**L’épreuve d’expression orale au BAC**

**Qu’évalue-t-elle ?**

La capacité de l’élève à exposer un point de vue pertinent durant la première partie de l’épreuve et à prendre part à une conversation durant la deuxième partie.

**La première partie**

* Brièveté : Format bref. Il n’est pas attendu un exposé sur la notion, mais une présentation des documents relatifs à cette notion qui auront été étudiés en classe en faisant le lien entre eux de manière intelligente.
* Structuration : Présentation succincte, mais construite.
* Contenu : Le candidat exprime un point de vue pertinent par rapport à la notion présentée en évitant les généralités, en mentionnant les aspects abordés en cours et en amorçant une réflexion personnelle sur la notion. Cela implique notamment qu’il maîtrise les champs lexicaux correspondants.
* Documents : Il n’est pas prévu que l’élève apporte des documents, sauf en série L et pour la LV3.
* Dérives : Attention au bachotage !

**La deuxième partie**

« Cette prise de parole en continu sert d’amorce à une conversation conduite par le professeur, qui prend appui sur l’exposé du candidat. Cette phase d’interaction n’excède pas 5 minutes. Pour chaque candidat, le professeur conduit son évaluation à partir de la fiche d’évaluation et de notation correspondant à la langue (LV1 ou LV2) présentée. Cette fiche a le même statut qu’une copie d’examen. À l’issue de cette évaluation, le professeur formule une proposition de note et une appréciation. Cette proposition de note ainsi que l’appréciation ne sont pas communiquées au candidat. » [[1](http://www.langues.ac-versailles.fr/spip.php?article498#nb1)].

Au cours de cet échange, le professeur pourra par exemple demander au candidat de clarifier des points restés obscurs dans l’exposé, de préciser certains aspects, d’illustrer son propos par des exemples…

**L’évaluation de la prestation du candidat**

Le jour de l’épreuve, le candidat sera mis en confiance. Sa capacité à parler de la notion sera valorisée quand bien même il ferait des erreurs.
 « Toutes les épreuves doivent être conduites dans un esprit positif, en mettant le candidat en situation de confiance et en évitant de le déstabiliser.
 Pour chaque épreuve, l’examinateur établit son évaluation à partir de celle des fiches d’évaluation présentées en annexe qui correspond à la langue (LV1, LV2, LV3), à la nature et au statut de l’épreuve (épreuve orale obligatoire, enseignement de spécialité, enseignement obligatoire de littérature étrangère en langue étrangère, enseignement facultatif).
 Dans tous les moments d’expression orale en langue étrangère, il est attendu du candidat qu’il s’exprime clairement dans une gamme de langue suffisamment étendue pour pouvoir décrire, donner brièvement des justifications ou des explications et développer une argumentation. On valorisera la capacité à varier la formulation. Le candidat devra pouvoir communiquer avec une aisance raisonnable dans une langue simple. Il devra s’exprimer dans une langue grammaticalement acceptable en fonction du niveau d’exigence de l’épreuve et avoir acquis une prononciation claire et une intonation pertinente.
 Pendant la phase de prise de parole en continu, l’examinateur doit laisser le candidat aller au bout de ce qu’il souhaite dire, même si sa présentation comporte quelques hésitations, voire de brefs silences. » [[2](http://www.langues.ac-versailles.fr/spip.php?article498#nb2)]

**Les grilles d’évaluation :**

A télécharger ici :
 [http://media.education.gouv.fr/file...](http://media.education.gouv.fr/file/43/17/1/fiches_evaluation_200171.pdf)

**L’organisation de l’épreuve**

**Le moment de l’évaluation :**

 Il sera choisi par l’établissement au cours du 3ème trimestre dans le cadre d’une réflexion partagée.
 L’épreuve d’expression orale sera annoncée suffisamment à l’avance aux élèves. Son organisation en termes de locaux, de personnel et de mise en cohérence avec les [emplois du temps](http://www.amazon.fr/emploi-du-temps.html) des élèves et de leurs professeurs devra être anticipée.

