



COURS PI

☆ *L'école sur-mesure* ☆

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

Première STMG - Module 2 - Citoyenneté et mondes virtuels

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
- ✓ **Prolongement numérique**
pour être acteur et aller + loin
- ✓ **Exercices d'application**
pour s'entraîner encore et encore
- ✓ **Corrigés des exercices**
pour vérifier ses acquis

www.cours-pi.com

Paris & Montpellier



EN ROUTE VERS LE BACCALAURÉAT

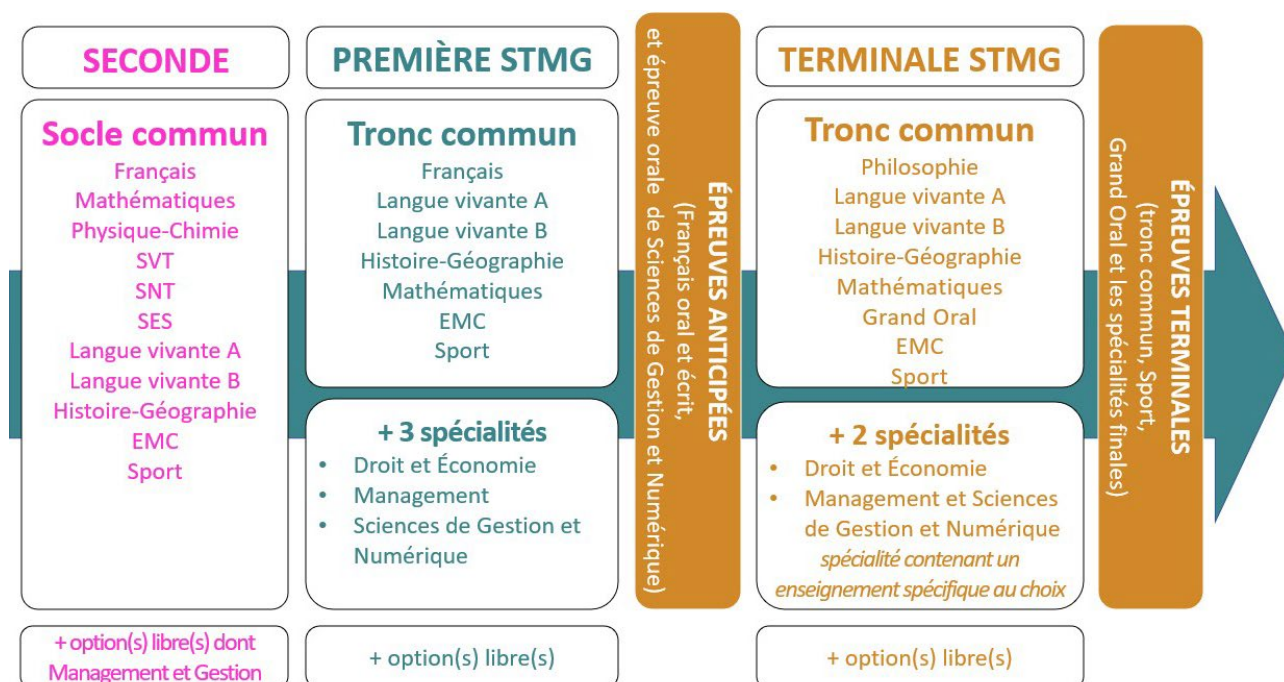
Comme vous le savez, la **réforme du Baccalauréat** est entrée en vigueur progressivement jusqu'à l'année 2021, date de délivrance des premiers diplômes de la nouvelle formule.

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 STMG DANS LES GRANDES LIGNES

Le Baccalauréat de la série Sciences et Technologies du Management et de la Gestion (STMG) est organisé à partir d'un large tronc commun en classe de Seconde où l'option « Management et Gestion » permet une première approche du domaine. Par la suite, cette filière se caractérise par un parcours des plus spécialisés année après année.



CE QUI A CHANGÉ

- 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 l'oral de Sciences de Gestion et Numériques 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 2 – Citoyenneté et mondes virtuels

L'AUTEURE



Fatma Zohra HAMRAT

Michel 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



LE SOMMAIRE

Anglais LVA – Module 2 – Citoyenneté et mondes virtuels

Introduction 1

CHAPITRE 1. Social media in our lives 5

Q OBJECTIFS

- Réfléchir à la différence entre un personnage réel et fictif.
- Comprendre les caractéristiques du héros.
- Comprendre comment un héros peut être l'incarnation d'un mythe, d'une légende ou d'une croyance.
- Réaliser qu'il y a plusieurs types de héros et déterminer les caractéristiques de chacun d'eux.
- S'interroger sur ce qui fait de la réalité une source d'inspiration pour des créations fictives et de la fiction un miroir de la réalité.
- Analyser la construction et de la déconstruction du mythe du héros.

