

Devoir surveillé – 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}

Nom : _____ Date : _____ Note : _____ / 20

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

Exercice 1 – Reading comprehension — The letter that changed a council's mind

(4
pts)

Read the text carefully, then answer the four questions in English, in full sentences. Last autumn, Maya Osei, a sixteen-year-old student from Bristol, decided to write to her local council. The skatepark near her school had been closed for two years, and nothing had been done. Her English teacher, Mr Doyle, suggested that she turn her anger into an argument. Maya's first draft was three pages long. It listed everything she found unfair, but it followed no plan. "You are shouting," Mr Doyle told her. "A reader stops listening when a letter shouts." Together, they rebuilt the text: one short introduction, three paragraphs, and one clear demand at the end. Each paragraph now defended a single idea. The first explained that two hundred young people had signed a petition. The second showed that the nearest open skatepark was eight kilometres away, which meant a forty-minute bus ride. The third answered the council's main objection, namely the cost: Maya had found the real price of the repairs, far lower than the councillors imagined. She sent the letter in November. In February, the council voted to repair the park. "I did not win because I was angry," Maya said later. "I won because the letter was easy to follow." Mr Doyle now reads her letter to his classes every year. He calls it proof that structure, not volume, makes a piece of writing convincing.

- a) a) Who is Maya Osei, and why did she write to her local council ? (repérage)
- b) b) What was wrong with her first draft, according to Mr Doyle ? (sens global)
- c) c) The third paragraph of her letter answered an objection. What does this choice show about the way Maya argued ? (inférence)
- d) d) Explain in your own words what Mr Doyle means by : "A reader stops listening when a letter shouts." (explication)

Exercice 2 – Langue — les connecteurs logiques

(4 pts)

Complétez chaque phrase par le connecteur qui convient, en respectant la relation logique indiquée entre parenthèses et la construction attendue.

- a) a) The festival was cancelled . . . the storm. (cause + groupe nominal)
- b) b) . . . the town has invested in cycling lanes, car traffic has not decreased. (concession + sujet et verbe)
- c) c) Ticket prices rose by thirty per cent ; . . . , attendance fell sharply. (conséquence)
- d) d) The campaign was well organised. . . . , it failed to convince older voters. (opposition)

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

Chacune de ces phrases contient une erreur typique. Recopiez-la corrigée, puis indiquez en un mot la règle concernée (temps, accord, faux ami, construction).

- a) a) My brother has 17 years old and he study in Manchester.
- b) b) I am agree with the author because informations are easy to check today.
- c) c) In 2019 the government has passed a law on plastic bags.
- d) d) Actually, the teacher explained me the rule twice.

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

Réécrivez chaque phrase dans un registre écrit soutenu, sans en changer le sens. Un mot familier ou vague doit être remplacé par un terme précis.

- a) a) Loads of kids think the new rule is a bit rubbish.
- b) b) The mayor wanna get new laws about noise.
- c) c) The report was very very long and it did not say nothing new.
- d) d) But in my opinion, I think that this idea is good.

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

Your school is considering closing its library one afternoon a week in order to save money. Write a letter to your headteacher to oppose this decision. Respect the four requirements below.

- a) a) Length and layout : 150 to 180 words, organised into an introduction, two development paragraphs and a conclusion.
- b) b) Tenses : use the present simple to argue, and would to present your proposal.
- c) c) Linking words : use at least four different connectors, including one concession (although / despite) and one consequence (therefore / as a result).
- d) d) Point of view : answer the school's main objection (the cost) before ending with one clear, polite request.

Bon courage !