**L’interrogateur :**

 Il pourra s’agir de l’enseignant de l’élève ou non, en fonction de qui aura été décidé au niveau de l’établissement.
 « S’agissant d’une évaluation encours d’année qui se situe pendant le temps scolaire, il est logique qu’elle soit conduite par le professeur de la classe. On ne peut pas exclure cependant, que dans le cadre d’un travail d’équipe au sein de l’établissement, elle soit conduite par des professeurs d’autres classes du même établissement sous forme d’échange de service. » FAQ sur Eduscol :
[http://media.eduscol.education.fr/f...](http://media.eduscol.education.fr/file/reforme-lycee2010/79/6/FAQLV-session2013_213796.pdf)

**La note :**

« Les notes attribuées dans le cadre de cette évaluation en cours d’année ne sont pas communiquées aux élèves. Elles sont définitivement arrêtées par le jury du baccalauréat. »

Source: Portail Langues, Academie de Versailles

Partager :

[Ecrire un commentaire](http://we-love-english.centerblog.net/119-Epreuve-expression-orale-en-anglais-au-BAC#c)[J'aime**4**](http://we-love-english.centerblog.net/rub-epreuve-expression-orale-au-bac-.html#473977-119)

[**Expression Orale en anglais - les questions**](http://we-love-english.centerblog.net/117-expression-orale-en-anglais-les-questions)

Publié le 11/05/2013 à 14:28 par we-love-english Tags : [**questions oral bac anglais**](http://we-love-english.centerblog.net/questions-oral-bac-anglais.htm)

What questions could be asked once you have given your presentation?

If you are more at ease with a notion, try to mention it in your conclusion.

For example: these documents can also be linked to the idea of progress because.....

Myths and Heroes

Who do you consider to be your hero? Why?

Is it a sportsperson, an actor, an artist, a pop star, a member of your family, an ordinary hero such as a fireman? Why is this person considered a role model?

What are his/her qualities?

Why are myths and heroes important to our society?

Do you think that myths and heroes can teach us a lesson?

Can you think of an anti-hero? Can you talk about their behaviour?

What myth does your document remind you of?

Places and Forms of Power

How do people exercise their power? What tools can they use?

What in your opinion is the most dangerous form of power?

Can you give an example of a power struggle?

What are the limits to power? How is power abused?

Why do people need to exercise their power on others?

How do people exercise their power on others? (revolution, riots, demonstrations, disobedience)

Idea of progress

In what way has progress made life better? Can you give examples?

Do you think that progress is always positive? Can there be a negative side to progress?

What do you think are the most important inventions of the past 50 years?

How has internet changed today's world?

What are the advantages and disadvantages of progress? Illustrate your ideas/give examples.

Would you like to be able to travel in time? Would you prefer to move forward to the future or travel back in time?

Spaces and Exchanges

Would you like to travel abroad? Which country would you like to live in? Why?

Have you ever travelled abroad? Which countries have you visited?

What did you learn from your trips abroad?

What kind of exchanges are there in today's world? (trade, financial, [sport](http://we-love-english.centerblog.net/sport.htm), social networking, education.....)

What impact does globalisation have on exchanges?

How are these exchanges influenced by modern technologies? Do the new technologies make exchanges easier?

What do we gain from these exchanges? What do people to immigrate to another country bring to the new country? (examples)

Who benefits the most from these exchanges?

What is the American Dream? Is it still true today?

Partager :

[Ecrire un commentaire](http://we-love-english.centerblog.net/117-Expression-Orale-en-anglais-les-questions#c)[J'aime**6**](http://we-love-english.centerblog.net/rub-epreuve-expression-orale-au-bac-.html#473977-117)

[**Plan pour l'épreuve d'expression orale au BAC**](http://we-love-english.centerblog.net/112-plan-pour-epreuve-expression-orale-au-bac)

Publié le 08/05/2013 à 17:45 par we-love-english Tags : [**anglais expression orale bac**](http://we-love-english.centerblog.net/anglais-expression-orale-bac.htm)

Plan for your presentation

1. Introduce the topic you have chosen, give a definition of the notion and introduce the documents you have chosen to talk about.

Example:

I am going to talk about the idea of progress. First of all I would like to give a definition of this notion:  The idea of progress can be defined as an improvement, a development or a change - a technical, scientific or social advance which contributes to making the world a better place.To illustrate this I have chosen two documents ....................... I have chosen these documents because.....................

2. Present the different documents you have chosen

The first document I have chosen isa newspaper article taken from the British newspaper "the Daily Telegraph" it deals with the problem of

- It indicates that..........

-The journalist draws our attention to the fact that.........

- He claims that...........................

-He/she refers to the fact that .............................

3.Explain the author's/narrator's/artist's point of view

Through this illustration the artist wants to show us that he/she approves of …

After reading this article we understand that the author sides with ….

The journalist is against the idea of ........................

He / she criticizesthe government for not doing enough

The author disapproves ofthe behaviour of the football players.....

The journalist gives an unbiased opinionand lets us make our own minds up about the subject. He simply provides us with the information.

4. Explain the link with the notion you have to talk about

- The cartoon shows us the evolution of today's society and the fact that technology has progressed

-It is an interesting/ relevant illustration of the notion of spaces and exchanges as it shows just how globalisation has changed our world

- This song perfectly illustrates the idea of myths and heroes because..........