Q COMPÉTENCES VISÉES

- Apprendre à présenter un document iconographique (compréhension et expression).
- Découvrir et mémoriser le vocabulaire à travers la lecture ciblée (expression orale et écrite).
- -Comprendre le sens d'un texte et les idées principales à travers la lecture analytique des documents (compréhension écrite).
- Rédiger une introduction (expression écrite)
- Comprendre un document vidéo (compréhension orale).

Première approche 7

1. Read to get the point 8

2. Read and put in down 12

Les Clés du Bac 15

3. Oral comprehension 16

Les Clés du Bac 23

CHAPITRE 2. Social media, influence on states and citizens 25

Q OBJECTIFS

- Découvrir le rôle politique des réseaux sociaux.
- Définir comment internet a changé la pratique de la citoyenneté.

Q COMPÉTENCES VISÉES

- Renforcer la compréhension écrite d'un document.
- Renforcer la rédaction.
- Déterminer le lien entre une citation et les thèmes étudiés.
- Présenter, commenter et comparer les graphes.

1. Charts and graphs 26

2. Starting point 29

3. Read to get the point 31

4. Read and put it down 32

Les Clés du Bac 35

5. Listen to understand 38

6. Express yourself 40

Les Clés du Bac 42

Le temps du bilan 47

CHAPITRE 3. Information sharing 49

OBJECTIFS

- Découvrir la presse anglaise.
- Définir les différents aspects du partage d'informations.
- Déterminer les avantages du partage d'informations et déterminer les risques potentiels.

COMPÉTENCES VISEES

- Renforcer l'acquisition des compétences liées à la lecture méthodique et analytique d'un document.
- -Rédiger une conclusion et comprendre sa fonction.
- -Comparer deux documents de nature différente (citation/photo) pour choisir le plus pertinent par rapport au thème.

1. Grammaire.....	50
2. Read to get the point	53
3. Read and put in down.....	58
Les Clés du Bac	60
4. Oral comprehension	64
Les Clés du Bac	66
Le temps du bilan	76

CORRIGÉS exercices 77



ESSAIS et ROMANS

- **Cogito** *Victor Dixen*
- **Un dieu dans la machine** *Alexis Brocas*

BANDES DESSINÉES

- **Un an sans internet** *Ced*
- **Dans l'ombre de la peur : le big data et nous** *Josh Neufeld et Michael Keller*
- **Le profil de Jean Melville** *Robin Cousin*
- **273 amis** *Gep*

FILMS ET DOCUMENTAIRES

- **The social network** *David Fincher*
- **Ready player one** *Steven Spielberg*
- **Her** *Spike Jonze*
- **Citizen four** *Laura Poitras*
- **War games** *John Badham*
- **EXistenZ** *David Cronenberg*



INTRODUCTION



Les récits et les personnages, qu'ils soient réels ou fictifs, constituent une base du patrimoine culturel. Ils nous permettent à la fois de forger notre réflexion sur la réalité et de s'en évader. Par exemple, lorsque l'art s'empare d'une situation, il peut la mettre en lumière, la glorifier ou la dénoncer, ce qui participe à notre façon de percevoir la réalité. Au-delà de sa dimension merveilleuse et onirique, il est donc aussi un vecteur de communication, tant utile au pouvoir en place qu'à ses opposants.

Dans ce module, nous allons étudier les deux axes au programme que sont « fictions et réalités » et « art et pouvoir ». L'art est à la fiction ce que le pouvoir est à la réalité c'est-à-dire un exemple et les interactions entre ces différents domaines sont complexes : la fiction s'inspire de la réalité, la perception de la réalité est modelée par la fiction. Il s'agit alors d'en comprendre les mécanismes subtils.

Nous commencerons par analyser les liens intimes que nourrissent fictions et réalités à travers le personnage du héros. Ce héros est multiple, tantôt héros historique, tantôt héros de fiction mais toujours l'incarnation de valeurs. Le traitement du héros présente divers aspects que nous découvrirons, du héros encensé au héros oublié en passant par l'anti-héros.

Ensuite, c'est le lien entre l'art et le pouvoir que nous mettrons en exergue : l'art est-il un contre-pouvoir ou au contraire le sert-il ? Du personnage de guerre moqué par Charlie Chaplin jusqu'aux photos de propagande, nous découvrirons comment l'art peut être instrumentalisé au service d'une idéologie.

Enfin, nous verrons comment la littérature peut être le reflet d'une époque ou d'une réalité, notamment au travers de la littérature engagée. Ce sera l'occasion de rencontrer les sources d'inspirations d'un auteur.

