Method for the Baccalauréat Speaking Exam

Modalités et le déroulement de l’épreuve (Séries ES, S)

• L’expression orale sera testée au 3ème trimestre dans votre établissement. Cette épreuve compte pour ¼ de la note finale. Le niveau attendu est B2 pour la LV1 et B1 pour la LV2. Temps de préparation = 10 minutes. Durée de l’épreuve = 10 minutes

• Le candidat tire au sort une des 4 notions étudiées dans l’année : Mythes et Héros, Espaces et Échanges, Idée de Progrès, Lieux et Formes du Pouvoir. Il a ensuite 10 minutes pour préparer son intervention orale.

• L’épreuve d’expression orale se déroule en 2 temps :
  - une phase d’expression en continu, d’une durée de 5 minutes pendant laquelle le candidat présente et définit la notion, introduit le thème lié à cette notion, présente certains des documents étudiés dans l’année et en lien avec le thème et la notion, fait une conclusion.
  - une phase d’interaction conduite par le professeur qui prend appui sur l’exposé du candidat. Cette phase d’interaction ne doit pas excéder 5 minutes.

Les fiches d’évaluation et de notation pour les différentes épreuves d’expression orale peuvent être consultées sur le site suivant :
http://media.education.gouv.fr/file/43/17/1/fiches_evaluation_200171.pdf

Your Mission

Introduction
- Give a definition of the notion ;
- Present the theme ;
- Present the key question.

Body
- Give your opinion / express your ideas regarding the key question (don’t learn by heart !)
- Use an outline (different parts).
- Illustrate your arguments with documents studied in class (text, audio tracks, pictures, quotes).
- Give examples : mention briefly the type of document, the summary, the author’s objectives, your analysis with regards to the key question.

Conclusion
- Synthesize briefly your ideas
- Give your opinion
- open up the theme. You can also mention a topic you’d like to develop during the interaction.
Tips & Vocabulary

During Preparation Time
- Write the complex vocabulary you have memorized just before coming in as I told you to;
- Collect and organize your ideas/opinion (don’t write sentences);
- Pick up some ideas that you will use later during the interaction time.

Expression en continu
- Introduce yourself and greet the examiner;
- Respect the timing (5 min only);
- Keep eye contact with the examiner;
- Use gap fillers when you hesitate;
- Rephrase when you’re not sure the examiner has understood you;
- Try to convince (yourself and) the examiner that you are interested in this notion.

How to introduce the notion
- I’m going to talk about the notion of progress / space and reciprocity / myths and heroes / power : Types and seats.
- The notion I’m going to deal with is the idea of progress
- To begin with / to start with, I’d like to give a definition of…
- Let me begin by giving a definition of the notion

How to introduce the subtheme
- In relation to the notion, the subject of my presentation will be…
- Regarding this notion, I’m going to speak about…
- I would like to illustrate this notion through the theme of…

Explaining the theme:
- Conventional wisdom has it that…
- Such a theme is a matter of common concern since/as/because…
- The notion hinges on the question whether

How to phrase the key question
We may answer the question …
We may wonder about / if / how/ why…

How to introduce your outline
1st possibility
- My presentation will fall into 3 parts:
- My commentary will be based on two points:
  - First of all, I will concentrate on…., then I will analyze …before finally focusing on …
  - Firstly/ first/ first of all, I will be interested in…., then I’ll study…., eventually I’ll say a few words about…

2nd possibility
In order to (= so as to) illustrate this notion / this theme / the fact that…, I have chosen two documents
Let me explain the reason why I have chosen …
To my mind (=in my opinion, in my view…), the documents that best illustrate the notion… are…
For example / for instance / let’s take the case of / take for example / in particular / particularly

How to introduce your arguments
At the turn of the 21st century, … / With the advent of… / With the growing gap between… / With the tremendous progress of…
How to talk about a document studied in relation to the notion

a) say what the document is about:

The document deals with/ is about...
It focuses on a major issue
The gist of the text
It raises the problem of...
It indicates / it shows / it suggests / it proves that...
It describes / it draws our attention to the fact that
It points out = it underlines = it stresses the fact that
I would like to dwell on a particular aspect of the document
As the journalist/author/cartoonist puts it, quote "..." unquote.
It is a good example of...

b) Explain the author's or narrator's point of view

The author / poet / journalist / painter / film director/ singer / artist wants to draw our attention
His/her aim is to...

c) How to explain the link with the notion you have to talk about

It is an interesting / apt / relevant illustration of... insofar as ...
In many respects, the document / the recording / the report shows that / proves that...
Both documents make us realize that / make us aware that / make us understand that ...
In both documents / in the three documents, the idea put forward is...

