



COURS PI

☆ *L'école sur-mesure* ☆

de la Maternelle au Bac, Établissement d'enseignement privé à distance, déclaré auprès du Rectorat de Paris

Première - Module 1 - Identités et échanges

Anglais LVA

v.5.1



- ✓ **Guide de méthodologie**
pour appréhender notre pédagogie
- ✓ **Leçons détaillées**
pour apprendre les notions en jeu
- ✓ **Exemples et illustrations**
pour comprendre par soi-même
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EN ROUTE VERS LE BACCALAURÉAT

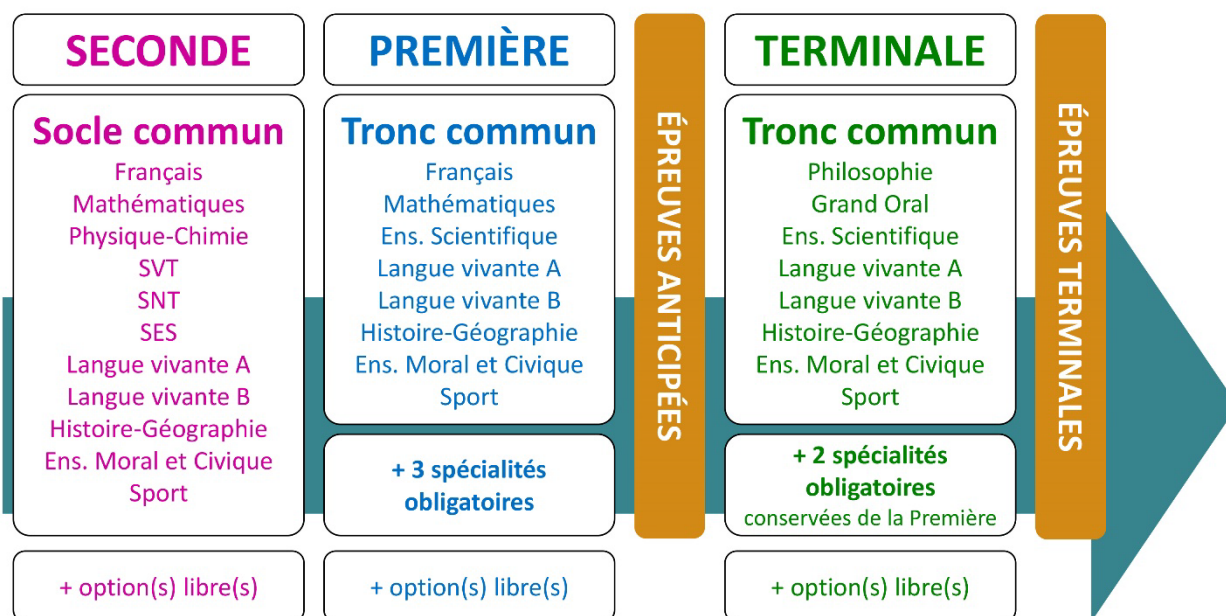
Comme vous le savez, la **réforme du Baccalauréat** est entrée en vigueur progressivement jusqu'à l'année 2021, date de délivrance des premiers diplômes de la nouvelle formule.

Dans le cadre de ce nouveau Baccalauréat, **notre Etablissement**, toujours attentif aux conséquences des réformes pour les élèves, s'est emparé de la question avec force **énergie** et **conviction** pendant plusieurs mois, animé par le souci constant de la réussite de nos lycéens dans leurs apprentissages d'une part, et par la **pérennité** de leur parcours d'autre part. Notre Etablissement a questionné la réforme, mobilisé l'ensemble de son atelier pédagogique, et déployé tout **son savoir-faire** afin de vous proposer un enseignement tourné continuellement vers **l'excellence**, ainsi qu'une scolarité tournée vers la **réussite**.

- Les **Cours Pi** s'engagent pour faire du parcours de chacun de ses élèves un **tremplin vers l'avenir**.
- Les **Cours Pi** s'engagent pour ne pas faire de ce nouveau Bac un diplôme au rabais.
- Les **Cours Pi** vous offrent **écoute** et **conseil** pour coconstruire une **scolarité sur-mesure**.

LE BAC DANS LES GRANDES LIGNES

Ce nouveau Lycée, c'est un enseignement à la carte organisé à partir d'un large tronc commun en classe de Seconde et évoluant vers un parcours des plus spécialisés année après année.



CE QUI A CHANGÉ

- Il n'y a plus de séries à proprement parler.
- Les élèves choisissent des spécialités : trois disciplines en classe de Première ; puis n'en conservent que deux en Terminale.
- Une nouvelle épreuve en fin de Terminale : le Grand Oral.
- Pour les lycéens en présentiel l'examen est un mix de contrôle continu et d'examen final laissant envisager un diplôme à plusieurs vitesses.
- Pour nos élèves, qui passeront les épreuves sur table, le Baccalauréat conserve sa valeur.

CE QUI N'A PAS CHANGÉ

- Le Bac reste un examen accessible aux candidats libres avec examen final.
- Le système actuel de mentions est maintenu.
- Les épreuves anticipées de français, écrit et oral, tout comme celle de spécialité abandonnée se dérouleront comme aujourd'hui en fin de Première.



A l'occasion de la réforme du Lycée, nos manuels ont été retravaillés dans notre atelier pédagogique pour un accompagnement optimal à la compréhension. Sur la base des programmes officiels, nous avons choisi de créer de nombreuses rubriques :

- **Observe, word bank et l'essentiel** pour souligner les points de cours à mémoriser au cours de l'année
- **À vous de jouer** pour mettre en pratique le raisonnement vu dans le cours et s'accaparer les ressorts de l'analyse, de la logique, de l'argumentation, et de la justification
- **Pour aller plus loin** pour visionner des sites ou des documentaires ludiques de qualité
- Et enfin ... la rubrique **Les Clés du Bac by Cours Pi** qui vise à vous donner, et ce dès la seconde, toutes les cartes pour réussir votre examen : notions essentielles, méthodologie pas à pas, exercices types et fiches étape de résolution !