CHAPITRE 3

3- Passive voice: la voie passive

When the writer decides to use the passive voice, it means that he wants to **attract the attention of the reader on the person affected by the action or the thing which undergoes the action**. The order of the sentence (my mother writes this book) which stresses the importance of the action becomes (This book is written by my mother).

Subject + Verb + Object → Subject + Verb + Agent

We **use** passive voice also when

- 1) We have no information about the agent (I was stolen in the market)
- 2) When there is no need to know the agent (I do not need to go to the market for my fruits, I am delivered twice a week)
- 3) When it is evident who the agent is (We have been taught how write a cover letter)

The **form**:

Be + Past Participle

Examples:

Active sentences	Passive sentences
Present simple / continuous His father teaches history in this school His father is teaching history in this school	History is taught by his father... History is being taught by his father...
Past simple / continuous His father taught history last year His father was teaching history last year	History was taught by his father... History was being taught by his father...
Future/conditional His father will teach history next year His father would teach history	History will be taught by his father... History would be taught by his father
Present perfect His father has taught history in this school for ten years	History has been taught by his father...
Past perfect His father had taught philosophy before he decided to retire	Philosophy had been taught by his father before....

CHAPITRE 1

SOCIAL MEDIA IN OUR LIVES



Dans ce chapitre, nous allons étudier l'influence des réseaux sociaux sur différents aspects de la vie. Le choix des supports dans ce chapitre vise à vous initier aux textes scientifiques, à consolider votre compréhension des notions étudiées et à vous initier à l'analyse croisée de plusieurs sources et différents supports.

Nous reviendrons sur l'élaboration d'un plan et la rédaction de l'introduction.

OBJECTIFS

- Réfléchir à l'influence des réseaux sociaux.
- Initier à la lecture de textes scientifiques.
- Initier à la lecture croisée de plusieurs sources.

COMPÉTENCES VISÉES

- Elaborer un plan.
- Rédiger une introduction.
- Contextualiser et expliquer une citation.
- Analyser un document.

PRÉREQUIS

- Le conseil et la suggestion.

Pour débiter ce chapitre, nous allons travailler le conseil et la suggestion comme vu dans la partie pré-requis du chapitre 1.

EXERCICE 01

Steve has a serious health problem and has to lose weight in a short period, to help him, write 5 pieces of advice and suggestions using the expressions seen above.

.....

.....

.....

.....

.....

EXERCICE 02

Choose the right form to complete the following sentences

1. The teacher (**advised/declared/ordering**) the students to revise the last chapter for the next exam.
2. Dad (**advice/suggested/asked**) that we go to Italy for our next holidays
3. How about (**to go/going/went**) to the cinema tonight
4. He ought (**visit/visiting/to visit**) his parents more frequently.
5. If I were you, I would (**advise/advice/question**) him to find a new job.

EXERCICE 03

Use the information in the video to make suggestions or to give advice on the use of one of the social media platforms: Facebook, when it is possible.

« **How to take advantage of facebook** »: <https://youtu.be/GqSdEvl-les>

.....

.....

.....

.....

.....

.....

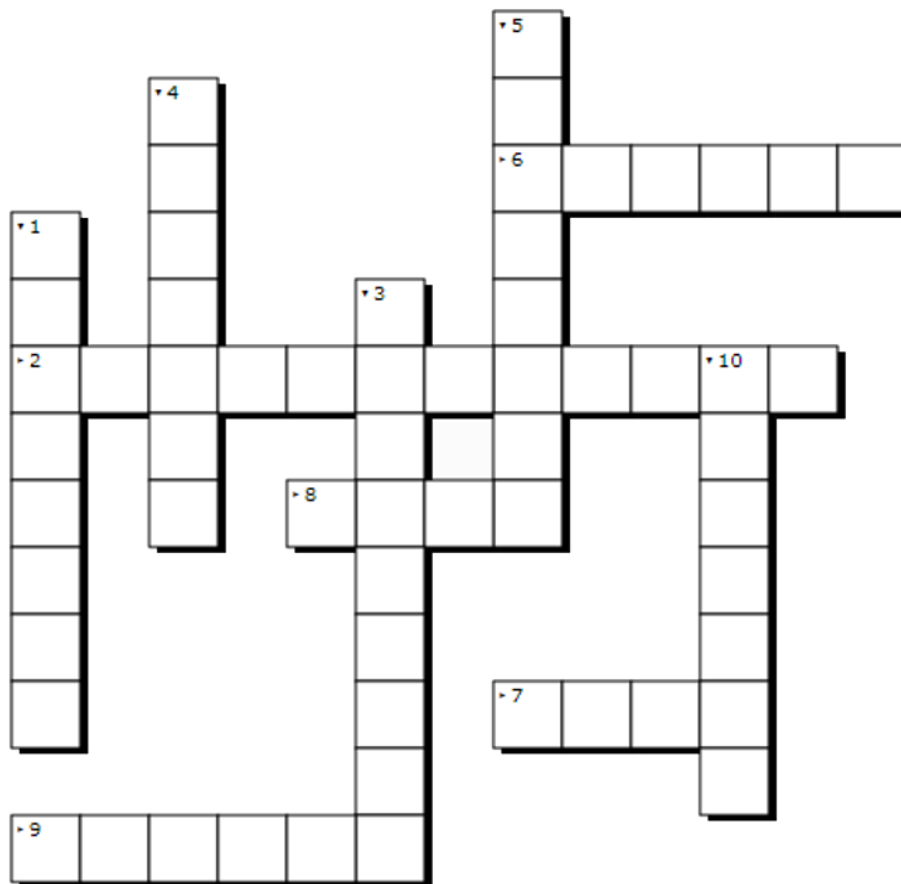
.....

