

Devoir surveillé – Compréhension de l'oral : stratégies et entraînement

Développer ses stratégies d'écoute et comprendre des documents sonores authentiques en anglais
(programme de 2nde)

Durée : 90 min – Sans document – Sur 20 points · Anglais (LVA) 2^{nde}

Nom : _____ Date : _____ Note : _____ / 20

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

Exercice 1 – Compréhension écrite — Learning to listen

(4 pts)

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

Learning to listen

Maya had studied English for six years, yet her first morning in Dublin felt like a test she had not revised for. At the bus stop, a woman asked her something that sounded like one long word, and Maya could only smile. Later, in the school office, the secretary said: « You're in room fifteen, on the third floor, and the meeting starts at a quarter to nine. » Maya wrote down « fifty » and arrived, twenty minutes late, in front of a locked door.

That evening she decided to change her method. Instead of trying to catch every single word, she listened to a five-minute news podcast twice a day. The first time, she only wrote down the topic and the names. The second time, she hunted for numbers, dates and the small words that kept escaping her: I'd, they've, wasn't, gonna. She soon noticed that English does not separate words the way French does; it glues them together and swallows the weak ones.

Three weeks later, the same secretary gave her a room number and a time, and Maya repeated them back, in English, without hesitating. She still missed words, of course. But she no longer stopped when she missed one — and that, she realised, was the whole difference.

- Where and when does the scene take place? How long had Maya studied English before she arrived?
- Explain, in two sentences, why Maya arrived late at the meeting.
- What exactly did Maya change in her way of listening? Give the two steps of her new method.
- Explain in your own words: « it glues them together and swallows the weak ones ». What does this tell us about spoken English?

Exercice 2 – Langue — les formes contractées

(4 pts)

Réécris chaque phrase en développant la forme contractée soulignée, puis justifie ton choix en une ligne (quel indice t'a permis de trancher ?). a) *He's been waiting for an hour.* — développe 's.

- I'd rather take the bus.* — développe 'd.
- They'd left before the storm.* — développe 'd.
- She can't have forgotten our meeting.* — écris la forme pleine de *can't* et indique ce que cette phrase exprime.
- Correction : 1 pt par item.

Exercice 3 – Langue — nombres, dates et heures

(4 pts)

Écris en chiffres ce que le locuteur a prononcé. Respecte le format demandé entre parenthèses. a) *nineteen ninety-seven* (année, 4 chiffres)

- a) *a quarter to eleven in the morning* (heure, h:mm)
- b) *the twenty-second of March* (date, jj/mm)
- c) *There were fifty-five thousand spectators, and thirteen of them were injured.* (les deux nombres, en chiffres)
- d) Correction : 1 pt par item.

Exercice 4 – Langue — formes relâchées et enchaînements

(4 pts)

Chaque phrase reproduit ce qu'on entend à l'oral. Réécris-la en anglais standard, tel qu'on l'écrit dans une copie. a) *I'm gonna check the timetable.*

- a) *You should've told me earlier.*
- b) *What d'you wanna do tonight?*
- c) *They musta missed the last train.*
- d) Correction : 1 pt par item.

Exercice 5 – Expression écrite — My listening method

(4 pts)

Write a single text of 100 to 120 words about a stay in an English-speaking country during which you had trouble understanding spoken English. Your text must satisfy the four requirements below. a) Set the scene in three sentences, in the past simple: where you were, when, and who was speaking to you.

- a) Describe one precise misunderstanding involving a number, a date or a contracted form, and say what its consequence was.
- b) Explain the method you use today, in the present simple, using at least three connectors chosen from: first, then, however, finally, because.
- c) Conclude with two pieces of advice addressed to another student (imperative or *you should*).
- d) Correction : 1 pt par attendu (situation au prétérit, malentendu précis, méthode au présent avec connecteurs, conseils).

Bon courage !