ANGLAIS PREMIÈRE

Module 1 – Identités et échanges

L'AUTEURE



Fatma Zohra HAMRAT

Michel de Montaigne a dit « Je n'enseigne pas, je raconte », c'est ce que Fatima Zohra Hamrat tente de faire depuis ses débuts dans l'enseignement. Aujourd'hui Docteure en études du monde anglophone et membre du laboratoire de recherche Etudes Montpelliéraines du Monde Anglophone, son objectif est de transformer son cours de langue en une belle histoire qui ne s'oublie pas.

PRÉSENTATION

Ce **cours** est divisé en chapitres, chacun comprenant :

- Le **cours**, conforme aux programmes de l'Education Nationale
- Des **applications** dont les **corrigés** se trouvent en **fin de chapitre**
- Des **exercices d'entraînement** et leurs **corrigés** en **fin de fascicule**
- Des **devoirs** soumis à correction (et **se trouvant hors manuel**). Votre professeur vous renverra le corrigé-type de chaque devoir après correction de ce dernier.

Pour une manipulation plus facile, les corrigés-types des exercices d'application et d'entraînement sont regroupés en fin de manuel.

CONSEILS A L'ÉLÈVE

Vous disposez d'un support de cours complet : **prenez le temps** de bien le lire, de le comprendre mais surtout de **l'assimiler**. Vous disposez pour cela d'exemples donnés dans le cours et d'exercices types corrigés. Vous pouvez rester un peu plus longtemps sur une unité mais travaillez régulièrement.

LES DEVOIRS

Les devoirs constituent le moyen d'évaluer l'acquisition de **vos savoirs** (« Ai-je assimilé les notions correspondantes ? ») et de **vos savoir-faire** (« Est-ce que je sais expliquer, justifier, conclure ? »).

Placés à des endroits clés des apprentissages, ils permettent la vérification de la bonne assimilation des enseignements.

Aux *Cours Pi*, vous serez accompagnés par un **professeur selon chaque matière** tout au long de votre année d'étude. Référez-vous à votre « Carnet de Route » pour l'identifier et découvrir son parcours.

Avant de vous lancer dans un devoir, assurez-vous d'avoir **bien compris les consignes**.

Si vous repérez des difficultés lors de sa réalisation, n'hésitez pas à le mettre de côté et à revenir sur les leçons posant problème. **Le devoir n'est pas un examen**, il a pour objectif de s'assurer que, même quelques jours ou semaines après son étude, une notion est toujours comprise.

Aux Cours Pi, chaque élève travaille à son rythme, parce que chaque élève est différent et que ce mode d'enseignement permet le « sur-mesure ».

Nous vous engageons à respecter le moment indiqué pour faire les devoirs. Vous les identifierez par le bandeau suivant :



Vous pouvez maintenant
faire et envoyer le **devoir n°1**



Il est **important de tenir compte des remarques, appréciations et conseils du professeur-correcteur**. Pour cela, il est **très important d'envoyer les devoirs au fur et à mesure** et non groupés. **C'est ainsi que vous progresserez !**

Donc, dès qu'un devoir est rédigé, envoyez-le aux *Cours Pi* par le biais que vous avez choisi :

- 1) Par **soumission en ligne** via votre espace personnel sur **PoulPi**, pour un envoi **gratuit, sécurisé** et plus **rapide**.
- 2) Par **voie postale** à *Cours Pi*, 9 rue Rebuffy, 34 000 Montpellier
*Vous prendrez alors soin de joindre une **grande enveloppe libellée à vos nom et adresse**, et **affranchie au tarif en vigueur** pour qu'il vous soit retourné par votre professeur*

N.B. : quel que soit le mode d'envoi choisi, vous veillerez à **toujours joindre l'énoncé du devoir** ; plusieurs énoncés étant disponibles pour le même devoir.

N.B. : si vous avez opté pour un envoi par voie postale et que vous avez à disposition un scanner, nous vous engageons à conserver une copie numérique du devoir envoyé. Les pertes de courrier par la Poste française sont très rares, mais sont toujours source de grand mécontentement pour l'élève voulant constater les fruits de son travail.

VOTRE RESPONSABLE PÉDAGOGIQUE

Professeur des écoles, professeur de français, professeur de maths, professeur de langues : notre Direction Pédagogique est constituée de spécialistes capables de dissiper toute incompréhension.

Au-delà de cet accompagnement ponctuel, notre Etablissement a positionné ses Responsables pédagogiques comme des « super profs » capables de co-construire avec vous une scolarité sur-mesure.

En somme, le Responsable pédagogique est votre premier point de contact identifié, à même de vous guider et de répondre à vos différents questionnements.

Votre Responsable pédagogique est la personne en charge du suivi de la scolarité des élèves.

Il est tout naturellement votre premier référent : une question, un doute, une incompréhension ? Votre Responsable pédagogique est là pour vous écouter et vous orienter. Autant que nécessaire et sans aucun surcoût.

QUAND
PUIS-JE
LE
JOINDRE ?

Du **lundi** au **vendredi** : horaires disponibles sur votre carnet de route et sur PoulPi.

QUEL
EST
SON
RÔLE ?

Orienter les parents et les élèves.

Proposer la mise en place d'un accompagnement individualisé de l'élève.

Faire évoluer les outils pédagogiques.

Encadrer et **coordonner** les différents professeurs.

VOS PROFESSEURS CORRECTEURS

Notre Etablissement a choisi de s'entourer de professeurs diplômés et expérimentés, parce qu'eux seuls ont une parfaite connaissance de ce qu'est un élève et parce qu'eux seuls maîtrisent les attendus de leur discipline. En lien direct avec votre Responsable pédagogique, ils prendront en compte les spécificités de l'élève dans leur correction. Volontairement bienveillants, leur correction sera néanmoins juste, pour mieux progresser.

QUAND
PUIS-JE
LE
JOINDRE ?

Une question sur sa correction ?

