

Corrigé et barème – Production écrite : rédiger et argumenter

Maîtriser la rédaction structurée et l'argumentation en anglais — programme de 2^{nde} (lycée général)

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

Exercice 1 – Reading comprehension — The letter that changed a council's mind (4 pts)

- a) a) Maya Osei is a sixteen-year-old student from Bristol. She wrote to her local council because the skatepark near her school had been closed for two years and nothing had been done about it. (1)
- b) b) Her first draft was three pages long and listed every unfair thing she could think of, but it had no plan. Mr Doyle said she was "shouting" instead of arguing, so the letter was impossible to follow. (1)
- c) c) It shows that she did not only defend her own side : she anticipated what the council would object (the cost) and answered it with a precise figure. Taking the opponent's argument into account makes an argumentation far more convincing. (1)
- d) d) He means that an angry text, full of complaints and with no structure, makes the reader give up. A calm, well-organised letter is taken seriously, whereas an aggressive one is dismissed, however legitimate the anger may be. (1)

Repère — Une réponse de compréhension se justifie toujours par un élément du texte, reformulé et non recopié mot à mot.

Exercice 2 – Langue — les connecteurs logiques (4 pts)

- a) a) because of / due to / owing to the storm (un groupe nominal suit : because seul serait fautif). (1)
- b) b) Although / Even though / While the town has invested. . . (concession suivie d'un sujet et d'un verbe ; despite serait impossible ici). (1)
- c) c) consequently / as a result / therefore, attendance fell sharply (charnière de conséquence, suivie d'une virgule). (1)
- d) d) However / Nevertheless / Nonetheless, it failed to convince older voters (opposition en tête de phrase, détachée par une virgule). (1)

Erreur fréquente — Despite et because of se construisent avec un nom, although et because avec une proposition : confondre les deux coûte un point à chaque fois.

Exercice 3 – Langue — corriger les erreurs fréquentes (4 pts)

- a) a) My brother is 17 and he studies in Manchester. (be pour l'âge ; -s de la troisième personne au présent simple) (1)
- b) b) I agree with the author because information is easy to check today. (agree est un verbe ; information est indénombrable, donc singulier et sans -s) (1)
- c) c) In 2019 the government passed a law on plastic bags. (repère de temps passé daté : prétérit, pas de present perfect) (1)
- d) d) In fact, the teacher explained the rule to me twice. (actually = « en fait », faux ami ; explain something to somebody) (1)

Attention — Les quatre erreurs corrigées ici — âge, -s du présent, indénombrables, prétérit daté — représentent à elles seules la majorité des fautes des copies de 2^{nde}.

Exercice 4 – Langue — registre et reformulation*(4 pts)*

- a) a) Many young people consider the new rule unconvincing. (loads of → many ; kids → young people ; a bit rubbish → unconvincing) (1)
- b) b) The mayor intends to pass new laws on noise. (wanna → intends to ; get → pass ; about → on) (1)
- c) c) The report was extremely long and it revealed nothing new. (suppression de la répétition de very ; correction de la double négation did not say nothing) (1)
- d) d) However, in my opinion, this idea is convincing. (but → However en tête de phrase ; suppression de la redondance in my opinion / I think ; good → convincing) (1)

Le point clé — Remplacer un verbe passe-partout (get, do, say) par un verbe précis est le geste qui fait monter le plus vite la note de richesse de la langue.

Exercice 5 – Written expression — defending a proposal*(4 pts)*

- a) a) Attendus : lettre de 150 à 180 mots, formule d'appel (Dear Mrs . . .) et formule finale (Yours sincerely,) ; quatre paragraphes distincts, séparés par un saut de ligne ; une idée annoncée dès la première phrase de chaque paragraphe. (1)
- b) b) Attendus : présent simple dominant (the library is, students need) ; would pour la proposition (a shorter opening would be enough) ; aucun mélange injustifié avec le prétérit. (1)
- c) c) Attendus : au moins quatre connecteurs différents et correctement construits, dont une concession suivie d'un sujet et d'un verbe (although the school must save money) et une conséquence détachée par une virgule (therefore, . . .). (1)
- d) d) Proposition rédigée : « Dear Mrs Clarke, / I am writing to express my concern about the plan to close the school library one afternoon a week. Although I understand that the school must save money, I believe this decision would harm the students it is meant to protect. / The library is the only quiet place where we can work after lunch. More than a hundred of us use it every week, and many do not have a desk at home. Closing it for an afternoon would therefore push us into noisy corridors. / Moreover, the library is where we borrow the books our teachers recommend. As a result, fewer loans would mean lower results in several subjects. / I am aware that the main objection is the cost. However, reducing the opening hours by thirty minutes every day would save a similar amount without closing the room completely. I would be grateful if you could consider this alternative. / Yours sincerely, / Léa Martin » (1)

À retenir — Une expression écrite se note d'abord sur le respect des attendus : longueur, temps, connecteurs et point de vue doivent être visibles dès la première lecture.