

ÉPREUVE SEMESTRIELLE D'ANGLAIS - 1DF

Date : 10 juin 2016

Nom:	Prénom:	Groupe:
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Cours (sigle) : 1AN.DF**Durée :** 90 minutes**Nombre de pages de l'énoncé :** 7 (sans le texte)**Mode d'impression :** recto-verso**Annexe(s) (titre et nombre de pages) :** 1 annexe de 1 page (texte: *Roy Lichtenchtein*)**Nombre de points de l'épreuve :** 85 points

Documents et matériel autorisés	
a) mis à disposition par le collège :	b) personnels à l'élève :
Aucun	Aucun

Part I:	GRAMMAR/39
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Part II:	READING COMPREHENSION/28
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Part III:	PARAGRAPH WRITING/18
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TOTAL:	/85
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NOTE:

Part I : GRAMMAR Ex.1/27 + Ex.2/12 = Total:/39

Ex.1. Fill in the verbs in brackets in the correct tense or form and choose the right word when you are given a choice.

Last week, while Mr Robinson (drive) <u>was driving</u> to Oxford on a rainy day,	...../1
he (see) <u>saw</u> a hitch-hiker (<i>auto-stoppeur</i>) holding a sign saying	...../1
CAMBRIDGE.	
Mr. Robinson (think) <u>thought</u> it was dangerous to take hitch-hikers	...../1
because, some days before, he (read) <u>had read</u> frightening	...../1
stories about the things these people (can + do) <u>could/can do</u> to	...../1
drivers. However/Moreover/Although , he (be) <u>was</u> a kind	...../2
man, so he (decide + stop) <u>decided to stop</u> ; he (say) <u>said</u>	...../3
to the young man:	
" It (rain) <u>is raining</u> so much! You	...../1
(get) <u>will get</u> wet in a very short time. Nobody	...../1
(take) <u>will take</u> a person who is soaked to the skin (= <i>trempée</i>	...../1
<i>jusqu'aux os</i>) in their car. By the way, (you/know ?) <u>do you know</u> that	...../1
you (stand) <u>are standing</u> on the wrong side of the road? This	...../1
road (go) <u>goes</u> to OXFORD !"	...../1
"Yes, I (know) <u>know</u> ", (answer) <u>answered</u> the hitch-hiker	...../2
cheerfully, while he (get) <u>was getting</u> into the car. "That is where I	...../1
(want/go) <u>wanted (want) to</u> go. But no driver (look at) <u>(had/has) looked</u>	...../2
<u>at</u> me since/for more than two hours. Though/In fact/Therefore,	...../2
two minutes ago I (think) <u>thought</u> it would be a better idea	...../1
(stand) <u>to stand</u> here, because drivers (must/speak) <u>have to / must</u>	...../1
<u>speak</u> to me to show me the right direction... and so, perhaps	...../1
I (can/get) <u>can/could get</u> into their car, just like this !"	...../1
"What a clever idea! But I am sorry to tell you that I have NO intention to give	

you a lift to Oxford... so, I (not/drive) <u>am not going to / won't drive</u> you to	...../1
Oxford tonight ! (you/can/leave ? - <i>Polite form</i>) <u>could you leave</u> my car,	...../1
please?"	
"But? Why (you/stop/just ?) <u>have you just stopped</u> then?"	...../2
"Oh! As I (see) <u>saw</u> you holding the <i>CAMBRIDGE</i> card, it	...../1
(remind) <u>reminded</u> me that I had decided I (must/go) _____	...../1
<u>had to go</u> to Cambridge, and I (be) <u>was</u> on the wrong side... So,	...../2
I really (to feel) <u>felt</u> sorry for you, and	...../1
I (not/want) <u>didn't want</u> you (stay) <u>to stay</u> on the wrong side of	...../2
the road!	
Many years ago, when I was young I (travel) <u>travelled</u> through Europe	...../1
and I (stand) <u>stood</u> so many times on the wrong side	...../1
of the road!"	
While the driver (tell) <u>was telling</u> his story, the young hitch-hiker (try/put)	...../1
<u>tried to put</u> his bag on his knees, and (hope) <u>hoped</u> he (can/close)	...../3
<u>could close</u> the door in a very quiet way. But the driver	...../1
(not forget) <u>hadn't forgotten</u> his first idea, and	...../1
(ask) <u>asked</u> him to leave the car!	...../1
"Well, you (certainly/should/feel) <u>should certainly feel</u> free to say no	...../2
and you (<i>Modal =no obligation</i>) <u>don't have to</u> take me there. But, (be	...../1
sure/you ?) <u>are you sure</u> that you	...../1
(NOT accept) <u>won't accept</u> me as a passenger, in memory of your	...../1
adventurous past trips ?"	
"Ok young man! Congratulations, you (win) <u>win / (have won)</u> !	...../1
I (go) <u>'m going / ll'go</u> to Oxford with you."	...../1