- faites un mail ou téléphonez à votre correcteur et demandez-lui d'être recontacté en lui laissant **un message avec votre nom, celui de votre enfant et votre numéro.**
- autrement pour une réponse en temps réel, appelez votre Responsable pédagogique.

LE BUREAU DE LA SCOLARITÉ

Placé sous la direction d'Elena COZZANI, le Bureau de la Scolarité vous orientera et vous guidera dans vos démarches administratives. En connaissance parfaite du fonctionnement de l'Etablissement, ces référents administratifs sauront solutionner vos problématiques et, au besoin, vous rediriger vers le bon interlocuteur.

QUAND
PUIS-JE
LE
JOINDRE ?

Du **lundi** au **vendredi** : horaires disponibles sur votre carnet de route et sur PoulPi.
04.67.34.03.00
scolarite@cours-pi.com



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- Apprendre les termes liés à la mondialisation.
- Appréhender la mondialisation, son histoire et l'évolution de sa perception et de son fonctionnement dans le temps.
- Apprendre une nouvelle méthode de prise de notes pour rendre compte d'un document audio/vidéo.
- Maîtriser la méthodologie applicable au compte-rendu libre.

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- Apprendre à synthétiser sa pensée pour exprimer son opinion en argumentant.
- Maîtriser la méthodologie applicable au compte-rendu guidé.

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ESSAIS et ROMANS

- **Géohistoire de la mondialisation : le temps long du Monde** *Christian Grataloup*
- **Voyage aux pays du coton : petit précis de mondialisation** *Erik Orsenna*
- **Mondialisation vs globalisation : les leçons de Simone Weil** *Alain Supiot*

BANDES DESSINÉES

- **Bienvenue à Boboland, tome 2 : Global Boboland** *Dupuy et Berbérian*

FILMS ET DOCUMENTAIRES

- **Les dessous de la mondialisation** *Série documentaire de Public Sénat*



CHAPITRE 1

GLOBALIZATION OVER TIME



Le thème identités et échanges nous amène à considérer le phénomène de la mondialisation et ses conséquences sur les différents aspects de la vie. Pour comprendre l'évolution et les perspectives de ce système mondial il est important de comprendre les raisons qui sont liées à son émergence principalement les échanges commerciaux. Mettre la lumière sur le contexte historique nous aide à déterminer les dynamiques de la mondialisation et les différents types d'échanges qui en découlent.

Q COMPÉTENCES VISÉES

- Apprendre les termes liés à la mondialisation.
- Appréhender la mondialisation, son histoire et l'évolution de sa perception et de son fonctionnement dans le temps.
- Apprendre une nouvelle méthode de prise de notes pour rendre compte d'un document audio/vidéo.
- Maîtriser la méthodologie applicable au compte-rendu libre.



Prérequis

Words and phrases related to globalization

Before we start let us have a look at the most frequent vocabulary related to the theme of 'globalization'. The exercises that follow will help you get acquainted with this vocabulary and use it when you write or when you talk about globalization.

Vocabulary	Definition
Multinationals	Companies which have business in different countries around the world such as car companies, clothing companies, McDonald's...
Global economy	When different countries' economies are related to each other.
Global business/trade	Exchange trade between countries.
Outsourcing (sous-traitance)	A strategy used by start-ups and companies to keep the cost of their business down, consisting in asking an external contractor, usually from another country, to do organizational and administrative tasks. The best example is customer service (service client) such as call centres which receive customers' calls.
Sweatshops (ateliers de misère)	Places of production where the working conditions are inhuman and workers work for long hours for low wages. World-known fashion brands such as H&M, Nike, Adidas and Uniqlo are all involved in the issue of sweatshops in Asia (Bangladesh, India, Cambodia).
Working poor	The working poor are people who work for very low wages keeping them below the poverty line despite the long working hours.
Consumerism / kən'sju:mərizəm/	An aspect of global trade, it is a socio-economic system which pushes people to buy goods and services increasingly.
Equality/inequality	It concerns peoples' living conditions over the world, most of the time there is inequality in the distribution of wealth between people, the rich get richer and the poor poorer.
Acculturation	When an individual or a group of people adopt, acquire and adjust to a new cultural environment different from their original culture.
Distribution of wealth	Shows how wealth and incomes are divided among people in the same country or among nations all over the world.
Ubiquitous products / ju:'bɪkwɪtəs/	Products which are present everywhere at the same time, such as Zara clothes, Apple products, Samsung devices...
Homogenous / ,hɒmə'dʒi:niəs/	Less cultural diversity because of the emerging of a homogenous culture which is in fact a western and American culture (in food, clothes...); its dominance allows little cultural exchange between different cultures.
Developed/developing countries	Economically developed/ less developed industries and economy
Anti-capitalist or anti-globalization	A movement opposed to capitalism and to globalization, which protests against the negative effects of globalization
Global village	Thanks to new means of communication such as the internet and social media, information spreads all over the world rapidly, giving the impression that the whole world is a small global village.

EXERCICE

01

Put the following letters in the right order to form a correct word

orumminessc

contractualiu

swpathosse

tubiquious

lantimoniaitu

ugohnosome

contigurous

EXERCICE

02

Fill in the gaps with the right word from the table above.

- 1- Today's demonstrations were organized by activists, who are denouncing the companies' relocation being responsible for job losses.
- 2- to the American lifestyle has become the most noticeable aspect of globalization
- 3- Some companies establishing their business in Asia are criticized because of the in comparison with Europe.
- 4- Today, are denounced because of their inhuman working conditions and their exploitation of children.
- 5- Globalization makes possible and offers the means to reduce production costs.
- 6- Most companies are located in developing countries because labour costs are cheap.



