

Les problèmes de société (discriminations)

Durée : 55 min

Barème : / 20 points

Nom :

Prénom :

Calculatrice : non autorisée**Rédaction** : réponses justifiées, unités obligatoires**Consigne** : ne pas regarder le cours avant de rendre la copie

1 Compréhension de l'écrit : un témoignage

/ 4 pts

Document 1. Extract from an interview with Jordan, 17, published on a British charity's website.

« I have used a wheelchair since I was nine. At secondary school, I was never bullied, but I was often ignored, which is a different kind of pain. I was left out of school trips because the coach had no lift. I was not chosen for the football team, even though I'm good at wheelchair basketball. When I complained, a teacher told me that the school couldn't change everything for one pupil. That sentence was more hurtful than any insult. Things changed in Year 11, when a new head teacher arrived. She asked me to join the school council. Together, we wrote a charter: every trip must be accessible, and every club must welcome disabled pupils. Last month, our wheelchair basketball team played its first match. Twelve pupils came — and only two of them are disabled. »

- According to Jordan, what is « a different kind of pain »? Explain with two examples from the text.
- What did a teacher say to Jordan, and how did he feel about it?
- What changed when the new head teacher arrived? Give two decisions of the charter, in the passive or with « must ».
- Why is the last sentence important? Answer in English with a full sentence.

2 Compréhension de l'écrit : lecture d'un tableau

/ 4 pts

Document 2. Results of an anonymous survey in a secondary school in Cardiff (Year 9, 150 pupils): « In the last year, have you been... »

Situation	Yes (number of pupils)	Most frequent reason given
laughed at because of your appearance	63	clothes, weight, hair
insulted online	45	a photo or a comment
left out of a group on purpose	39	« being different »
mocked because of your accent or origin	21	accent, nationality
helped by a witness when it happened	18	a friend spoke up

- How many pupils answered, and what percentage of them were laughed at because of their appearance?
- Which situation is the least frequent, and what does the last line tell us about witnesses?
- Write two sentences in the passive using the table (one in the present perfect: « ... have been... », one in the preterite).
- Propose two measures for this school with « should », based on the two most frequent problems.

3 Grammaire : passif, should et préfixes

/ 4 pts

- a. Mets au passif au même temps : « Some pupils mock Leila's clothes. » / « The coach chose only boys for the team. » / « People don't take disabled athletes seriously. »
- b. Complète avec should ou shouldn't + verbe : « Teachers (ignore) ___ nasty comments. » / « Pupils (report) ___ cyberbullying. » / « We (welcome) ___ newcomers. »
- c. Donne le contraire avec un préfixe : *fair, tolerant, respectful, legal, honest, equal*.
- d. Corrige les quatre erreurs : « The racism is unfair, so nobody should be judge by their origin, and victims must to speak up instead of stay silent. »

4 Lexique des discriminations

/ 4 pts

- a. Traduis en anglais : « un spectateur passif », « répandre des rumeurs », « prendre la parole, dénoncer », « un cliché, un stéréotype ».
- b. Donne le nom en -ism qui correspond à chaque critère : le sexe, l'âge, la couleur de peau ; puis le nom de la personne qui pratique le racisme.
- c. Explique en anglais la différence entre « to tease » et « to bully », puis entre « a witness » et « a bystander ».
- d. Complète avec le bon mot : *hate speech, disability, minority, target* — « a) People with a ___ have the right to accessible buildings. b) Insulting a whole religion online is ___. c) A ___ is a group smaller than the rest of the population. d) The new pupil quickly became the ___ of jokes. »

5 Expression écrite guidée

/ 4 pts

Your school is preparing Anti-Bullying Week. Write the text of a short speech (80 words minimum) that you will read to Year 7 pupils. Follow the four steps.

- a. Explain what bullying is and give two examples (use « bullying », « a bully » and one passive form such as « is laughed at » or « are left out »).
- b. Describe how a victim feels, with at least two adjectives from the chapter (« ashamed », « lonely », « hopeless »...).
- c. Tell Year 7 pupils what they should and shouldn't do if they see bullying (two sentences with « should » / « shouldn't »).
- d. Conclude with a sentence expressing your opinion (« I find it unacceptable that... » or « In my opinion... ») and a sentence with « everyone deserves... ».