.....

.....

.....

Fil the grid.



1. a technology that allows the creation of social media websites and services with social media network functionality such as interaction between people.
2. It refers to "real" people who have social profiles and are active on blogs.
3. An indication of one's importance online according to the number of followers, it is measured is by the Klout Score, a measurement of online influence.
4. The number sign '#', put before a word or a topic of discussion into a clickable link.
5. The most popular topic on Twitter or any other platform at a given moment.
6. An electronic book published in digital form and can be read on tablets and computers.
7. Web pages that can be edited by a number of different web users.
8. A site used to express one's opinion and comment recent events, it is updated frequently.
9. It is the fact of reacting to other social media users.
10. The number of visitors that visit a website.

Internet and social media have become part of the daily life of people from all ages; it enables them to stay in contact either with family members or with friends. However, it is important to consider the place of social media in our lives, its positive and negative influence. The following documents will give an idea about the changes that social media has brought to our lives.



SOCIAL MEDIA IN OUR LIVES

Read to get the point

Lisez l'article ci-après, écrit par Julia Carrie Wong à San Francisco le 12.12.2017 pour The Guardianet utilise la méthodologie vue dans le module 1 pour répondre aux questions.

Ex-Facebook president Sean Parker



A former Facebook executive has said he feels “tremendous guilt” over his work on “tools that are ripping apart the social fabric of how society works”, joining a growing chorus of critics of the social media giant. [...]

[...] Sean Parker [Ex-Facebook president] criticized the way that the company “exploit[s] a vulnerability in human psychology” by creating a “social-validation feedback loop” during an interview at an Axios event. [...] Parker had said that he was “something of a conscientious objector” to using social

media, a stance echoed by Chamath Palihapitiya [ex-vice-president for user growth at Facebook before he left the company in 2011] who said that he was now hoping to use the money he made at Facebook to do good in the world. “I can’t control them,” Palihapitiya said of his former employer. “I can control my decision, which is that I don’t use that shit. I can control my kids’ decisions, which is that they’re not allowed to use that shit.” He also called on his audience to “soul-search” about their own relationship to social media. “Your behaviors, you don’t realize it, but you are being programmed,” he said. “It was unintentional, but now you gotta decide how much you’re going to give up, how much of your intellectual independence.”



Facebook CEO Mark Zuckerberg

Social media companies have faced increased scrutiny over the past year as critics increasingly link growing political divisions across the globe to the handful of platforms that dominate online discourse. Many observers attributed the unexpected outcomes of the 2016 US presidential election and Brexit referendum at least in part to the ideological **echo chambers**¹ created by Facebook’s algorithms, as well as the proliferation of fake news, conspiracy mongering, and propaganda alongside legitimate news sources in Facebook’s **News Feeds**². The company only recently acknowledged that it sold advertisements to Russian operatives seeking to sow division among US voters during the 2016 election. Facebook has also faced significant criticism for its role in amplifying anti-Rohingya propaganda in Myanmar amid suspected ethnic cleansing of the Muslim minority. Palihapitiya referenced a case from the Indian state of Jharkhand this spring, when false WhatsApp messages warning of a group of kidnappers led to the lynching of seven people. WhatsApp is owned by Facebook. “That’s what we’re dealing with,” Palihapitiya said. “Imagine when you take that to the extreme where bad actors can now manipulate large swaths of people to do anything you want. It’s just a really, really bad state of affairs.”

Facebook responded to Palihapitiya’s comments on Tuesday, noting that the former executive had not worked for the company in six years. “When Chamath was at Facebook we were focused on building new social media experiences and growing Facebook around the world,” a company spokeswoman, Susan Glick, said in a statement. “Facebook was a very different company back then, and as we have grown, we have realized how our responsibilities have grown too. We take our role very seriously and we are working hard to improve.” The company said that it was researching the impact of its products on “well-being” and noted that the CEO, Mark Zuckerberg, indicated a willingness to decrease profitability to address issues such as foreign interference in elections.

