

Corrigé et barème – Interaction orale : débat et discussion

Maîtriser les stratégies de la prise de parole, du débat et de l'argumentation orale en anglais (programme de 1re LVA)

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

Exercice 1 – Compréhension écrite — « The Doors »

(4 pts)

- a) a) She joined it to improve her spoken English rather than out of a taste for arguing. Her difficulty was that she could never place her three prepared arguments: somebody was always already speaking, so she never found a moment to start. (1)
- b) b) The four sentences are not ideas but ways in: they allow a speaker to enter the conversation, to hold it or to answer. Once you know them, you can bring out the arguments you already have — hence the image of a door that lets something out. (1)
- c) c) Success here is not winning the debate but taking part in it: she took the floor, was listened to, and made the other speaker admit that his own term was vague. Interaction, not victory, was what she had come to learn. (1)
- d) d) In a real discussion nobody pauses politely to let you speak. Silences do not appear on their own, so the speaker has to create one by interrupting with a formula such as « Could I just come in here? » (1)

Repère — Une réponse de compréhension reformule le texte avec ses propres mots : recopier une phrase entière du document ne rapporte pas de point.

Exercice 2 – Langue — relancer : tags et questions indirectes

(4 pts)

- a) a) haven't you? — phrase affirmative avec l'auxiliaire *have* : le tag est négatif et reprend le même auxiliaire. (1)
- b) b) does he? — *rarely* a déjà un sens négatif, la phrase compte donc comme négative : le tag est affirmatif. (1)
- c) c) Could you tell me what « moderation » means? — pas d'inversion, pas de *does*, et la marque de 3e personne passe sur le verbe. (1)
- d) d) I'd like to know where you found that figure. — l'auxiliaire *did* disparaît et le verbe se met au prétérit. (1)

Erreur fréquente — Dans une question indirecte, on garde l'ordre sujet + verbe : *Could you tell me what it means*, jamais *what does it mean*.

Exercice 3 – Langue — accord et désaccord nuancés

(4 pts)

- a) a) I agree with you on this point. — *agree* est un verbe : ni *am*, ni *-ed*. (1)
- b) b) Neither do I. (ou *Nor do I. / Me neither.*) — après une phrase négative, jamais *Me too* ni *So do I*. (1)
- c) c) I'm afraid I don't agree with you there. (ou *I beg to differ. / I'm not sure I'd go that far.*) (1)
- d) d) Proposition : « I agree up to a point — final exams are stressful — but without them it would be very hard to compare students fairly. » On attend la formule d'accord partiel suivie d'une réserve introduite par *but*. (1)

À retenir — L'accord partiel (*I agree up to a point, but...*) est la structure la plus rentable du débat : elle montre qu'on a écouté avant d'objecter.

Exercice 4 – Langue — reformuler, gagner du temps, faux amis (4 pts)

- a) a) Actually, I've changed my mind since the last debate. — *actually* = en fait ; « actuellement » serait *currently*. (1)
- b) b) If I understand you correctly, you're against this measure. — formule de vérification figée. (1)
- c) c) That's a good question — let me think for a second. — amorce destinée à garder la parole. (1)
- d) d) What do you call this in English? Let me put it another way. — jamais *How do you call...?* (1)

Attention — Trois faux amis reviennent chaque année : *actually* (en fait), *eventually* (finalement), *to assist* (aider).

Exercice 5 – Expression écrite — un extrait de débat (4 pts)

- a) a) Attendu : une formule de prise de parole (*Could I just come in here?*, *Can I start?*, *Sorry to jump in...*) suivie immédiatement d'un argument développé, et non d'une simple opinion. (1)
- b) b) Attendu : une gradation explicite — *I agree up to a point, but...*, *You have a point, though...*, *I'm not sure I'd go that far*. Un *I don't agree* ne vaut pas le point. (1)
- c) c) Attendu : *So what you're saying is...*, *If I understand you correctly...*, *Could you tell me what you mean by...?* — avec une réaction de l'autre locuteur (confirmation ou correction). (1)
- d) d) Attendu : concession (*That may be true / Admittedly / Point taken*), connecteur d'opposition (*but, still, even so*) et appui concret (chiffre, exemple).

Proposition rédigée :

ALEX: *Could I just come in here? I think uniforms should be compulsory, because they stop students being judged on what their families can afford.*

JO: *I agree up to a point — nobody wants that kind of competition — but a uniform doesn't make inequality disappear; it just hides it.*

ALEX: *So what you're saying is that the problem is somewhere else?*

JO: *Exactly. Shoes, phones, holidays: the differences are still visible.*

ALEX: *Point taken. Still, the schools in our town that introduced a uniform reported fewer conflicts in the playground within a year, and that is worth something.* (1)

Le point clé — On évalue ici la langue de l'échange, pas la qualité de l'opinion : un dialogue sans formule de prise de parole, de reformulation ni de concession ne peut pas dépasser la moyenne.