

Modèle CCYC : ©DNE

Nom de famille (naissance) :

(Suivi s'il y a lieu, du nom d'usage)

Prénom(s) :

N° candidat :

N° d'inscription :



Liberté • Égalité • Fraternité
RÉPUBLIQUE FRANÇAISE

Né(e) le :

(Les numéros figurent sur la convocation.)

1.1

ÉVALUATIONS COMMUNES

CLASSE : Terminale

EC : EC1 EC2 EC3

VOIE : Générale Technologique Toutes voies (LV)

ENSEIGNEMENT : ANGLAIS

DURÉE DE L'ÉVALUATION : 1h30

Niveaux visés (LV) : LVA **B2** LVB **B1**

CALCULATRICE AUTORISÉE : Oui Non

DICTIONNAIRE AUTORISÉ : Oui Non

Ce sujet contient des parties à rendre par le candidat avec sa copie. De ce fait, il ne peut être dupliqué et doit être imprimé pour chaque candidat afin d'assurer ensuite sa bonne numérisation.

Ce sujet intègre des éléments en couleur. S'il est choisi par l'équipe pédagogique, il est nécessaire que chaque élève dispose d'une impression en couleur.

Ce sujet contient des pièces jointes de type audio ou vidéo qu'il faudra télécharger et jouer le jour de l'épreuve.

Nombre total de pages : 4



ANGLAIS – ÉVALUATION 3

Compréhension de l'oral, de l'écrit et expression écrite

L'ensemble du sujet porte sur l'axe 7 du programme : **Diversité et inclusion**.

Il s'organise en trois parties :

1. Compréhension de l'oral
2. Compréhension de l'écrit
3. Expression écrite

Afin de respecter l'anonymat de votre copie, vous ne devez pas signer votre composition, ni citer votre nom, celui d'un camarade ou celui de votre établissement.

Vous disposez tout d'abord de **cinq minutes** pour prendre connaissance de **la composition** de l'ensemble du dossier et des **consignes** qui vous sont données.

Vous allez entendre trois fois le document de la partie 1 (compréhension de l'oral).

Les écoutes seront espacées d'une minute.

Vous pouvez prendre des notes pendant les écoutes.

À l'issue de la troisième écoute, vous organiserez votre temps (**1h30**) comme vous le souhaitez pour rendre compte **en français** du document oral et pour traiter **en anglais** la compréhension de l'écrit (partie 2) et le sujet d'expression écrite (partie 3).

Les documents

Document vidéo

Titre : *How the Americans With Disabilities Act (ADA) Impacts Lives Today*

Source : EWTN, News Nightly, July 29, 2015

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1.1

Texte

People Who Are Not Disabled Need To Check Out #AbleismExists Right Now

To put it simply, ableism is prejudice against people with disabilities. But Dominick Evans, a filmmaker and activist, thinks the problem is more complex than that. That's why he started the hashtag #AbleismExists, which is being used by people with disabilities on Twitter to express their experiences with discrimination. Evans 5 points out that everyone in the diverse community experiences ableism differently, "so you will get a million different answers" from the hashtag.

Evans, 35, has OCD¹ and spinal muscular atrophy, a neuromuscular disability that is progressive. He has been using a wheelchair since he was 16 years old and despite what some may think, he loves it. "To me, a wheelchair means independence. My 10 wheelchair is my freedom," he said. "I am proud to be disabled. It is a part of who I am, and is intricately linked with my identity."

Evans is heavily involved in activism and decided to create #AbleismExists when he became frustrated by a few of his friends. "One disturbing trend I have found is having 15 friends who support LGBT, civil, women's and other rights for marginalized communities, who were telling me that ableism does not exist," he said. "I thought that perhaps if enough disabled people were sharing their experiences with ableism, then maybe people would begin to see how absolutely terrible we are treated by a world that often sees us as invisible." The results have been powerful, and according to Evans, many find tweeting their experiences to be cathartic. But Evans wants to 20 achieve something different with the hashtag.

"I really want it to become something that non-disabled people cannot ignore. I want them to understand the kind of experiences we have, simply because we are disabled," he said. "We know from other movements that we see a greater change in how the world views systems of oppression when there are allies supporting the movement. I 25 believe we need non-disabled people to have an awareness and understanding about our experiences, because many of these experiences are dehumanizing." Some of these degrading experiences Evans describes as daily annoyances. "People stop me to pray over me, touch me without permission or treat me like a child," he said.

¹ obsessive compulsive disorder



30 But he says having to constantly to prove his ability to do things is more frustrating than the daily intrusions. “Everything I’ve done in my life, from making films to raising a family, I’ve had to prove to the world I was capable of doing,” he said.

35 Evans said this is due to a common assumption that disabled people are not capable, simply because they have disabilities, before adding: “But, at the same time, others try to completely ignore our disabilities, and refuse to acknowledge we need accommodations, which would allow us to better integrate ourselves into society.”

Ultimately, Evans’ goal for #AbleismExists is simple: “People with disabilities have dreams, hopes, wishes and goals, just like everyone else. Let us have the opportunity to show the world just how diverse the disability community really is, and give us the tools we need to do so.

Elyse Wanshel, The Huffington Post, www.huffpost.com, April 22, 2016

1. Compréhension de l’oral (10 points)

Vous rendrez compte, **en français**, de ce que vous avez compris du document.

2. Compréhension de l’ensemble du dossier (document vidéo et texte) (10 points)

Consider **the two documents** and explain **in English** the problems encountered by the disabled and the solutions to stop discrimination.

3. Expression écrite (10 points)

Vous traiterez, **en anglais** et en **120 mots** au moins, l’un des deux sujets suivants, au choix.

Sujet A

For Zero Discrimination Day, your English teacher wants to promote diversity and equality and asks his/her students to make a speech to sensitize the class to the fight against discriminations. Write a speech about the discrimination you choose to combat.

Sujet B

Do you agree with this quotation by Emma Thompson: “Being disabled should not mean being disqualified from having access to every aspect of life”?