Globalization was born with the early populations' movement away from their native country mainly for trade. The selling and exchanging of goods led to the exchange of languages, customs and ideas. According to historians, the first form of globalization occurred on the Silk Road¹ in the 1st century B.C. Chinese products (luxury items, spices) left the local and the regional markets for Rome's markets. Trade became more global from the 7th century when the merchants of the Arabian Peninsula extended the trade boundaries along the Spice Road². They went as far as Indonesia and Spain; it was also an opportunity to spread their religion, Islam. However, it is between the 15th and the mid-18th century, that the globalization of trade became more significant because of the geographical explorations led by the Spanish, the Portuguese, and later the English. Famous explorers include: Bartholomeu Dias (in Africa), Christopher Columbus (in the Caribbean), Vasco de Gama (in India). These men were stimulated by the need to find new maritime routes, to make profitable trade, and by the willingness to spread Christianity. These global explorations and discoveries turned into invasions and led to the establishment of colonies. It was the beginning of the European scramble for colonial dominance of the world. On the eve of the 18th century, a commercial network connecting Europe, Asia, Africa, and America set the background of a new era of globalization, marked by colonial imperialism. In this chapter, we are concerned with globalization from this period onwards until the present time. We will focus on the evolution of globalization and the main reasons behind it.



Première approche



The Indian cricket team in the 1930s

Figure 1



Figure 2



Figure 3

¹ Silk Road: the network of trade routes which connected East Asia and Southeast Asia with South Asia, Persia, the Arabian Peninsula, East Africa and Southern Europe.

² Spice Road: The Spice Road refers to the commercial routes dedicated to the trade in of spices (such as cinnamon, cassia, cardamom, ginger, pepper, and turmeric) in Asia towards Northeast Africa and Europe.



Figure 4: Advertisement for British Tea Company.
May 1895



Figure 5

Spread of pizza



Figure 6

EXERCICE

03

Give a title to each image.

1.

2.

3.

4.

5.

6.

EXERCICE

04

Classify them in the following table

Image	Period of time
	19 th century
	Beginning of the 20 th century
	20 th and 23 rd century

What do the 6 images have in common?

We have to keep in mind that globalization is a form of exchange which goes beyond trade and business. The images show that globalization may have an impact on sports, food and celebrations. Figures 1 and 4 also show us that globalization is not a recent phenomenon.



GLOBALIZATION OVER TIME

Read to get the point

The following text should be read considering that globalization was evolving and developing in parallel with colonial expansion. The length of the text should not be a discouraging obstacle as the questions' order follows the paragraphs.

It is more accurate to think about the impact of the empire on multiple, plural British cultures and identities, and to avoid the assumption that evidence relating to one particular culture or identity applies equally to the wider picture. For imperial influences were also multiple. They were shaped by various colonial contexts, and worked on different aspects of British society in multifarious ways. [...] It is relatively clear that imperial influences reached Britain through a number of channels; what historians most frequently debate is whether those influences had a significant impact or not, a question that raises the difficult issue of audience reception.

During the nineteenth and twentieth centuries, the British empire was made up of a wide and diverse array of territories. Some, such as parts of the Caribbean, had relatively long histories of British rule, while others were incorporated quite late; the British empire only reached its widest territorial extent after the First World War. In Australia, New Zealand, Canada and South Africa, known by the beginning of the twentieth century as the 'dominions', substantial numbers of British, Irish and other European peoples had settled, dispossessing and to varying degrees displacing indigenous inhabitants.

In other parts of the empire, namely the 'colonies' of Africa and Asia, small groups of British and Irish people occupied the uppermost positions in administrative systems that, mixing old and new structures of rule, managed the affairs of large indigenous populations. In India, British rule encompassed such a variety of different ethnic, religious and linguistic groups, and took such disparate forms, that many saw the region effectively as an empire within an empire. India provided the British with an unparalleled reservoir of troops for deployment overseas. Like many other colonies, and the dominions, India also provided Britain with access to supplies of foodstuffs and raw materials [...].

The British population, including the working classes, experienced empire through consumption. Here, the consciousness of the colonial origins of certain foodstuffs was fostered by the fact that such goods were marketed in explicit association with the empire. John MacKenzie has argued that 'the most aggressive and innovative advertisers' of the late nineteenth and early twentieth centuries were 'companies dependent on the imperial economic nexus, in tea, chocolate, soaps and oils, tobacco, meat extracts, shipping, and later rubber'. These goods were increasingly being 'branded' as products of the empire. Nationally distributed and sold in large quantities, brand-named goods could be advertised profitably in the popular press. Companies frequently sought to use their advertising (and their packaging) to create an imagined link between the products and the 'romance' of empire. Exotic or comical representations of Africans and Asians were a common feature. [...]

Empire was also associated with the movement of people around the globe. Although the slave trade was abolished in 1807, large numbers of Africans and Asians continued to travel around the empire, some freely, but many as a result of indentured labour contracts. White people also circulated in large numbers, the majority to settle land appropriated from indigenous peoples. While some British and Irish people went as convicts, voluntary migration quickly became the norm [...]. A minority moved around the empire without

settling, always intending to return to Britain. Members of the professional middle classes were recruited to positions in the colonial bureaucracy, and also worked in the empire as missionaries, doctors, engineers and teachers. In the army, they served alongside working-class soldiers from Britain and Ireland. Members of the upper classes occupied the small number of positions that were available at the top of the colonial administration. [...]

Indeed, the increasing mobility brought by railways and steamships meant that by the end of the nineteenth century more and more people from the colonies and dominions were visiting Britain, and making Britain itself to some extent a contact zone. Recent research has emphasized the presence of Asians and Africans in late nineteenth- and early twentieth-century Britain; there is also an increasing body of work looking at the experiences of individuals from Canada, New Zealand and especially Australia who spent time in Britain. [...] During the nineteenth century, newspapers and journals could reach a global audience, as they travelled around the empire by ship. Not only were newspapers from other parts of the empire read by individuals in Britain and the colonies; the reports they contained were often pirated and reprinted by British papers hungry for overseas news. Editors gutted news and opinion from papers that had arrived from the colonies, and published it in their own columns, often with only minor modifications. Reports were most plentiful from those parts of the empire where local newspapers flourished, primarily the dominions, India and the major commercial centres in the colonies. Often, editors of newspapers in these places produced special news summaries aimed at British audiences and published to coincide with the departure of the mails to Britain.

Simon J. Potter
12 December 2006

EXERCICE 06

1- Focus on the first paragraph to say which of the following topics the writer raises.

