

Expression orale du baccalauréat – Expressions utiles

Se présenter au début de l'épreuve

Good morning / Good afternoon

Let me introduce myself

My name is ...

I am sixteen / seventeen / eighteen

Introduire la notion tirée au sort

I am going to talk about the idea of ... / myths and heroes / the idea of progress / seats and forms of power / spaces and exchanges

I would like to start with a definition of the notion.

To begin with, I'd like to give my personal definition : For me, ...

Relier la notion aux documents étudiés avec le professeur

In class, we have studied different / several documents related to the idea of ...

In the documents we studied, there is a ... (type of document)

In order to illustrate this notion, I have chosen to talk about ...

Énoncer sa problématique (= une question que l'on peut se poser sur la notion et qui s'applique à tous les documents choisis pour la notion tirée au sort)

We may wonder to what extent + question

We may ask ourselves + question

To what extent ... ? (dans quelle mesure ... ? / jusqu'à quel point ... ?)

To answer this question, I will present 2/3/4 documents (lister les documents en donnant titre + type + source + auteur)

Annoncer son plan (1 partie par document ?)

Let me outline my ideas for you

My outline falls into 2 / 3 / 4 parts.

Firstly I will talk/ speak about ...

My first part will be about ...

Secondly / My second part will talk about ...

Thirdly / My third part will deal with ...

Expliquer en quoi chaque document choisi est lié à la notion et répond à la problématique

The first/second/third document deals with ...

The point of view of the author :
(son intention) The aim/purpose of the author is to ...
(mon avis) I find this document interesting as it ...

Donner son opinion personnelle

In my opinion / As for me / To my mind

et éventuellement lier chaque document à une autre notion que celle tirée au sort

We can also relate this document to the notion of ... / this document can be linked to the notion of ...)

Conclure

To conclude / As a conclusion

Quelques liens intéressants

Anglais pour le Bac : <https://anglaispourlebac.com/category/expression-orale/>

Christophe Labetoulle : <https://youtu.be/dGm4Q6TxdfQ>

Des exemples de problématiques : <https://anglaispourlebac.com/2015/05/03/des-idees-de-problematiques-pour-les-oraux>

Ce document en ligne : www.franGLISH.fr/share/eo_expressions_utile.pdf

Bonjour, je me présente	Good morning/afternoon, let me introduce myself
Je m'appelle ..., j'ai ... ans	My name is ..., I am ...
Les 4 notions au programme	Myths and heroes / The idea of progress / Seats and forms of power / Spaces and exchanges
Je vais parler de la notion de ...	I'm going to talk about the idea of ...
Tout d'abord, j'aimerais donner une définition de la notion de ...	First of all, I'd like to give a definition of the idea of ...
J'aimerais commencer par une définition personnelle : pour moi, ...	I would like to start with a personal definition : for me, ...
Pour commencer,	To begin with, / To start with,
Cette année nous avons travaillé sur le thème de ...	This year we worked on the topic of ...
Nous pouvons nous interroger sur ...	We may wonder if / why / to what extent ...
Laissez-moi vous expliquer la raison pour laquelle j'ai choisi ...	Let me explain the reason why I have chosen ...
A mon avis, le document qui illustre le mieux la notion est ...	To my mind, the document that best illustrates the notion is ...
Le titre du document est ... / Le document est intitulé ...	The title of the document is ... / The document is entitled ...
Le document dont je vais parler est ...	The document I 'm going to talk about is a ...
Une nouvelle / un extrait de roman / un récit à la première personne / un poème / un article de journal / une chanson / une page web / ...	A short story / an extract from a novel / a first-person narrative / a newspaper article / a song / a webpage / ...
Une image / un tableau / une photo / un dessin / un dessin humoristique / une BD / une pub / ...	A picture / a painting / a photo / a drawing / a cartoon / a comic strip / an ad / ...
L'enregistrement est un extrait d'un livre lu / d'un reportage / d'une émission de télé / un documentaire / ...	The recording is an extract from an audiobook / a report / a TV show / a documentary / ...
Le document est une bande-annonce / un extrait de film / une publicité	The document is a trailer / an extract from a movie / a commercial
Le document provient de ...	The document is taken from ...
Il est sorti en 1982 / en 2007 / récemment	It appeared / it was released in nineteen eighty-two / in twenty-oh-seven / recently
Il traite de ...	It deals with ...
Il soulève la question de ...	It raises the issue of ...
Il est centré sur ...	It focuses on ...

