

Énoncé

Document A

« My first experiences of disability sport were pretty confusing, not to mention painful and slightly humiliating.

I lost my sight very suddenly aged 13 in 1984 and, before I could blink, or think, I was whisked away to a "special" boarding school for blind children in Worcester –200 miles away from my home.

Braille books were put in front of me, a white cane was stuffed in my hand, and the hard rehabilitation work began.

After weeks of not being able to feel the difference between an S and a T in this annoying dotty feelable alphabet, I was pretty relieved, and intrigued, when it came to having my first PE lesson.

So, how does sports work with one teacher and 10 blind kids in a class? I'm still not quite sure actually but we all trooped out onto the running track, with everyone cracking jokes and pushing each other, all seeing it as an entirely normal lesson –except me.

We were going to do a 100m sprint, I learned. But how do you run if you can't see? A fairly basic question which, seemingly, I was a bit too embarrassed to ask at that tender age. So I didn't.

We all lined up at the top of the track, and, as new boy, I was chosen to go first.

The teacher stood at the other end with a very loud megaphone. "OK Damon. On your marks, get set, go..."

I ran as hard and as fast as I could but something weird was happening. The teacher started shouting "five, five, five!"

I didn't get it. Was he adding maths into our leisure curriculum?

"Five, five, five, six, six, six, seven!" I must have been going impressively fast because I could no longer feel the track under my trainers.

"Eight, eight, eight, nine!" It was all happening at a dizzying pace and, was it my imagination or was I going slightly downhill?

"Nine, nine, nine, 10, 11, ditch, long grass, brambles...Whittington Road".

Everyone laughed loudly and, as the teacher unravelled me from the bushes, he explained his number shouting system.

"Did you not know? Five means you're running straight towards me, four means you've gone a little to the left, six means you're erring right." I'd gone off the scale. »

Damon Rose, *Paralympics: The perils of being a blind athlete*, BBC News, 7 September 2012.

Document B

London 2012: How the world saw the Paralympics

« As the final day of the Paralympic Games unfolded across London, media commentators from around the world have reflected on its achievements.

China's Xinhua news agency said: "London has pushed the Paralympics to a new height after taking over the legacy of the Beijing Paralympics."

It added that a better understanding of disability had become "one of the core parts of the 'Paralympic story'". It said it was struck by the spirit of " increasingly fierce competition at the Paralympics".

Bahrain's *Gulf Daily* went as far as to say that the abiding legacy of London 2012 may not be the victories of the likes of Mo Farah or Bradley Wiggins, but the "fundamental change in the way much of the world looks at disability".

It said the Paralympics "have swiftly taught us to look beyond disability towards achievement".

Nigeria's *Vanguard* newspaper said the games "have given humanity an opportunity to push the limits of human capacity to adapt as evident in the stunning performances of disabled athletes".

Germany's *Zeit* daily said: "The British can not only organise, they can celebrate. With seemingly boundless enthusiasm they cheered in the packed stadiums every last runner to finish the Paralympics."

Australia's *Canberra Times* said: "Those who admire, respect and are inspired by the magnificent feats of athletes with a disability might reflect on folk who show as much courage, determination and

perseverance in their daily personal and professional lives".

During the games, Russian tabloid *Komsomolskaya Pravda* said "Russians are not used to encountering disabled people in the street... Yet for the first time, they discovered a previously unknown sporting world and its courageous fighters". Moscow famously refused to stage the Paralympic games in 1980. Writing for the Australian newspaper, disabled journalist Melanie Reid marvelled at the unique sights of Paralympic events: "80,000 people falling silent so that a blind long-jumper can sprint into her darkness towards the sound of someone clapping."

"The sight of a young woman, her body frantic with cerebral palsy, achieving serenity on the back of a horse. The potency of men with no legs turned into gods by the menace of their running blades." She concluded that the games had somehow made disability "cool". »

BBC News, 10 September 2012.

I. Compréhension écrite

1.

What do documents A and B deal with?

Il s'agit d'identifier le sujet des deux documents. De quoi parlent-ils ?

Questions on document A

2.

What terrible thing happened to the narrator and when?

On vous demande de préciser ce qui est arrivé au narrateur et quand. Vous avez besoin pour cela de connaître quelques handicaps :

If you can't hear, you're deaf.

If you can't speak, you're dumb.

If you can't see, you're blind.

3.

In his new "special school", what did he have to do? Give two quotes from the text.

Vous devez expliquer ce que le narrateur a dû faire dans son école spécialisée, en recopiant deux citations du texte.

4.

When he left the track during the PE lesson, where did he end up?

On vous demande de préciser où le narrateur a atterri quand il a quitté la piste pendant le cours de sports.

Ce lexique peut vous faire défaut :

- *pace* : speed ;
- *slightly* : a little bit ;
- *downhill* : vers le bas ;
- *ditch* : fossé ;
- *brambles* : ronces ;
- *bush* : buisson.

5.

Why didn't the narrator ask his teacher for more information about how to run in a straight line?

Il s'agit de repérer la raison pour laquelle le narrateur n'a pas demandé à son professeur comment courir dans une ligne droite.

Questions on document B

6.

The document is:

a) a newspaper article.

b) a collection of newspaper clips.

c) an extract from the *Guinness Book of World Records*.

7.

"[...] increasingly fierce competition" « increasingly fierce competition... »; "[...] stunning performances" « stunning performances of... »; "[...] boundless enthusiasm" « boundless enthusiasm they... »

Explain in your own words what these expressions show about the general opinion expressed by all media.

On vous demande d'expliquer ce que montrent les trois citations par rapport à l'attitude du public. Ce lexique peut vous faire défaut :

- *increasingly* : *more and more* ;
- *fierce* : *intense, strong, powerful* ;
- *stunning* : *surprising, amazing, unbelievable* ;
- *boundless* : *unlimited, unconditional, endless, infinite*.

8.

How have the London Paralympics changed the perception of disabled people among the public?

Il s'agit d'expliquer en quoi les Jeux Paralympiques de Londres ont changé la vision qu'a le public des personnes handicapées.

II. Expression écrite

Tous les candidats traiteront les deux sujets suivants.

1.

You are a disabled athlete. Explain why you would like to enter an Olympic competition? (80 words)

Vous devez vous mettre dans la peau d'un athlète handicapé et expliquer pourquoi vous souhaitez participer aux Jeux Olympiques.

Ces structures peuvent vous être utiles :

- *to, in order to, so as to* + verbe (l'expression du but) ;
- *need to* + verbe ;
- *It's important, essential, vital for* + complément *to* + verbe ;
- *as a result of, as a consequence of*.

2.

After a ski accident, one of your arms is broken. You tell a friend about your daily life and feelings about this temporary handicap. (120 words)

Vous devez imaginer ce que vous pourriez raconter à un ami au sujet de votre vie quotidienne et vos sentiments par rapport à votre bras cassé.

Vous pouvez utiliser ces expressions :

- *right handed / left handed* ;
- *(to) get dressed, feed, eat, write* ;
- *(to) lose balance, fall over* ;
- *difficult, time consuming* ;
- *(to) complain, moan* ;
- *it would be easy, better if* sujet + prétérit.