

Enjeux et formes de la communication

How do the medium and the message shape public debate?

Ce que tu vas savoir faire

Identifier une intention et un public ; distinguer information, opinion et persuasion ; reformuler fidèlement un message.

Axe 4 · Communication: forms and challenges · Tronc commun · LVB B1 / LVA B2

1 Le cours / Key ideas

Communiquer, c'est choisir

A message depends on its speaker, audience, purpose and medium. A radio interview, a campaign poster and a short video do not organise information in the same way. Tone, images, editing and the order of facts influence what audiences notice.

Convaincre et informer

A claim needs evidence. An opinion can be argued, but strong emotion or repetition does not make a statement true. Distinguish a factual statement, an interpretation and a call to action. Ask whether the evidence supports the precise claim being made.

Langue commune, voix diverses

English connects speakers with different accents, histories and levels of fluency. Successful communication requires clarity and attention to context, not imitation of one supposedly perfect accent. Mediation means helping another person understand: select, explain and reformulate without changing the original meaning.

2 Repères et exemples culturels

BBC : du média au service public

BBC broadcasting began in 1922; the British Broadcasting Corporation was established in 1927. Its history provides an example of a medium linked to public information and national as well as international audiences.

Le même événement, deux formats

Compare an extended interview with a short extract. The extract may reach more people but omit a qualification. Analyse a specific cut or headline before accusing a whole medium of distortion.

Les outils pour comprendre et s'exprimer

Communication: forms and challenges

3 Vocabulaire utile / Useful vocabulary

a headline : un titre de presse
a claim : une affirmation
evidence : des éléments probants
a source : une source
an audience : un public
bias : un biais / parti pris
to broadcast : diffuser
to persuade : convaincre
to mislead : induire en erreur
to rephrase : reformuler

4 Rapporter une parole

Say / tell : She said that the message was unclear. She told the audience that it was unclear. Tell est suivi d'un destinataire.

Discours indirect au passé : "We need more evidence," she said. → She said that they needed more evidence. Le recul des temps dépend du contexte ; une vérité toujours valable peut rester au présent.

Questions indirectes : The journalist asked why the speaker disagreed. Ordre sujet-verbe, pas why did the speaker disagree.

Le piège à éviter

Evidence et information sont indénombrables : some evidence, a piece of information. Évite an evidence et informations.

5 Méthode et exemple rédigé

Pour résumer : donne le sujet, la position et deux raisons essentielles. N'ajoute pas ton avis dans la restitution. Présente ensuite ton commentaire comme tel : In my view...

Exemple original à analyser, pas à apprendre par cœur.

The interview aims to explain a local disagreement, whereas the short clip highlights its most dramatic moment. The speaker's hesitation may suggest uncertainty, but it does not by itself prove dishonesty. We need to hear the question and the rest of the answer. A responsible analysis therefore separates observation from interpretation. The clip contains a pause; calling it evidence of a lie is a further claim that requires support. The contrast illustrates how a format can change the emphasis of a message. Short extracts can attract attention, but audiences should be able to find the fuller context before judging the speaker's position.

À toi de jouer / Practice

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6 Comprendre un texte

Support original écrit pour cette fiche. Situation fictive ; ce n'est pas un article de presse ni un témoignage authentique.

Read the text

A fictional school radio team interviews a librarian about evening opening hours. In the full recording, she says that longer hours could help students, provided the library receives enough funding. A volunteer posts a ten-second clip with the title "Librarian rejects student demands". Several listeners complain before hearing the complete interview. The editor checks the recording and notices that the condition about funding has been removed. The team replaces the headline, links to the full interview and publishes a correction explaining the change. The editor refuses to blame the audience alone: a clear title is also the publisher's responsibility. The incident becomes a lesson about how selection can alter a message without inventing any individual word.

Réponds en anglais en reformulant. Appuie tes réponses sur le texte.

1. What is the librarian's actual position?
2. How does the clip mislead the audience?
3. Give two actions taken to correct the problem.

7 S'entraîner à la langue

1. Rapporte au passé : "We need funding," she said.
2. Corrige : The editor asked why did the listeners complain.
3. Choisis : The speaker gave us useful information / useful informations.

8 Écrire, parler et échanger

Writing. Write 120-150 words as the radio editor: explain the mistake, correct the impression and propose two rules for future clips.

Speaking / interaction. Médiation : explique en français la position de la bibliothécaire à un élève qui n'a vu que le titre, puis résume-la en anglais sans donner ton opinion.

Deux niveaux pour progresser

LVB / B1 : vise des idées claires, des phrases reliées et un exemple précis.

LVA / B2 : ajoute une objection, une nuance et des structures variées. Les longueurs et durées proposées sont des entraînements, pas un format officiel d'épreuve.

Corrigés expliqués / Answer key

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9 Compréhension : éléments attendus

1. She supports the potential benefit of longer hours if adequate funding is available; she does not simply reject the proposal.
2. It removes the funding condition and adds a headline suggesting outright rejection.
3. The team changes the headline, links to the full interview and publishes an explanation. Deux de ces actions suffisent.

10 Langue : réponses et explications

1. She said that they needed funding.
2. The editor asked why the listeners complained.
3. The speaker gave us useful information. Information est indénombrable.

11 Production écrite : une réponse possible

D'autres réponses sont valables si elles respectent le sujet et sont argumentées. Le modèle ci-dessous illustre un objectif B2.

Dear listeners, our recent headline gave a misleading impression of the librarian's position. She did not reject the idea of longer opening hours. She explained that it could help students if the library received sufficient funding. By removing that condition, our short clip changed the emphasis of her answer. We have replaced the headline and added a link to the full recording. We should have checked that the extract represented her argument fairly before publishing it. In future, two members of the team will review each headline and clip together. We will also make the complete interview easy to find. Thank you to everyone who raised the issue. A correction should make the information clearer, rather than simply defend our original choice.

Auto-évaluation avant de refermer la fiche

Je sais expliquer l'axe sans lire le cours ; citer un exemple contextualisé ; employer cinq mots nouveaux ; appliquer le point de langue ; répondre avec une idée, une preuve et une nuance. À l'oral, je parle intelligiblement et je peux réagir à une question.

Références : Programme officiel d'anglais, BO du 29 mai 2025, annexe 4 (application en terminale : rentrée 2026).

Repère culturel : BBC - The BBC Story: 1920s. Vérification : 20 octobre 2026. Synthèses, supports et exercices originaux.