



Compréhension de l'écrit et expression écrite

Le sujet porte sur l'axe 7 du programme : **Diversité et inclusion**

Il s'organise en deux parties :

1. Compréhension de l'écrit

2. 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.

Texte

DIFFERENT

I know I'm not an ordinary ten-year-old kid. I mean, sure, I do ordinary things. I eat ice cream. I ride my bike. I play ball. I have an Xbox. Stuff like that makes me ordinary. I guess. And I feel ordinary. Inside. But I know ordinary kids don't make other ordinary kids run away screaming in playgrounds. I know ordinary kids don't get stared at
5 wherever they go.

If I found a magic lamp and I could have one wish, I would wish that I had a normal face that no one ever noticed at all. I would wish that I could walk down the street without people seeing me and then doing that look-away thing. Here's what I think: the only reason I'm not ordinary is that no one else sees me that way. But I'm kind of used
10 to how I look by now. I know how to pretend.

I don't see the faces people make. We've all gotten pretty good at that sort of thing: me, Mom and Dad, Via. Actually, I take that back: Via's not so good at it. She can get really annoyed when people do something rude. Like, for instance, one time in the playground some older kids made some noises. I don't even know what the noises



1. Compréhension de l'écrit (10 points)

Give an account of the document **in English** and in your own words.

In your account, focus on:

- the narrator's identity and difference
- his personality and feelings
- his relationships to others (with other children and family members)
- what going back to school represents for him.

2. Expression écrite (10 points)

Vous traiterez **en anglais**, et en 120 mots minimum, **l'un des deux sujets suivants au choix** :

Sujet A

Imagine August's entry in his diary after his first day at school.

Sujet B

In your opinion, how can schools make sure that all students feel included?