- A How the colonies influenced British society and how the empire was perceived by the British
- B The impact of the British rule in the colonies

2- What does the term 'dominions' refer to?

.....

.....

3- Which period of the British empire does the writer focus on?

.....

4- What did the Europeans do when they first settled in the colonies?

.....

5- What did India provide Britain with?

.....

.....

6- How did the British people at home come into contact with the empire?

.....

.....

.....

7- How did the empire impact on people's movements?

.....

.....

8- Say which of the following is true or false, justify your answer with a quote from the text.

The development of the means of transport increased the number of British people in the colonies.

.....

.....

The only people moving to live in Britain came from the dominions.

.....

.....

9- According to the writer, how did the British journalists at home get information for their newspapers?

.....

.....

10- Find the synonyms of the following words in the text.




Natives

.....

Marked

.....

11- Fill in the following table which summarizes the movements between Britain and the colonies:

Britain		Empire /colonies
		
		
		

12- Give a title to the article.

.....

.....



L'ESSENTIEL

Imperialism and colonization played a great role in the development of globalization. The commercial exchanges between the colonies and Great Britain extended the geographical borders of globalization and gave birth to other types of exchanges. The imperial system kept globalization in place and paved the way for its modernization. This last point will be discussed in the next section.



GLOBALIZATION OVER TIME

Read to put it down

Nous avons vu que la mondialisation remonte aux premiers échanges commerciaux entre différents pays. Dans l'article suivant, nous allons découvrir que la mondialisation ne se limite pas aux échanges et au commerce.

Globalization in the Modern World

If you look at the tag on your shirt, chances are you would see that it was made in a country other than the one in which you sit right now. What's more, before it reached your wardrobe, this shirt could have very well been made with Chinese cotton sewed by Thai hands, shipped across the Pacific on a French freighter crewed by Spaniards to a Los Angeles harbour. This international exchange is just one example of globalization, a process that has everything to do with geography.

Globalization is the process of increased interconnectedness among countries most notably in the areas of economics, politics, and culture. McDonald's in Japan, French films being played in Minneapolis, and the United Nations are all representations of globalization.

What makes globalization possible is the ever-increasing capacity for and efficiency of how people and things move and communicate. In years past, people across the globe did not have the ability to communicate and could not interact without difficulty. Nowadays, a phone, instant message, fax, or video conference call can easily be used to connect people throughout the world. Additionally, anyone with the funds can book a plane flight and show up halfway across the world in a matter of hours. In short, the "friction of distance" is lessened, and the world begins to metaphorically shrink.

A general increase in awareness, opportunity, and transportation technology has allowed people to move about the world in search of a new home, a new job, or to flee a place of danger. Most migration takes place within or between developing countries, possibly because of lower standards of living and lower wages push individuals to places with a greater chance for economic success. Additionally, capital (money) is being moved globally with the ease of electronic transference and a rise in perceived investment opportunities. Developing countries are a popular place for investors to place their capital because of the enormous room for growth.

The word 'diffusion' simply means to spread out, and that is exactly what any new found knowledge does. When a new invention or way of doing something pops up, it does not stay secret for long. A good example of this is the appearance of automotive farming machines in Southeast Asia, an area long home to manual agricultural labour. [...]

At its core, globalization is an easing of borders, making them less important as countries become dependent on each other to thrive. Some scholars claim that governments are becoming less influential in the face of an increasingly economic world. Others contest this, insisting that governments are becoming more important because of the need for regulation and order in such a complex world system.

Colin Stief / June 24, 2019, www.thoughtco.com

1- Read the introduction and say what is the thesis statement of the article.

2- Give a title to each paragraph of the body.

3- Which subject is the conclusion proposing for further debate?

4- List down at least five key words from the text in relation to globalization.



L'ESSENTIEL

Today, we know that globalization is not only related to trade since it influences other aspects of our life. Its evolution is linked to different factors which proved to be important for its development, such as means of transport and means of communication. Globalization has become such a complicated system that governments' interference seems necessary to organize the movements of peoples and goods.



POUR ALLER PLUS LOIN

Product – une série de 10 épisodes de 5 minutes par Arte

L'émission *Product* sur Arte est une série de 10 épisodes, d'une durée de 2 à 5 minutes, montrant les étapes de fabrication et de transport de produits mondialisés. La caméra est à hauteur de produit. La série nous plonge dans une course hypnotique à la baisse des coûts qui conduit, par exemple, les crevettes pêchées en mer du Nord à être décortiquées au Maroc pour être mangées aux Pays-Bas. Un compteur affiche la distance parcourue, et chaque documentaire s'accompagne d'un commentaire qui apporte des données, notamment sur les aspects écologiques ou sociaux.

Product : A voir sur la chaîne YouTube « Arte Découverte »



GLOBALIZATION OVER TIME

Oral comprehension



Abordons maintenant l'écoute d'un podcast audio:

"A History of Globalisation: episode The Power of Going Global"

<https://www.bbc.co.uk/sounds/play/p03l8fb3>

Ecoutez le podcast jusqu'à 2m03s.

Il s'agit du deuxième épisode sur quatre d'une série d'émissions de la BBC consacrée à l'histoire de la mondialisation.

Nous allons suivre deux méthodes d'écoute. C'est à vous de choisir celle qui correspond le mieux à votre organisation.

Méthode 1

Écoutez cet extrait d'une émission sur la BBC jusqu'à 2m03s et prenez des notes pendant les écoutes, que vous espacerez d'une minute de pause à chaque fois. Les réponses aux questions ci-dessous vous guideront dans la prise de notes. Je vous propose de vous concentrer sur les questions de 1 à 5 pendant la 1^{ère} écoute et de répondre aux questions de 6 à 10 pendant la 2^{ème} écoute. La 3^{ème} écoute doit servir à vérifier vos réponses et à les corriger. Vous n'êtes pas tenu d'écrire des phrases complètes, notez l'essentiel, les mots-clés, des dates, des noms, etc. et utilisez des abréviations.



Answer the questions.