Give your opinion on the key question

To my knowledge, This extract is particularly interesting on account of
I think that this issue can be seen from another angle
In my opinion / in my view / to my mind
From my point of view
My personal point of view on this topic is that
As far as I am concerned, I think that ...
I strongly believe that...
I'm afraid I disagree about the idea that...
I have the feeling that ...
We are given the impression that ...
We must acknowledge that...
We must not forget that ...
We should keep in mind that...
Nothing will change unless...
I am all in favour of
I am under the impression that
I am convinced that
There can be no doubt that
I would like to point out that
What I am driving at is
To conclude
Now, what conclusion can we draw from this analysis
By way of conclusion, we can say that
From all this follows that
To conclude, I would like to say that
It all comes down to
The long and the short if it is
To conclude / in conclusion, I could say that …
All in all, I’d like to end by saying that…

To make him/her aware that you’ve finished
And that would be all I have to say about this notion.
My presentation is now finished/over.

Expression en interaction

Don’t forget to:
- develop your answer,
- justify your opinion with arguments and examples,
- give your opinion about the documents we’ve studied (positive or negative arguments).

Expressions to interact

Agree
I think so / I suppose so / I guess so
That’s just what I think / That’s it
I agree with you about it / I do agree with you
I’m with you there
Exactly / Precisely / Obviously / By all means
It is certainly true that…

Disagree
I don’t really think so
I’m afraid you’re wrong
I don’t fully agree with you
I would like to raise an objection
I have a few reservations about this
I don’t agree with you on that point
I disagree with you
I strongly disagree with this argument
I have mixed feelings about
I am totally against

Involve the examiner
Imagine …
Would you agree to / would you wish to …
Do you mean that … ?
Don’t you think that… ?
Isn’t it+adjectif+to+Verb…?  
Shouldn’t + S + V … ?
Clarify your speech
Let me put it another way = let me say it differently
What I mean is that
In other words

Convince the examiner
Use examples!
I'm quite sure that … / I'm convinced that / I do believe that
I think it would be a brilliant idea/a great idea to+V
It would be fantastic if …

When you don’t understand the question
I am not sure I understand what you mean.
I am afraid I haven’t got the slightest idea.
I am terribly sorry but I haven’t understood the question.
I must admit I don’t know much about this.
I am sorry, what did you say?
I am sorry I didn’t hear what you said.
Do you mind repeating what you have just said?

Adding information
I would like to make another point if I may
I would like to raise another question
I would also like to argue that
Now if I may express my own opinion
It emerges from this that

Gap-fillers
Well / So / Let me think/see /
You know / You see
I mean / you see/know what I mean
If you see what I mean / What I mean is… /
Do you see what I mean?
The thing/problem/point is
Anyway what I'm trying to say is...
How can I say this,...
It's a sort / kind of
I suppose/guess so
In a way / Actually / Basically
Now, to get back to what I was saying...
How shall I put it ? …

Source: adapted from R. Justome’s method

If you have any question, please send me an email englishub@gmail.com
# Vocabulary

## Verbs

| To speed up / To further / To boost / To foster | To soar / To skyrocket |
| To tackle | To make headway / To advance / To gain ground |
| To reach | To protect / To shield / To safeguard |
| To improve / To better | To bring about / To generate / To entail |
| To implement / To enforce | To lose ground |
| To overcome / To prevail on | To spread / To be rampant / To propagate |
| To initiate | To get rid of / To dump |
| To decrease / To lessen / To shrink / To be on the wane #to raise | To be at a standstill |
| To prevent / To hamper / To hinder | To fall / To dwindle / To plummet |
| To interfere with / To infringe on | To reckon / To deem / To consider / To suppose |
| To be at stake | To surmise / To assume |
| To flourish / To thrive | To contend that |
| To reduce / To curb / To curb | To ignore / To disregard |
| To involve / To imply | To stick to the facts |
| To threaten | To make a plea for / To plead for/against |
| To give an insight into | To be in sharp contrast with |
| To highlight / To focus on / To point out | To set up a connection between |
| To shed light on (an issue) | To cite / To quote |
| To dwell on | |
| To stress / To underline / To emphasize / To lay emphasis on / To underscore | |
| To suggest / To imply | |
| To infer | |
| To embody | |
| To bring to the fore | |
| To boil down | |
| To take a critical stand on | |
| To advocate a different approach | |
| To hint at an issue | |
| To bear evidence that | |

## Nouns & Expressions

| A significant/burning issue | A hurdle |
| A predicament / A plight | A conundrum |
| An outlook / A prospect | A moot point |
| A standpoint / A prospect | A warning |
| A milestone / A landmark | A matter of prime importance |
| A significant step | |
| A substantial increase | |
| A considerable breakthrough | |
| A prime example | |
| A primary question | |
| A crucial point | |
| A serious drawback | |
| Far-reaching consequences | |
| A deadlock | |
| A matter of common concern | |
| An understatement | |