- The extract from the film proves that…

5. If possible make a link between the documents

- Both the article and the film make us realize that…

- The first two articles help us to understand that.....

- In all three documents, the idea put forward is ….

-There is a relationship between….and….

-The author/journalist/painter/singer/artist wants to draw our attention to …

6.  Make a personal conclusion by giving your opinion on the document and perhaps opening up onto another notion or future prospects

- I totally agree with the idea that..........................

- I really enjoyed reading this article because I am very interested in.....................

- I have to disagree with the author because….

- It is important not to forget that..............

- This article could also be linked to the notion of the idea of progress because........

- We have to be careful because in the future this could lead to (mener à)

- There are advantages to social progress but there are also disadvantages such as.....

- It is important that we are aware of the d angers

Don't forget to make a link with another notion in your conclusion, perhaps a notion that you are more confident with. The examiner will then maybe ask you questions about that notion.

For example if you present documents about Rosa Parks and Martin Luther King to illustrate the notion of places and forms of power you could add at the end:

"We can also relate these articles to the notion of Myths and Heroes. Indeed Rosa Parks and ML King are considered as heroes to many people: Before the Civil Rights Movement, when whites were thought to be better than all other races, they decided it was time for change."

This could even be linked to the "idea of progress" as what Rosa Parks and ML King did contributed to a change in rights for Black people in the USA. A lot of progress has been made since they stood up for the rights of black Americans, there is no more segregation and even the American President is black. This can be considered as great progress for human rights.

Partager :

[Ecrire un commentaire](http://we-love-english.centerblog.net/112-Plan-pour-epreuve-expression-orale-au-BAC#c)[J'aime**8**](http://we-love-english.centerblog.net/rub-epreuve-expression-orale-au-bac-.html#473977-112)

[**Définition des 4 notions**](http://we-love-english.centerblog.net/111-definition-des-4-notions)

Publié le 08/05/2013 à 16:44 par we-love-english Tags : [**notions bac anglais oral**](http://we-love-english.centerblog.net/notions-bac-anglais-oral.htm) [**myths and heroes**](http://we-love-english.centerblog.net/myths-and-heroes.htm) [**idea of progress**](http://we-love-english.centerblog.net/idea-of-progress.htm) [**spaces and exchanges**](http://we-love-english.centerblog.net/spaces-and-exchanges.htm) [**locations and forms of power**](http://we-love-english.centerblog.net/locations-and-forms-of-power.htm) [**image**](http://we-love-english.centerblog.net/image.htm) [**video**](http://we-love-english.centerblog.net/video.htm) [**background**](http://we-love-english.centerblog.net/background.htm) [**internet**](http://we-love-english.centerblog.net/internet.htm) [**film**](http://we-love-english.centerblog.net/film.htm) [**fashion**](http://we-love-english.centerblog.net/fashion.htm) [**blog**](http://we-love-english.centerblog.net/blog.htm)

L'épreuve d'expression orale au baccalauréat

**La définition des 4 notions**

**Pour plus d'informations vous pouvez consulter mon nouveau blog:** [**www.anglaispourlebac.com**](http://www.anglaispourlebac.com/)

**Myths and heroes:**

**A myth can be defined as a story about gods or heroes, it can be a popular belief or a tradition or a false notion. A hero can be a mythological figure, a person who is admired for his or her achievements, a superhero or maybe a role model or an icon.**

Examples can be:

- a patriotic or national hero (sportsman, politician, human rights defender.....)

- a fictitious hero (superhero or film star)

- an icon or role model (fashion, tv, music)

- a defender of common values

- a politician/king/queen who has achieved international recognition

**Locations and forms of power: (also called Places and forms of power or Seats and forms of power)**

**In politics and social science, power is the ability to influence the behavior of people. In order to live together members of a community accept rules, regulations, laws. This helps to create social cohesion but can also lead to conflicts and tensions. Even when authority seems absolute, there are always counter-powers which question it, aim at limiting its excesses and resist it.**

Examples can be:

- the power of the media (reality tv, internet v written press)

- Financial power (the power of money)

- Inequalities between blacks and whites - the fight against oppression and segregation (South Africa, USA)

- The American Dream

- The Civil Rights movement and political recognition : Rosa Parks, Martin Luther King, Malcolm X (can also be linked to the notion of Myths and Heroes)

**Idea of Progress**

**The idea of progress can be defined as an improvement, a development or a change - a technical, scientific or social advance which contributes to making the world a better place.**

Examples can be:

- Scientific Progress - Medical advances, cures for illnesses, cloning, performance enhancing drugs,   genetically modified organisms.

