

Devoir surveillé – Structuration du discours : emphase, focalisation, thématisation

Mettre en relief l'information en anglais (clefts, fronting, inversion, do emphatique) — outils de l'expression écrite et orale du programme de Terminale 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 – Reading comprehension — The Debating Society

(4 pts)

Read the following text carefully, then answer the four questions in English, in full sentences. Last October, I joined the debating society of my school in Manchester. To begin with, I was terrified. It was not the audience that frightened me, but the silence just before I had to speak. Our coach, Mrs Okafor, gave us one single rule: "Tell them where you are going, take them there, then tell them where you have been." At first, I thought this was rather simple advice. What I discovered, however, was that announcing a plan changes everything. Once the judges know that you have three arguments, they wait for the third one. My first debate was about banning mobile phones in classrooms. I opened badly: I piled up facts without any signposts, and I lost my way after two minutes. Never had I felt so lost inside my own speech. Afterwards, Mrs Okafor did not criticise my ideas; she criticised my architecture. "Your points were good," she said. "It was the order that failed you." Three months later, I won my first round. Incidentally, my opponent had far more statistics than I did — but to get back to my point, he never told us what they were for. In the end, what convinced the judges was not the amount of evidence; it was the shape of the argument.

- a) a) When and where did the narrator join the debating society, and what was the subject of his first debate? (1 pt)
- b) b) What was Mrs Okafor's single rule, and what did the narrator think of it at first? (1 pt)
- c) c) Why did the narrator lose his first debate although his ideas were good? Justify with one quotation from the text. (1 pt)
- d) d) Explain in your own words, in English, the phrase "the shape of the argument" (last line). (1 pt)

Exercice 2 – Connecteurs logiques : la bonne construction

(4 pts)

Transform or complete each sentence, respecting the construction of the connector (noun, V-ing or clause).

- a) a) Rewrite with despite: "Although he was exhausted, he finished the race." (1 pt)
- b) b) Complete: "The figures are impressive; ____, they hide a deep inequality." (cependant) (1 pt)
- c) c) Join the two sentences with whereas: "In the north, unemployment is falling. In the south, it is rising." (1 pt)
- d) d) Complete: "The factory closed ____ a sharp fall in demand." (à cause de) (1 pt)

Exercice 3 – Focalisation : phrases clivées*(4 pts)*

Rewrite each sentence using the cleft structure indicated in brackets.

- a) a) Put the focus on "his brother": "His brother broke the window." (1 pt)
- b) b) Put the focus on "in 1945": "The United Nations was founded in 1945." (1 pt)
- c) c) Begin with What: "I need a clear answer." (1 pt)
- d) d) Begin with "The reason why": "He resigned because he had lost the board's support." (1 pt)

Exercice 4 – Emphase : inversion négative et do emphatique*(4 pts)*

Rewrite each sentence as indicated. Mind the word order and the form of the verb.

- a) a) Begin with Never: "I have never heard such a convincing speech." (1 pt)
- b) b) Begin with Not only: "She wrote the report and she presented it to the board." (1 pt)
- c) c) Begin with Hardly: "The debate had hardly started when the power went off." (1 pt)
- d) d) Add an emphatic do: "I think you deserve this prize." (1 pt)

Exercice 5 – Written expression — Opening a speech*(4 pts)*

Your school is considering banning mobile phones during break time. Write the opening of the speech you would deliver in the school debating society (about 150 words). Your text must satisfy the four requirements below.

- a) a) Announce your plan explicitly and state that you will develop three arguments. (1 pt)
- b) b) Use two connectors of different functions (one concession, one consequence), each with its correct construction. (1 pt)
- c) c) Include one cleft or pseudo-cleft sentence (It is... that / What... is). (1 pt)
- d) d) Include one inversion after a negative adverb, and close with a concluding formula. (1 pt)

Bon courage !