1^{ère} écoute

1- Quelle est la nature de ce document ?

.....

2- Quelle est sa durée ?

.....

3- Qui parle ?

.....

.....

4- Quel est son / leur travail ?

.....

5- A qui s'adressent-ils ?

.....

Première écoute : prenez des notes

Deuxième écoute : complétez vos notes

Troisième écoute : complétez vos notes et rédigez le compte-rendu en français

A series of horizontal dashed green lines for writing.



GLOBALIZATION OVER TIME

Oral expression

L'objectif dans ce chapitre est de choisir entre deux images et d'expliquer en anglais pendant 5 minutes maximum laquelle illustre le mieux le thème du chapitre tout en justifiant votre choix.



A 1927 pictorial map with all the dominions and trade routes. British Empire Marketing Board.



A series of 25 horizontal dashed green lines spanning the width of the page, intended for writing.



COMPREHENSION DE L'ECRIT : LE COMPTE-RENDU LIBRE

L'épreuve ponctuelle d'anglais en classe de première consiste en un exercice de compréhension écrite et un exercice d'expression écrite. La partie compréhension écrite prend la forme d'un compte-rendu, en anglais, d'un ou deux documents. Ce compte-rendu peut être libre, ou guidé. Nous allons étudier ensemble les différents cas de figure, et la méthodologie à appliquer.

Dans cette première Clé du Bac de ce premier module, nous nous concentrerons sur le compte-rendu libre. Notez que tous les exemples suivants sont issus de la Banque Nationale des Sujets, afin de vous préparer de la façon la plus pertinente possible, avec des exemples concrets.



Lorsque le compte-rendu demandé est libre, il n'y a pas d'indications spécifiques sur les informations à faire apparaître, il faut donc **repérer soi-même les informations essentielles**, puis les **synthétiser** et les **organiser**.

Voici la méthodologie que nous vous conseillons d'utiliser pour mener à bien cet exercice :

Etape 1 : je repère le paratexte qui me servira à introduire le document : le titre, l'auteur, la date, le type de texte, la source

Etape 2 : je lis le document pour en avoir une compréhension globale

Etape 3 : je repère les informations essentielles

- a) Quel est le sujet principal du texte ?
Quel est son objectif ?
→ **Je placerais ces informations dans l'introduction**
- b) Quels sont les arguments principaux ?
→ **Je les relève dans le texte à l'aide de surligneurs**

Etape 4 : je regroupe ces informations de manière thématique

→ **Attention, je ne cite pas directement le texte ! Je reformule les informations pertinentes de manière synthétique.**

Etape 5 : je rédige mon compte-rendu :

- **Introduction :** je présente brièvement le document et résume l'idée principale.
- **Le développement :** je présente les informations essentielles que j'ai identifiées, en les organisant et en les résumant de façon claire.

Nous allons maintenant appliquer ensemble cette méthodologie sur un premier texte.

Faites-en une première lecture en conservant en tête que la consigne de l'exercice est la suivante : « Give an account of the text, in English and in your own words. »

This week, Gwynedd¹ council raised concerns that Welsh people of colour will have no tick-box option to indicate they are Welsh and minority ethnic in the 2021 census², as a result of the survey format designed by the Office for National Statistics. This is a bitterly disappointing and frankly astounding omission. It implicitly embeds the dangerous assumption that people of colour aren't Welsh, or that those who can speak Welsh have to be white. This feels like to me like the ONS is denying me my identity. People of colour have been an important part of Wales' history for centuries. [...] Born in Oxford, I moved with my mother and sister to rural west Wales at the age of three. I feel Welsh. My education was entirely Welsh medium. I don't think it's widely known in England how alive, vibrant and important our Welsh language is. It was the language of my childhood – in and out of school. Today, it remains the language in which I am most myself, the language of my emotions and thoughts.

I am a Welsh woman. I am also mixed race – my father is of Bajan heritage and I have family in Barbados of whom I am proud, but Wales will always be my home, and the land, the people, the language and culture are what make me who I am. [...]

As a shy little girl, and the only brown face in my school until my sister joined me the following year, I very quickly became fluent in Welsh. I remember being given a worksheet that explained the words for emotions and the weather and natural objects, and suddenly things made sense and I could communicate things to myself in a way I had never been able to do before in English. Of course, speaking Welsh meant I fitted in quickly. Being given this language and culture was like a gift of identity for me. The Eisteddfod – and music and singing generally – were a huge part of daily school life, and learning and singing traditional folk songs and poetry, and later, Welsh literature (which I studied for A-level) gave me an even deeper and richer connection to Welsh language and culture, enabling me to express my thoughts and emotions in a way that made sense to me – not only to myself internally, but to others, too.

Through my TV and music work, I have visited many schools where I meet Welsh children who also have other racial and ethnic family heritage, and I often think back to when I was that shy little brown girl, afraid of my own shadow, and how much I would have loved to see a grown-up black Welsh woman speaking to me in our language. [...]

I have never felt more Welsh, proud and accepted than when my sister and I performed the Welsh song Calon Lan and the Welsh national anthem on the balcony of the Red House building in Merthyr Tydfil at the YesCymru event this summer. The census decision robs me of my right to identify as a proud black Welsh woman.

Kizzy Crawford, www.theguardian.com, 6 December 2019
Kizzy Crawford is a Welsh singer.

Etape 1 : je repère le **paratexte** qui me servira à introduire le document :

le titre : pas de titre

l'auteur : Kizzy Crawford – A Welsh singer

la date : 6 December 2019

le type de texte : online article – first person testimony – opinion piece

la source : www.theguardian.com

Etape 2 : je lis le document pour en avoir une compréhension globale

Etape 3 : je repère les informations essentielles

a) Quel est le sujet principal du texte ? **The 2021 census in Wales – no tick-box for people who are both Welsh and another ethnicity.**

Quel est son objectif ? **To explain why it's a problem and to raise awareness on the issue.**

→ **Je placerais ces informations dans l'introduction**

¹ Gwynedd: a county in Wales

² Census: a count of the population

b) Quels sont les arguments principaux ?

