

Devoir surveillé – Argumenter à l'écrit : essay et article

Maîtriser les écrits argumentatifs (essay, article) du programme de Première — structure, connecteurs logiques et registre soutenu

Durée : 120 min – Sans document – Sur 20 points · Anglais (LVA) 1^{re}

Nom : _____ Date : _____ Note : _____ / 20

Les réponses doivent être rédigées et justifiées. Soigne l'orthographe et la présentation.

Exercice 1 – Compréhension écrite

(4 pts)

Read the following text carefully, then answer the four questions in English.

Every year, the debating club at Northfield High takes on a motion that divides the school. Last spring the motion was deceptively simple: "This house believes that pupils should be taught how to argue."

The pupils who opposed it made a reasonable case. School hours are limited, they said, and adding another subject would squeeze out maths or science. Besides, they argued, teenagers already argue quite enough at home, and nobody has ever needed a lesson to raise their voice.

The case for the motion, however, proved the stronger one. Learning to argue is not learning to shout. A good argument begins with a claim, supports it with evidence, and then — this is the part most speakers forget — takes the opposing view seriously before answering it. Pupils who practise this become considerably harder to fool. They ask where a statistic comes from. They notice when a speaker quietly changes the subject.

The motion passed by thirty-one votes to nineteen. What struck the teachers, though, was not the result but the manner of the debate. Nobody interrupted. Nobody called anyone names. One girl who had prepared a speech against the motion admitted, halfway through, that the other side had answered her main objection — and said so out loud, in front of everyone.

That admission cost her nothing, and it won her the audience. Conceding a point, it turns out, is not the same thing as losing the argument.

- a) a) What exactly was the motion debated at Northfield High, and what was the final result of the vote ? (repérage)
- b) b) In two sentences, sum up the two arguments put forward by the pupils who **opposed** the motion. (sens global)
- c) c) The writer says that learning to argue "is not learning to shout". What difference is being drawn here ? Answer in your own words. (inférence)
- d) d) Explain the final sentence: "Conceding a point, it turns out, is not the same thing as losing the argument." (expression à expliquer)

Exercice 2 – Connecteurs logiques et concession

(4 pts)

Complétez chaque phrase par le mot ou la structure qui convient. Une seule réponse est acceptée par item.

- a) a) ___ the cost, the council finally approved the cycling scheme. (concession suivie d'un nom)
- b) b) ___ many pupils own a smartphone, very few know how to check a source. (concession suivie d'une proposition)
- c) c) The scheme is expensive ; ___, it has already cut emissions by twelve per cent.
- d) d) ___ only does debating build confidence, but it also improves written work.

Exercice 3 – Registre soutenu

(4 pts)

Réécrivez chaque phrase dans le registre attendu d'un essay, en conservant le sens.

- a) a) « Lots of people think screens are bad for kids. »
- b) b) « It's a really big problem for young people nowadays. »
- c) c) « I think that maybe the law isn't that good. » (nuancer sans employer la première personne)
- d) d) « The government decided very quickly, and everybody liked that. » (utiliser une nominalisation)

Exercice 4 – Structures argumentatives

(4 pts)

Transformez chaque phrase selon la structure demandée entre parenthèses, sans changer le sens.

- a) a) « The principle matters, not the cost. » (phrase clivée commençant par What)
- b) b) « Many people claim that written exams are outdated. » (passif impersonnel commençant par It)
- c) c) « The ban did not solve the problem ; it made it worse. » (commencer par Far from)
- d) d) « If the ban were lifted, traffic would soar. » (conditionnelle inversée, sans if)

Exercice 5 – Expression écrite : l'essay

(4 pts)

Write an argumentative essay of 220 to 250 words on the following question: « Should secondary schools make debating a compulsory subject ? » Suivez les quatre attendus ci-dessous, qui correspondent aux quatre parties de votre devoir.

- a) a) **Introduction** (3 phrases) : situer le sujet, reformuler la question, annoncer clairement votre thèse.
- b) b) **Premier paragraphe d'argument** : une topic sentence, puis un exemple concret ou une donnée attribuée à une source.
- c) c) **Paragraphe de concession-réfutation** : reconnaître l'argument adverse (Admittedly...), puis le retourner (However... this argument overlooks...).
- d) d) **Conclusion** (3 phrases) : répondre à la question, rappeler la ligne de force, ouvrir en une phrase — aucun argument nouveau.

Bon courage !