1. Echo chambers is the fact of repeating an information or a belief coming from different sources within a closed system such as social media platforms, the aim is to make it credible for users who will share it an increase its reliability, at the end the information or the belief becomes a truth
2. A News Feed is a list of updates on your own Facebook home page. The News Feed will show updates about those people who are in your friend's list, as well as the odd advertisement. It shows what your friends have been doing on Facebook.

Rappel de méthodologie.

1st reading to have an external view	7mn	2nd reading to understand	10mn
1-the paratext (title, author, source, date, context (historical, political, social) of the publication 2-answer the 'wh' questions Who: all the characters, what: all the objects, when: all the dates or reference to a date, where: all the places mentioned, what: all what happened 3- Determine the organisation of the document: the introduction, the different parts of the body, and the conclusion when possible		Underline with different colours or in a separate table determine the <u>problematic</u> , the <u>key words</u> , the <u>main ideas</u> , <u>the arguments</u> , the <u>facts</u> and <u>important information</u> , writer's <u>opinion</u> , his <u>objective</u> and the <u>implicit message</u> .	
3rd reading to answer			7mn
Read the document again and answer the written comprehension section			
4th reading to check			7mn
Read for the last time to check the correctness and the formulation of the answers Read the text and use the reading comprehension tips to answer the questions			

EXERCICE

05

Reading to have an external view.

1-Define the paratext: author and date of publication:

.....

2- answer the 'wh' questions

who:

.....

what: all the objects:

.....

when: all the dates or reference to a date:

.....

where: all the places mentioned:

.....

what:

.....

.....

.....

3- Determine the organisation of the document:

.....

.....

.....

.....

EXERCICE 06

Underline with different colours or in a separate table determine the problematic, the key words, the main ideas, the arguments, the facts and important information, writer's opinion, his objective and the implicit message:

EXERCICE 07

Say If the following questions are True or False, justify each answer with a quote from the text.

1- The text is about the role of Facebook in building bridges between members of society.

.....

2- Facebook is being criticized by its users.

.....

3- Facebook takes profit of people's ignorance.

.....

EXERCICE 08

Answer the questions.

1- What does the following quote mean? "[...] creating a **social-validation feedback loop**".

.....

.....

2- According to the writer, what was the role of Facebook during the American elections and Brexit Referendum?

.....

.....

3- What are the issues of which Facebook are accused of?

.....

.....

4- According to Palihapitiya, what can be the impact of Facebook on people?

5- What was the reaction of Facebook to all these accusations?

6- Give a title to the text.



L'ESSENTIEL

Facebook, as a social media platform, has been a matter of debate mainly after 2016 US Presidential elections and Brexit. Its role in influencing public opinion changed our vision of social media and raised mistrust between the platforms' leaders and the users. People are aware that anything posted on Facebook does not belong to them anymore, its statistical significance becomes a source of profit for the platform. The supporters of social media platforms are convinced that despite all the critics, they still have a positive contribution in society. This is what the next article will reveal.



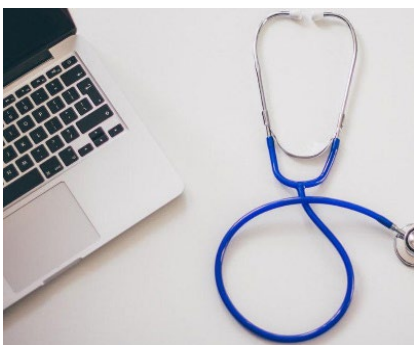
SOCIAL MEDIA IN OUR LIVES

Read and put it down

Nous allons développer vos compétences d'écriture.

Lisez l'article ci-après l'article écrit par Andrew Arnold le 5 juin 2018 pour Forbes.

CAN SOCIAL MEDIA HAVE A POSITIVE IMPACT ON GLOBAL HEALTHCARE?



There really isn't an area where social media hasn't had an impact. People use social media to share opinions, seek information, and share stories about their experiences. Healthcare hasn't been excluded from this in any way. In fact, 60% of doctors see social media as an avenue for delivering better healthcare to patients. Of course, that doesn't mean that there aren't concerns. For instance, the ways that people choose to use Facebook can lead to negative outcomes. Still, the impact social media is having and stands to have on global healthcare is a topic worth exploring as there are significant benefits and drawbacks it can cast on both patients and medical practitioners.

Some millennials are **ditching**¹ doctor visits in favor of social media

While **millennials**² are highly focused on healthy living, 93% of them aren't scheduling appointments with doctors for preventative healthcare. Instead, they are making use of urgent care when they become ill. For millennials, this approach fits their cost-conscious, convenience-seeking lifestyles. The transparent costs of medical care also appeal to this often cash strapped and uninsured generation as well.