Dans ce document, nous apprenons que ...	In this document, we learn that ...
L'auteur soutient / affirme / montre / sous-entend / suggère / démontre / ... que ...	The author claims / maintains / shows / implies / suggests / démontre / ... that ...
Il/Elle décrit / attire notre attention sur le fait que ...	He/She describes / draws our attention to the fact that ...
Il/Elle fait référence à ... / mentionne / fait allusion à ... / évoque	He/She refers to ... / mentions / alludes to ... / evokes
Il/Elle souligne ...	He/She points out / underlines / emphasizes / ...
L'action se déroule ...	The action takes place in ... / The action is set in ...
Premièrement / Ensuite / Finalement	Firstly / Then / Finally = Eventually
Au début / pour commencer	At the beginning / To begin with / To start with
Tout au long du texte,	All through the text,
Par exemple	For example / for instance
Il y a un lien entre ... et ...	There is a link = relationship between ... and ...
Nous pourrions aussi relier ce document à la notion de ...	We could also relate this document to the idea of ...
Dans les deux documents,	In both documents,
A la fois l'article et l'image prouvent que ...	Both the article and the picture prove that ...
Comme le / A la différence du premier document, le second document montre que ...	Like / Unlike the first document, the second document shows that ...
L'auteur veut ... / Son but est de ...	The author wants to ... / His/Her aim is to ...
Point de vue : l'auteur est impartial (=neutre) neutre / partial (=biaisé)	Point of view : l'auteur is unbiased / biased
Il/Elle critique / dénonce / condamne / condamne / désapprouve / reproche /	He/She criticizes / denounces / condemns / exposes / disapproves of / blames /
Il/Elle approuve / prend la défense de / prend la défense de / défend / soutient	He/She approves of / sides with / stands for / advocates / supports
En fin de compte / pour résumer / pour conclure / en conclusion	All in all = In short = In brief / To sum up / To conclude / As a conclusion
C'est une illustration intéressante de la notion de ...	This is an interesting illustration of the idea of ...
A mon avis	To my mind / In my view / In my opinion / As far as I'm concerned / Personally

Des exemples de problématique

<https://anglaispourlebac.com/2015/05/03/des-idees-de-problematiques-pour-les-oraux>

Myths and Heroes

What is a modern-day/contemporary hero? What impact do they have on our lives?

How can an ordinary person make the world a better place?

Why are sports heroes so important in today's society?

To what extent does Barack Obama represent the black American dream?

To what extent did Rosa Parks/ Martin Luther King/Malcolm X contribute to the improvement of black American's rights?

To what extent do myths represent society's values?

In today's society to what extent is there a need for myths, something to believe in that is greater than we are?

What is the role of the media in the making of heroes?

Is it useful for society to have « superheroes »?

What is the role of the media in the rise and fall of certain « heroes »?

Why are myths and heroes so important to our society?

In what way are heroes portrayed in Hollywood movies? How does this reflect our society today?

From rags to riches: Self-made men/women – how did they do it?

The Queen of England : why do the British love her so much?

Spaces and Exchanges

What drives people to leave their country to go and live in another country?

Is the American Dream still alive? What attracts immigrants to live in the USA?

Has the Olympic ideal of fair play and tolerance been now replaced by money, drugs and politics?

What are the different conflicts that have shaped the US society? What effect have they had on the USA as we know it today?

What are the advantages of moving to another country to study or find work?

To what extent does travelling to a foreign country broaden our horizons?

What impact does globalisation have on international exchanges?

Why do refugees choose to leave their countries? What difficulties do they face?

In what way does travelling broaden the mind?

What difficulties do immigrants face when they arrive in a new country?

Idea of Progress

To what extent does new technology isolate people?

Are social networking sites a threat to our private lives?

How has the internet modified our social behaviour and changed the way we communicate?

To what extent does progress change our vision of the others and of the world?

To what extent has technological progress made an impact on our environment?

Working from home – is it the end of productivity or the future of work?

How does modern technology affect today's society? Does it have a positive or a negative effect?

To what extent has social progress over the past century led to an improvement in women's rights?

What sort of social progress was made in the 20th century? How did it come about?

In what ways has progress made modern-day life better?

How has the internet changed today's world?

How did the Civil Rights movement bring about progress in the USA?

What major technological/scientific breakthroughs have been made in the last decades and how have they changed our lives?

Are peoples rights progressing or regressing?

Places and forms of power

In what way does sport have the power to unite people in a way that little else can?

« Whoever controls the media controls the mind (Jim Morrison) » – how much power do the media have over us?

When power is misused how do people rebel against it?

In what ways do the social networks have power to influence public opinion?

To what extent can we say that schools and universities are instruments of power?

How powerful is the NRA (National Rifle Association)? How has it consistently succeeded in defeating new gun control legislation in the USA?

How have civil rights activists used nonviolent protest to bring about change in the USA?

Money is power and rare are the heads that can withstand the possession of great power (Benjamin Disraeli) : how far is this quote true?

What are the limits to power? In what ways can power be abused?

To what extent can education be a key to power?

With social networks and internet is it possible to limit the power of the media?

How do people exercise their power? What are the different tools used?