocket, and looked at it, and then hurried on, Alice started to her feet, for it flashed across her mind that she had never before seen a rabbit with either a waistcoat-pocket, or a watch to take out of it, and burning with curiosity, she ran across the field after it, and was just in time to see it pop down a large rabbit-hole under the hedge<sup>2</sup>.

In another moment down went Alice after it, never once considering how in the world she was to get out again.

The rabbit-hole went straight on like a tunnel for some way, and then dipped suddenly down, so suddenly that Alice had not a moment to think about stopping herself before she found herself falling down what seemed to be a very deep well<sup>3</sup>.

Either the well was very deep, or she fell very slowly, for she had plenty of time as she went down to look about her, and to wonder what was going to happen next. First, she tried to look down and make out what she was coming to, but it was too dark to see anything: then she looked at the sides of the well, and noticed that they were filled with cupboards and book-shelves: here and there she saw maps and pictures hung upon pegs<sup>4</sup>. She took down a jar<sup>5</sup> from one of the shelves as she passed: it was labelled "ORANGE MARMALADE," but to her great disappointment it was empty: she did not like to drop the jar, for fear of killing somebody underneath, so managed to put it into one of the cupboards as she fell past it.

"Well!" thought Alice to herself, "After such a fall as this, I shall think nothing of tumbling down-stairs. How brave they'll all think me at home! Why, I wouldn't say anything about it even if I fell off the top of the house!" (Which was very likely true.)

Down, down, down. Would the fall never come to an end? "I wonder how many miles I've fallen by this time?" she said aloud. "I must be getting somewhere near the centre of the earth. Let me see: that would be four thousand miles down, I think –" (for, you see, Alice had learned several things of this sort in her lessons in the school-room, and though this has not a very good opportunity for showing off her knowledge, as there was no one to listen to her, still it was good practice to say it over) "– yes, that's about the right distance – but then I wonder what Latitude or Longitude I've got to?" (Alice had not the slightest idea what Latitude was, or Longitude either, but she thought they were nice grand words to say.)

Presently she began again, "I wonder if I shall fall right through the earth! How funny it'll seem to come out among the people that walk with their heads downwards! The antipathies, I think –" (she was rather glad there was no one listening this time, as it didn't sound at all the right word) "– but I shall have to ask them what the name of the country is, you know. Please, Ma'am, is this New Zealand? Or Austria?" (and she tried to curtsy<sup>6</sup> as she spoke – fancy curtsying as you're falling through the air! Do you think you could manage it?) "And what an ignorant little girl she'll think me for asking! No, it'll never do to ask: perhaps I shall see it written up somewhere."

*Alice in Wonderland*, Lewis Carroll, 1865 ■

1. bank: side of river – 2. hedge: barrier made of bushes – 3. well: hole made in earth to access water  
4. peg: hook for hanging things on a wall – 5. jar: glass container – 6. curtsy: respectful bow made by women

- 1 Pick out the elements showing the moment Alice enters Wonderland and explain your choice.
- 2 Rephrase Alice's explanation for such a very long fall in the well.
- 3 Describe how she is transformed into an adventurer and an explorer.
- 4 Rewrite the same passage from the point of view of the Rabbit.



Peter Pan's statue, Kensington Gardens, London

- 1 Describe the characters on the pedestal and focus on Peter Pan's attitude.
- 2 Explain how this statue triggers both imagination and a sense of adventure.
- 3 Visit the website <https://www.royalpark.org.uk> and write in your own words a short label providing more background information about the statue.

**C**



Swallows & Amazons (Philippa Lowthorpe, 2016)

<https://www.royalpark.org.uk>

- 1 Pick out all the elements that refer to adventure and exploration.
- 2 Explain what this expedition turns into.
- 3 **PAIR WORK.** After watching the trailer of the movie, discuss the possible outcome for the children with a friend. Your friend disagrees.

**Nouns**

the unknown  
downfall  
findings

**Verbs**

engage  
chance upon  
endeavor: try

**Adjectives**

unexpected  
thrilling: exciting  
spooky: frightening  
eccentric

**Expressions**

the fright of a lifetime  
where the wind takes you  
dead scared  
trigger curiosity



# EXEMPLE D'ACTIVITES EN CLASSE

TRAVAIL EN AUTONOMIE SUR UN TEXTE

ACTIVITES DE GROUPE

DEBATS

PRESENTATION ORALE

TACHE ECRITE RAPIDE A LA SUITE DES TEXTES ETUDIES

PROJET ECRIT OU ORAL : réaliser une exposition, un article de presse ,  
présenter un auteur

# Preface

## *A new Africa by Chinua Achebe*



You are about to read the biography of a man who left his mark on his time.

Chinua Achebe was born on 16 November 1930 in Ogidi, Nigeria, and died on 21 March 2013 in Boston, USA. He was a Nigerian writer, novelist and poet. He is one of the most widely read and studied African writers.

Achebe had studied in Nigeria where he spent his entire childhood. He had travelled in Africa and the United States where he had worked as an English teacher. He had worked at NBC in 1954. In 1958 he had published his first novel, *Things Fall Apart*.

As a Nigerian writer, he is directly concerned by colonization, which affected him a lot. In his novels, he presents themes such as colonialism, the destruction of tribes upon the arrival of Europeans, conversion to Christianity, and the daily lives of women and children during this emotionally charged period.

Chinua Achebe is a member of the Mbari Club, composed of African artists. In 1962, he participated in a conference on African writers and in the same year founded a collection entitled AFRICAN.

As you will have understood, this African writer is proud of his roots.

As we have said, his work is a reflection on colonialism. Indeed, his novels place African heroes at the crossroads of two worlds: a occidental world without justice and an Africa whose traditional values are ignored. Through the destiny of an African character, Chinua Achebe evokes the culture shock of colonisation. Cut off from the outside world, the inhabitants of Africa could imagine a world in their own image, made up of multiple gods and rites. The Europeans overturned all traditional beliefs.

However, Chinua Achebe does not idealise the past. It is thanks to this element that he gives a new vision of Africa. It shows the good and bad sides of these traditional societies. He does not hesitate, for example, to show us the ritual of a human sacrifice. This writer embodies a new vision of Africa that has earned him several nominations for the Nobel Prize for Literature.

Chinua Achebe's many books are an exceptional ethnological testimony.



Chinua Achebe  
THINGS FALL APART





# EVALUATION EPREUVES DE MARS

## ➤ PARTIE ECRITE

- Une synthèse en 500 mots avec un corpus de 3 ou 4 documents 16 points
- Une traduction / dictionnaire unilingue autorisé 4 points

## ➤ PARTIE ORALE (semaine suivante) 20 minutes

- dossier réalisé par l'élève sur une problématique en lien avec le programme
- 10mn de présentation
- 10mn d'interaction

# CERTIFICATION DE CAMBRIDGE

➤ Les élèves qui choisissent de conserver LLCE en terminale pourront passer la certification de Cambridge qui validera leur niveau en anglais

➤ <b>EPREUVE ECRITE</b>	3h30
➤ COMPREHENSION ECRITE / USE OF ENGLISH	1H15
➤ EXPRESSION ECRITE (2 sujets )	1H20
➤ COMPREHENSION ORALE	40MN

## ➤ **EPREUVE ORALE**

➤ Une épreuve de 14mn qui se passe avec deux élèves en même temps



# POURSUITES D'ETUDES

## Université

Études de langues

LLCE ou LEA

école de journalisme

Psychologie

tourisme

Histoire

Études culturelles

prépa littéraires