→ Je les relève dans le texte à l'aide de surligneurs

N.B. : lors de cette étape vous ne ferez que relever les arguments principaux du texte proposé ; vous n'aurez certainement pas encore assez de recul pour pouvoir regrouper ces informations de manière thématique. Ce sera l'enjeu de la prochaine étape (étape 4). A ce stade, votre surlignage ne devrait donc être que d'une seule et même couleur. Malgré tout, pour vous permettre une meilleure lecture des informations extraites lors des prochaines étapes de ce déroulé méthodologique, le surlignage est ici approché par thématique.

This week, Gwynedd council raised concerns that Welsh people of colour will have no tick-box option to indicate they are Welsh and minority ethnic in the 2021 census, as a result of the survey format designed by the Office for National Statistics. This is a bitterly disappointing and frankly astounding omission. It implicitly embeds the dangerous assumption that people of colour aren't Welsh, or that those who can speak Welsh have to be white. This feels like to me like the ONS is denying me my identity. People of colour have been an important part of Wales' history for centuries. [...] Born in Oxford, I moved with my mother and sister to rural west Wales at the age of three. I feel Welsh. My education was entirely Welsh medium. I don't think it's widely known in England how alive, vibrant and important our Welsh language is. It was the language of my childhood – in and out of school. Today, it remains the language in which I am most myself, the language of my emotions and thoughts.

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Kizzy Crawford, www.theguardian.com, 6 December 2019; Kizzy Crawford is a Welsh singer.

Etape 4 : je regroupe ces informations de manière thématique

→ Attention, je ne cite pas directement le texte ! Je reformule les informations pertinentes de manière synthétique.

Why Crawford feels the absence of a tick-box is a problem

- It denies some people's identity and the role of people of colour in Welsh history.
- It implies that you can't be Welsh and from another ethnicity.
- Crawford feels betrayed and not well represented.

Crawford's own experience as both Welsh and another ethnicity

- Crawford is mixed-raced, her father is of Bajan heritage, and she was born in Oxford and grew up in Wales from the age of three.
- She quickly became fluent in Welsh which allowed her to fit in quickly and she has a deep connection with the language.
- She considers Welsh culture an important part of her identity.

The importance of representation

- As a child she was the only person of colour in her class. Today she visits Welsh schools and meets children with mixed heritage, so she sees the importance of representation.
- She wishes she had seen Welsh people of colour speaking Welsh at their age.
- Performing the national anthem at an event made her feel accepted as a Welsh black woman. It sends a strong message on Welsh identity and its diversity and inclusion.
- Contrast between the census and her feelings of acceptance.

Etape 5 : je rédige mon compte-rendu :

- **Introduction** : je présente brièvement le document et résume l'idée principale.
- **Le développement** : je présente les informations essentielles que j'ai identifiées, en les organisant et en les résumant de façon claire.

This document is an opinion piece written by Kizzy Crawford, a Welsh singer, and published on the Guardian website on the 6th of December 2019. She discusses the 2021 census in Wales and the absence of a tick-box for people who are both Welsh and another ethnicity. Through her testimony, she explains why it's a problem and raises awareness on the issue.

In her opinion the absence of the tick-box denies the identity of some people, including her, and the role of people of colour in Welsh history. This makes her feel surprised and disappointed. She shares her personal experience as a mixed-raced child who grew up in Wales. She learned the language very quickly which helped her fit in and she has a very strong connection with the language. Welsh culture is a very important part of her identity. Today she visits Welsh schools and meets children with mixed heritage. As a child she was the only person of colour in her class, and this makes her realise the importance of representation. Performing the Welsh national anthem at an event made her feel proud and accepted as a Welsh black woman, but now this census issue makes her feel rejected.



A vous ! Entraînez-vous maintenant à appliquer la même méthodologie.

'I am Asian, not what people expect': Derby woman to trek solo to South Pole

When she returned from a trek across Greenland last year, Preet Chandi had a mild case of frostbite on her nose. "I remember somebody saying to me they've never seen an injury like that on somebody of my colour skin¹ before," she said. "I am an Asian woman, I'm not the image that people expect to see out there."

Later this month Chandi, a 32-year-old army physiotherapist, hopes to become the first woman of colour to complete a solo unsupported trek across Antarctica to the South Pole.

During the 700-mile journey, which should take about 45 days, she will face wind chill of -50°C and snowstorms while dragging a sled weighing about 95kg when she sets off.

Chandi – or Polar Preet – admits it's a daunting expedition but says she feels well prepared after training for years. She has completed ultra-marathons, including the gruelling Marathon des Sables across the Sahara Desert, and faced extreme weather conditions on a 27-day expedition on the ice cap in Greenland.

In recent weeks she has been dragging tyres around the streets near her home just outside Derby, to prepare for pulling her 2-metre-long sled – containing all her food and equipment – across the slopes of Antarctic, and she has received a number of curious questions from passers-by.

"People say the outdoors is for everyone and yes, it is. But if you come from a community that is not involved in it at all, or you don't know anybody that does outdoorsy things, or you don't see anybody that looks like you doing it, it can be really hard," she said, adding that a number of people thought she said she was going to Southall, in west London, not to the south pole. "It's just so out of the norm for them."

"A lot of us come from different communities with different barriers and boundaries. A lot of the time you're encouraged to stay in lane and become a dentist, doctor or a lawyer, which are the key things in the Asian community, I would say," said Chandi, who hopes her expedition will inspire more women of colour to set off on their own adventures.

¹ La formulation correcte est *my skin colour*.

"But I get that people have barriers all over the place and I hope that I can inspire people for lots of different reasons. It doesn't matter that you are not the image that society expects to see, you can do it regardless." As well as the physical training and the stress of getting sponsors onboard, she has also been preparing for the mental challenge of doing a solo trek. [...]

She flies to Chile on 7 November and, weather permitting, hopes to set off on her trek on 21 November. When she returns, she plans to set up an adventure grant to help more women fund unique expeditions, and she said she was pleased to see change in what has typically been a male-dominated area. "There are more and more female adventurers out there. And there's more diverse groups, which is absolutely brilliant. It's really inspiring to see."