- Technological Progress-  technologies to slow down climate change such as hybrid cars, wind           turbines, solar panels, biofuel.....

advances in communication:  the internet, social media, mobile phones, video games - how      they have changed our lives and the dangers of these modern ways of communication

Robots, automated production

Nuclear Power - for and against

-  Social Progress: changes in the quality of life - how does progress affect our society?

Education, employment, equality, family life

Women's rights, human rights, minority rights ......

The idea of liberty, freedom, democracy

**Spaces and Exchanges**

**This notion deals with the geographical and symbolic areas that all societies occupy and the interactions between men and different societies. Our world is built on the exploration and conquest of new spaces. The different cultural, economic, sociological and language interactions have shaped and characterised our modern-day world.**

Examples can be:

- Trade (the basis of all societies)

- Working conditions (telecommuting, internet)

- Globalization (the world has become a small village)

- School and education (social diversity / knowledge)  comparison of the different educational systems

- The Internet / social networks...

- the movement of people: Immigration

- movement across borders (Gap Year)

Partager :

[Ecrire un commentaire](http://we-love-english.centerblog.net/111-Definition-des-4-notions-#c)[8 commentaires](http://we-love-english.centerblog.net/111-Definition-des-4-notions-#i)[J'aime**12**](http://we-love-english.centerblog.net/rub-epreuve-expression-orale-au-bac-.html#473977-111)

[**The notion of progress**](http://we-love-english.centerblog.net/110-the-notion-of-progress)

Publié le 08/05/2013 à 15:48 par we-love-english Tags : [**idea of progress bac anglais**](http://we-love-english.centerblog.net/idea-of-progress-bac-anglais.htm)

**The Notion of Progress**

What is progress? It is the idea that the world can become increasingly better in terms of science, technology, modernization, liberty, democracy, quality of life.....

What effect does this progress have on our society? Does it have a positive or a negative effect?

Do certain new technologies bring people closer together or do they alienate us?

What effect does this progress have on our culture?

Here are just a few ideas!

**1. Scientific Progress**

- Medical advances, cures for illnesses, cloning, performance enhancing drugs, genetically modified organisms.

**2. Technological Progress:**

- New technologies to slow down climate change such as hybrid cars, wind turbines, solar panels, biofuel.....

- advances in communication:  the internet, social media, mobile phones, video games - how they have changed our lives and the dangers of these modern ways of communication

- Robots, automated production

- Nuclear Power - for and against

**3. Social Progress:**

Changes in the quality of life - how does progress affect our society? Education, employment, equality, family life

Women's rights, human rights, minority rights ......

The idea of liberty, freedom, democracy

For each subject it is important to discuss what are the advantages and/or disadvantages of this progress. Do you really consider it to be progress? Take the social media for example. Some consider it to be progress enabling families and friends to stay in contact, share news and photos

Partager :

[Ecrire un commentaire](http://we-love-english.centerblog.net/110-The-notion-of-progress#c)[J'aime**9**](http://we-love-english.centerblog.net/rub-epreuve-expression-orale-au-bac-.html#473977-110)

[**Quelques phrases utiles pour présenter votre sujet**](http://we-love-english.centerblog.net/107-quelques-phrases-utiles-pour-presenter-votre-sujet)

Publié le 01/04/2013 à 19:13 par we-love-english Tags : [**expression orale au bac**](http://we-love-english.centerblog.net/expression-orale-au-bac.htm)

1. Introducing your topic:

- I'm going to talk about the idea of progress/spaces and exchanges

- I would like to talk about the notion of power/myths and heroes

- First of all I would like to define the notion....

- In order to illustrate this notion I have chosen two documents....

- Let me explain why I have chosen these documents

- I have chosen two documents to illustrate this: one document we studied in class and another that I found through my own research (Bon point!)

- I have chosen to talk about the [film](http://we-love-english.centerblog.net/film.htm).....

2. Talking about a document that you have studied

- The first document I have chosen deals with the problem of/the idea of....

- This picture shows that .....

- This advert suggests that......

- This [article](http://we-love-english.centerblog.net/article.htm) proves that.....

- The author draws our attention to the fact that.......

- The journalist mentions that....

- He argues that....

- She believes that....

3. Explaining the link between the [article](http://we-love-english.centerblog.net/article.htm)/document and the notion presented

- This document is particularly interesting as it illustrates just how........

- There is a link between the two articles

- The two documents make us realize that.......

- From this ad we understand that.......

- The painter wants to draw our attention to the fact that......

- The journalist wants us to understand that.....