Millennials aren't just seeking on demand treatment. They're also seeking on demand healthcare advice and support. Many are finding this through social media. For them, social media is a place to find advice from peers who may be experiencing the same health related concerns. They also seek out advice on making lifestyle changes and solutions to healthcare problems they may be having. For example, a millennial concerned about their snoring may seek out blogs, or ask for advice from members of their social media

communities. They might seek to alleviate concerns about snoring related health conditions such as sleep apnea, or to read blog posts about the effectiveness of various treatments for snoring. While social media can be an on-demand source of information, there are also concerns. For example, is the information up to date and accurate? Are millennials (or any other generation) qualified to discern good information from bad. Finally, where is the accountability? This is concerning as a study showed that of 20 of the most shared Facebook posts referencing cancer, more than half contained information that had been refuted by healthcare professionals.

Healthcare providers actively use social media as a research tool

Eighty-eight percent of physicians and other healthcare providers use social media and the internet to research medical devices, pharmaceutical information, and biotech data. Just like professionals in other fields, doctors can use social media as a tool to reach out to other specialists. They can explore the social media pages of pharmaceutical companies and device manufacturers. They can even follow the blogs of other practitioners to learn more about their experiences. Also, family caregivers can search online for ways to benefit from the time and effort they dedicate to caring for a loved one.

Social media can also be employed as a research tool in the area of public health. For example, researchers have used social media to track and forecast influenza outbreaks. With so much publicly available information about various diseases and other public health concerns, there is huge potential to use social media as a data mining source. Social media can even be used to track public opinions such as those expressed by anti-vaxxers.

Most importantly, public health agencies and professionals can act on this information. For example, if they are aware of an impending outbreak of an illness, they can plan for supplies and service providers to be available. They can also direct appropriate educational research to counteract the impact of incorrect medical advice and information. Because of the global nature of social media, the application of this information can be used worldwide.

Social media is becoming a marketing and communications tool for providers

Forty-one percent of people have indicated that information they get from social media impacts their healthcare decisions. This includes the choice of hospitals and treatment centers. As a result, physicians, pharmaceutical companies, hospitals, even health insurance providers are using social media for the following:

- Publishing recent research.
- Educating healthcare consumers
- Directing consumers to their websites and landing pages for up-to-date information.
- Marketing innovative services such as blockchain-based financial solutions to other healthcare companies.
- Posting case information, photos and outcomes (with permission).
- Sharing patient reviews and testimonials.
- Providing customer support and offering healthcare advice.

Of course, all of this engagement must be done while also adhering to privacy regulations, and with a concern for liability. For example, an optometrist may be free to offer general advice on selecting colored contact lenses without much concern. However, if someone contacts them on a public forum describing an eye infection then they may need to thread a bit more carefully.

This leads to another area of opportunity and concern. This is the development of social media relationships between patients and their healthcare providers. On one hand, this provides an avenue that is familiar and comfortable for many people to interact with their doctors. On the other hand, there is a real ethical concern that physicians who have social media relationships with consumers may access private information that is not intended for them. There's also a concern about patient confidentiality in terms of what other people may be able to access.

While there are concerns about privacy and the spread of untruthful information, social media can be used by those in all areas of the healthcare industry for a variety of purposes. It is a tool for marketing, education, and providing needed services to various communities.

1-Ditching: abandonner

2-Millennials: le terme « Millénial » (ou « millennial » en anglais) désigne généralement les personnes qui vivent au XXI^e siècle, on les appelle aussi digital natives. Ils connaissent l'évolution des technologies d'information et de communication : ils sont familiarisés avec les réseaux sociaux au point de faire partie de leur vie quotidienne.



MÉTHODE DE RÉDACTION : ORGANISER SES IDÉES ET ÉCRIRE UNE INTRODUCTION

N'importe quelle dissertation doit être composée d'une **introduction**, d'un **développement** (« body ») et d'une **conclusion**. Nous allons ici vous proposer toutes les clés pour rédiger vos introductions et organiser vos idées.



Outlining is a means to organize your ideas and to draw a guideline for the development of your arguments.

I- Outline

Step1: read the essay subject statement and underline the key words

Step2: determine the problematic

Step 3: determine the aim of your essay: arguing, persuading, giving advice...

Step 4: answer the problematic by listing down a list of ideas

Step 5: put the same ideas together and try to determine the parts of your body

II- Introduction: the hook, presentation of the topic, the problematic, presentation of the outline

Read carefully the following statement and start by drawing an outline and then write down the introduction.

SOCIAL MEDIA AND CHILDREN

Today, parents are aware of how social media has become a part of the life of young people and teenagers. Write down an outline for an essay which answers the question: should parents be worried about the impact social media may have on the education of their children? Give them a few pieces of advice to use social media effectively.

