

Devoir surveillé – Prise de parole en continu : monologue argumenté

Construire et soutenir un monologue argumenté en anglais : structurer ses idées, défendre une thèse et fluidifier son discours pour l'épreuve orale du baccalauréat (programme de Tle LVA)

Durée : 120 min – Sans document – Sur 20 points · Anglais (LVA) Terminale

Nom : _____ Date : _____ Note : _____ / 20

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

Exercice 1 – Compréhension écrite — « Five Minutes »

(4 pts)

Read the following text carefully, then answer the four questions in English, in your own words. FIVE MINUTES Maya had rehearsed her talk eleven times in front of the bathroom mirror. Eleven times, and she still could not decide how to begin. Her teacher had told the class that the first twenty seconds matter more than anything else: in those twenty seconds the examiner decides, almost unconsciously, whether the next five minutes will be a conversation or a recitation. On the morning of the exam, Maya walked into the room with three documents in her head and one sentence on her lips. She sat down, breathed, and asked a question instead of announcing a title. "To what extent," she said, "can a photograph tell the truth about a war?" The examiner looked up from her papers. Two minutes later, Maya lost her word. She wanted to say "blurred" and nothing came. She paused — a long, terrifying second — then said: "The image is not clear; the edges are, how shall I put it, dissolving." The examiner wrote something down. Maya kept going. When the bell rang, she had spoken for five minutes and eleven seconds. She had forgotten one of her examples and she had mispronounced "photographer" twice. She had also, for the first time in three years of English, sounded like someone who had something to say. That, her teacher told her afterwards, was what the eleven rehearsals had been for: not to memorise sentences, but to earn the right to improvise.

- a) a) How many times had Maya rehearsed her talk, and where did she rehearse it? Quote the text.
- b) b) How does Maya choose to begin her talk, and how is that beginning different from what the examiner expected?
- c) c) The examiner "looked up from her papers" and later "wrote something down". What do these two reactions suggest about Maya's performance? Justify your answer.
- d) d) Explain in your own words the last sentence: "not to memorise sentences, but to earn the right to improvise".

Exercice 2 – Langue — connecteurs et structuration de l'exposé

(4 pts)

Complétez chaque phrase par le connecteur qui convient (un seul mot ou groupe de mots par blanc).
Recopiez la phrase complète.

- a) a) ___ of all, I will present the axis I have chosen and the documents I will draw on.
- b) b) ___ the poster glorifies the worker, the photograph shows his exhaustion.
- c) c) This idea is ___ in the third document, which tells a strikingly similar story.
- d) d) ___ in all, the three documents answer my question in three different ways.

Exercice 3 – Langue — problématiser un thème*(4 pts)*

Transformez chaque thème en problématique d'exposé : une question ouverte en anglais, contenant une tension. Les questions fermées (Do...? Is...?) ne rapportent aucun point.

- a) a) The power of images in wartime.
- b) b) Social networks and teenage identity.
- c) c) Borders in the contemporary world.
- d) d) The myth of the self-made man.

Exercice 4 – Langue — corriger le faux ami, la forme ou l'excès*(4 pts)*

Chaque phrase contient une erreur : faux ami, accord, forme verbale ou affirmation trop péremptoire. Réécrivez-la correctement et indiquez en un mot la nature de l'erreur.

- a) a) Last year I assisted to a conference on migration.
- b) b) Actually, most teenagers get their news from social media. (le locuteur veut dire « de nos jours »)
- c) c) It is obvious that art changes society.
- d) d) What I mean is that people is never entirely free.

Exercice 5 – Expression écrite — le script des deux premières minutes*(4 pts)*

Rédigez en anglais, sur 130 à 160 mots, le début de votre prise de parole en continu sur l'axe « Art and power ». Vous inventez librement vos deux documents (une affiche et une photographie, par exemple). Respectez les quatre attendus ci-dessous ; chacun vaut 1 point.

- a) a) Ouvrez par une problématique construite avec To what extent...? ou How far...?, sans annoncer de titre.
- b) b) Annoncez un plan en trois mouvements d'idées, avec les connecteurs first / then / finally — et non « document 1, document 2 ».
- c) c) Présentez vos deux documents en les articulant par whereas, by contrast ou this idea is echoed in.
- d) d) Donnez un exemple précis (un détail, un mot, un cadrage) commenté au présent simple avec un verbe d'analyse : conveys, highlights, suggests ou undermines.

Bon courage !