**ÉPREUVE 1**

**Compréhension de l’oral et expression écrite**

L’ensemble du sujet porte sur l’**axe 4** du programme : **Citoyenneté et mondes virtuels**.

Il s’organise en deux parties :

1- **Compréhension de l’oral**

2- **Expression écrite**

Vous disposez tout d’abord de **cinq minutes** pour prendre connaissance de l’**intégralité** du sujet.

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

Les écoutes seront espacées d’une minute.

Vous pourrez prendre des notes pendant les écoutes.

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

**1. Compréhension de l’oral (10 points)**

**Titre du document** : *How media literacy can help students discern fake news*, PBS NewsHour, Editorial Projects in Education, June 6, 2017

**En rendant compte, en français, du document, vous montrerez que vous avez compris :**

- le thème principal du document ;

- à qui s’adresse le document ;

- le déroulement des faits, la situation, les événements, les informations ;

- l’identité des personnes ou personnages et, éventuellement, les liens entre elles/entre eux ;

- les éventuels différents points de vue ;

- les éventuels éléments implicites du document ;

- la fonction et la portée du document (relater, informer, convaincre, critiquer, dénoncer, etc.).

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**2. Expression écrite (10 points)**

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

**Sujet 1**

*Write a letter to the pupils of the schools in the video where you list 10 rules to spot fake news. Explain each one to make it very concrete.*

**Sujet 2**

*Should schools be the only ones in charge of helping students discern fake news?*

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