Step1- Today, parents are aware of how social media has become a part of the life of young people and teenagers. Write down an outline for an essay which answers the question: should parents be worried about the impact social media may have on the education of their children? Give them a few pieces of advice to use social media effectively.

Step2- Should parents be worried when children use social media and how to protect teenagers online?

Step3- Arguing and giving advice

Step4-

- Idea1: Yes, parents should be worried when their children spend too much time on the internet and on social media. When badly used, social media may have negative effect.
- Idea2- Pieces of advice to use social media positively
- Idea3- pay attention to your children's privacy settings of their social media accounts.
- Idea4- signs of anxiety and depression appeared on children
- Idea5- discuss with your children about the positive and negative aspects of social media.
- Idea6- children are disconnected from reality, they become isolated
- Idea7- low school results
- Idea8- Be sure that when your children join social media, they are old enough.
- Idea9- limiting of connexion time for children and teens

Step 5- Put the same ideas together to have an outline:



L'ESSENTIEL

What we have to retain is that social media platforms are part of modern life, it is our responsibility to make them effective.



SOCIAL MEDIA IN OUR LIVES

Oral comprehension

Abordons maintenant le visionnage d'une vidéo: "A documentary on the impact of social media"

<https://www.youtube.com/watch?v=08yN2KKa1rY>

Visionner la vidéo jusqu'à 1'30 secondes.

Vous allez visionner trois fois le document, les visionnages seront espacés d'une minute. Vous pourrez prendre des notes pendant les écoutes. 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.

EXERCICE

10

Answer the questions.

1^{ère} écoute

1- Quelle est la nature de ce document ?

.....

2- Quelle est sa durée ?

.....

3- Qui est la personne interviewée ?

.....

4- Quel est son travail ?

.....

5- A qui s'adresse la vidéo ?

.....

2^{ème} écoute

6- Quel est le sujet de la discussion ?

.....

.....

.....



ORAL DU BAC DISCUTER UNE CITATION

Entraînons-nous pour l'épreuve orale qui consiste à choisir entre deux citations proposées et expliquer en langue cible pendant 5 minutes maximum quelle citation illustre le mieux le thème du chapitre et dire pourquoi.



1-What is a quotation: A quotation from a book or other piece of writing is a passage or phrase from it. (Collins dictionary)

2-Why do we use a quotation in an essay:

- We can use a quotation as a hook in an introduction.
- We use a quotation to demonstrate and exemplify one's position
- We use a quotation in order to consolidate one's arguments

3- How do we recognize a quotation in a written paper?

It is preceded and ends with quotation marks "....."

4- The steps to analyse a quotation

The objective of a quotation analysis is to show its connection with and relevance to the themes studied.

Step1- contextualization and presentation of the quotation.

Step2- the explanation of the quotation.

Step3- determine and justify its relevance to the theme studied.

The presentation and the explanation of a quotation			
Who is the author? (When possible) What is its historical, political context?	Underline the key words	Determine the problematic	Determine the importance of the quotation



Read the following quotation and present it or put it in its context.

"Social media has colonized what was once a sacred space occupied by emptiness: the space reserved for thought and creativity." **Mahershala Ali (American actor)?** graduation ceremony, part of his commencement speech. 2016 at St Mary's College

Answer

The presentation and the contextualisation of a quotation

1- The author of this quotation is the American actor Mahershala Ali, the quotation is part of his commencement speech in 2016 at St Mary's College, during graduation ceremony.

2- "Social media has colonized what was once a sacred space occupied by emptiness: the space reserved for thought and creativity."

Mahershala Ali (American actor)

3- Problematic: Why has social media invaded our lives?

4- This quotation is relevant as it refers to a negative impact of social media which is its invasion of people's lives and certainly their privacy. It puts the stress on the place of social media in our lives and consider it as a colonizer. Mahershala considers that idleness pushes people to connect to social networks. According to him, lack of creativity and thought makes the intrusion of social media more evident and makes imagination development less probable.



A vous de jouer encore une fois: Read the following quotation and present it or put it in its context.

"When it comes to social media, there are just times I turn off the world, you know. There are just some times you have to give yourself space to be quiet, which means you've got to set those phones down.

Michelle Obama

Answer

The presentation and the contextualisation of a quotation

1- The author of this quotation is the wife of the former American President Barack Obama, Michelle Obama.

2- "When it comes to social media, there are just times I turn off the world, you know. There are just sometimes you have to give yourself space to be quiet, which means you've got to set those phones down. "

3- Problematic: How to stop social media invasion of our life?