Total Ex.1 : / 54 pts :2 / 27 pts

Part II : READING COMPREHENSION/10 x2 +/8 = Total:/28

1. Read the text about Roy Lichtenstein. Are the following statements about it True (T) or False (F)? Circle the correct answer and justify it by giving *the precise line number(s)*. (**NOT MORE THAN 2 LINES!**) The questions follow the order of the text.

Example: 0) It's easy to produce art.

T / F **L.nb:** ...1....

1) Everyone takes only 2.7 seconds to look at a piece of art.

T / F **L.nb:**2....

2) Roy's genius was to create art that intrigues you for more than 2.7 seconds.

T / F **L.nb:**9....

3) Some people are disturbed by our culture's reflection in Roy's art.

T / F **L.nb:**10....

4) Americans thought he was the worst artist in their country.

T / F **L.nb:**15....

5) Roy was identified with the famous image of Marilyn Monroe.

T / F **L.nb:**17....

6) Roy just copied illustrations from comics.

T / F **L.nb:** ..19-20..

7) Most Americans still haven't recognized Roy as an important artist.

T / F **L.nb:**25....

8) Rupert Morgan thinks Roy is a visionary artist.

T / F **L.nb:** ..29-30..

9) Roy thought that art could make you see the common objects of our everyday life differently.

T / F **L.nb:** ...33....

10) Quentin Tarantino and Roy Lichtenstein have different perceptions of art.

T / F **L.nb:** ...35-6...

..... /10 pts

2. Answer the following questions *in your own words*. Don't copy or quote from the text! Write *complete* sentences.

1) Considering what the text says about the beginning of pop art, what is "high-culture" and what is "low-culture"?

.....High-culture is the art in the museums(, for the higher social class).

Low-culture is (what poorer people can do:) usual, everyday objects.

..... /2 pts

2) Having read the whole text, explain clearly how Roy suppressed the barrier between "high-culture" and "low-culture"?

.....He used junk to create art.

..... /2 pts

3) How did Lichtenstein "shut up" his son? Give 2 reasons.

.....1. He managed to do what his son challenged him to do.

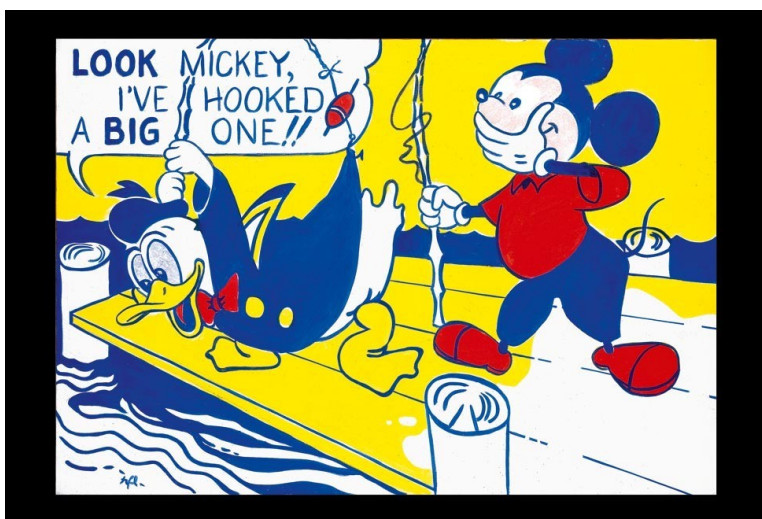
.....2. The picture is in the museum.

..... /4 pts

LOOK MICKEY, 1961, by Roy Lichtenstein

oil on canvas, 121.9 x 175.3 centimetres, National Gallery of Art, Washington, D.C.

Source: internet



to hook: accrocher, attraper