Jessica Murray, *The Guardian*, 4th November 2021

Etape 1 : je repère le **paratexte** qui me servira à introduire le document :

le titre :

l'auteur :

la date :

le type de texte :

la source :

Etape 2 : je lis le document pour en avoir une compréhension globale

Etape 3 : je repère les informations essentielles

a) Quel est le sujet principal du texte ?

.....
.....

Quel est son objectif ?

→ **Je placerais ces informations dans l'introduction**

b) Quels sont les arguments principaux ?

→ **Je les relève dans le texte à l'aide de surligneurs**

.....
.....
.....

Etape 4 : je regroupe ces informations de manière thématique

→ **Attention, je ne cite pas directement le texte ! Je reformule les informations pertinentes de manière synthétique.**

.....
.....
.....
.....
.....

PROPOSITION DE CORRECTION

Etape 1 : je repère le **paratexte** qui me servira à introduire le document :

le titre : 'I am Asian, not what people expect': Derby woman to trek solo to South Pole

l'auteur : Jessica Murray

la date : 4th November 2021

le type de texte : An article, based on an interview

la source : *The Guardian* – British newspaper

Etape 2 : je lis le document pour en avoir une compréhension globale

Etape 3 : je repère les informations essentielles

a) Quel est le sujet principal du texte ? The article is about Preet Chandi, an Asian woman who goes on trekking expeditions. She discusses the fact there are not many Asian people, especially women, who practice trekking.

Quel est son objectif ? The article tells Chandi's story and helps her spread her message: she wants to inspire people to try new things, even if they don't see anyone doing it who looks like them.

→ Je placerais ces informations dans l'introduction

b) Quels sont les arguments principaux ?

→ Je les relève dans le texte à l'aide de surligneurs

When she returned from a trek across Greenland last year, Preet Chandi had a mild case of frostbite on her nose. "I remember somebody saying to me they've never seen an injury like that on somebody of my colour skin before," she said. "I am an Asian woman, I'm not the image that people expect to see out there."

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"A lot of us come from different communities with different barriers and boundaries. A lot of the time you're encouraged to stay in lane and become a dentist, doctor or a lawyer, which are the key things in the Asian community, I would say," said Chandi, who hopes her expedition will inspire more women of colour to set off on their own adventures.

"But I get that people have barriers all over the place and I hope that I can inspire people for lots of different reasons. It doesn't matter that you are not the image that society expects to see, you can do it regardless."

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She flies to Chile on 7 November and, weather permitting, hopes to set off on her trek on 21 November.

When she returns, she plans to set up an adventure grant to help more women fund unique expeditions, and she said she was pleased to see change in what has typically been a male-dominated area. "There are more and more female adventurers out there. And there's more diverse groups, which is absolutely brilliant. It's really inspiring to see."

Etape 4 : je regroupe ces informations de manière thématique

→ **Attention, je ne cite pas directement le texte ! Je reformule les informations pertinentes de manière synthétique.**

Chandi and her trekking experience

- She went on many expeditions, including treks and ultra-marathons.
- She is preparing for her next expedition: a trek across Antarctica to the South Pole.

Facing stereotypes

- People were surprised to see an Asian woman training, trekking.
- Not seeing people from your community doing outdoors activities makes it hard to start.
- Encouraged to stay within your lane – the idea society and your community have of what you should do.

Encouraging others

- She wants to inspire women of colour and she plans to set up a grant to fund women's expeditions.
- She wants to inspire people in general to go beyond society's expectations.
- She can already see a change – less male-dominated area, more diverse groups.

Etape 5 : je rédige mon compte-rendu :

- **Introduction :** je présente brièvement le document et résume l'idée principale.
- **Le développement :** je présente les informations essentielles que j'ai identifiées, en les organisant et en les résumant de façon claire.

This document is an article published in *The Guardian* on the 4th of November 2021, written by Jessica Murray. It tells the story of Preet Chandi, an Asian woman who goes on Trekking expeditions. The article helps Chandi spread a message: she wants to inspire people to try new things, even if they don't see anyone doing it who looks like them.

Chandi has been on many expeditions, including treks and ultra-marathons. These expeditions are very physically demanding and she trains very hard for them. She is preparing for her next trek across Antarctica to the South Pole. She has often faced stereotypes, many people were surprised to see an Asian woman training and going on treks. She says it's difficult to start an activity when nobody in your community practises it. People are usually encouraged to stay within society's expectations of them. She wants to inspire other women of colour: she plans to set up a grant to fund their expeditions. She would like to inspire people in general to go beyond society's image of them. She notes that she has already seen inspiring changes: adventure has become a less male-dominated sector, and she sees more diverse groups of explorers.

LE TEMPS DU BILAN

A summary of the notions and language used throughout the unit.

Empire, Cultures and Identities in Nineteenth- and Twentieth-Century Britain	
The main ideas	<ul style="list-style-type: none"> -Different forms of exchange between Britain and the colonies. -British people's settlement in the colonies. -Movements of persons and products between Britain and the empire. -The colonies' newspapers inspired the British newspapers.
Vocabulary	empire, colonies, Dominions, raw materials, foodstuff, missionaries, colonial administration, indigenous people

Globalization in the Modern World	
The main ideas	<p>The relationship between globalization and the movement of people and products.</p> <ul style="list-style-type: none"> -The consequences of the means of communication on globalization. -Globalization is the movement of capitals with less constraints. -Globalization overcomes geographical borders.
Vocabulary	capital, economic success, borders, transportation, international exchange, developing countries, investors, interconnectedness, investment

A History of Globalization/ The Power of Going Global	
The main ideas	<ul style="list-style-type: none"> -Globalization is not a new phenomenon. -China's lack of openness to the world. -New discoveries and research led to the development of Europe.
Vocabulary	superiority, spirit of enquiry, inventions, adaptable, dynamic, contact with the West, turn their back on change.



Vous pouvez maintenant
faire et envoyer le **devoir n°1**