4- This quotation is relevant (pertinente, appropriée) as it draws our attention to the fact that social media is taking a great part of our time at the expense of our life. For Michelle Obama, sometimes, we need to be disconnected and to have a peaceful life without stress. This quotation is important because it shows how to avoid that social media takes over our lives.

ORAL DU BAC

The objective of oral expression is to enable you to understand an English discourse: it can be an interview, a dialogue or any other form of discourse, and say what you have understood in French after listening to the recording three times. Here are some tips to help you.



Step One

Be confident: -the recording is in relation with the themes studied- the title may give you an indication about the theme or the subject. You are free to take notes in English or in French

<p>Step two</p>	<p>During each listening focus on specific details: 1st listening: nature of the recording (video, audio, an interview, a speech, a dialogue), to the theme, and the persons speaking (try to identify names, their job: journalist, actor, ordinary man...).</p> <p>2nd listening: focus on other details: the subject of the discussion, the arguments, opinions, the attitude, the feeling of the speakers through the intonation (happy, sad, enthusiastic, angry..) of the dialogue:</p> <p>3rd listening: listen for the last time to check and correct your notes. Do not hesitate to put down a new detail when you grasp it.</p>
<p>Step three</p>	<p>use your notes to write a coherent paragraph on what you have understood. Follow the order in which you have taken your notes: Nature of the document, theme, speakers and their jobs or role in the conversation, the points of view and opinions, their attitude.</p>

To practice, watch the following video and say what you have understood, the aim is to put in practice the tips above. Check your answer with the transcription of the video in Rubrique Correction. You can repeat the practice few days later to see how much you have improved.

<https://drive.google.com/open?id=12JkYwM6r1Ti9x7yZtR5p4kK5kRm0KSwg>

Answer

Our lives are not represented by the photos that we share. We are pretending and it comes at a dire cost. There's been a lot said about the dangers of consuming social media. After all, the sites are designed to be more addictive than crack. The articles do little more than waste your time and the misrepresentation of how people live can lead to depression with the state of your own life but those are the easy criticisms. The real danger of Instagram and other social media sites is not in what we consume but in what we create. Think of it this way -- every time you post a photo you are contributing to the creation of a persona. Kind of like in a videogame -- you post a photo in front of the Eiffel Tower and your sophistication stat goes up, you delete a photo where you look bad and your beauty stat goes up, or you share a funny meme and your humour step goes up. You'd choose these photos specifically because you want those stats to go up -- you want that persona to be seen in a certain way. Everything that you leave out is also on purpose whether it's because it's embarrassing, boring, or not who you want that persona to be and all this is fine. Nothing is wrong with creating a persona -- the problem arises when you get attached to that persona. When you look at your Instagram photos or your Facebook profile and you say, "That is me." At that point, the persona, the mask that you have decided to show people becomes your identity -- you protect it. Every selfie needs to be pretty enough and every caption needs to be funny enough. With every single post you are saying, "This is who I am. Judge me," and that is when you doom yourself because that constructed identity isn't who you are.

Document A

[The narrator recalls his sea voyage to England as a child.]

His name was Mr Fonseca and he was travelling to England to be a teacher, I would visit him every few days. He knew passages from all kinds of books he could recite by heart, and he sat at his desk all day wondering about them, thinking what he could say about them. I knew scarcely a thing about the world of literature, but he welcomed me with unusual and interesting stories, stopping abruptly in mid-tale and saying that someday I should find out what happened after that. 'You will like it I think. Perhaps he will find the eagle.' Or, 'They will escape the maze with the help of someone they are about to meet...' Often, during the night, while stalking the adult world with Ramadhin and Cassius, I'd attempt to add to the bare bones of an adventure Mr Fonseca had left unfinished. [...]

I tried to coax him up on deck a few times, but his porthole and what he could see through it seemed enough nature for him. With his books [...] as well as a few family photographs, he had no need to leave his time capsule. I would visit that smoky room if the day was dull, and he would at some point begin reading to me. It was the anonymity of the stories and the poems that deepest into me. And the curl of a rhyme was something new. I had not thought to believe he was actually quoting something written with care, in some far country, centuries earlier. He had lived in Colombo¹ all his life, and his manner and accent were a product of the island, but at the same time he had this wide-ranging knowledge of books. He'd sing a song from the Azores or recite lines from an Irish play. I brought Cassius and Ramadhin to meet him. He had become curious about them, and he made me tell him of our adventures on the ship. He beguiled² them as well, especially Ramadhin. Mr Fonseca seemed to draw forth an assurance or a calming quality from the books he read. [...] Mr. Fonseca would not be a wealthy man. And it would be a spare life³ he would be certain to lead as a schoolteacher in some urban location. But he had a serenity that came with the choice of the life he wanted to live. And this serenity and certainty I have seen only among those who have the armour of books close by.

Michael Ondaatje, *The Cat's Table*, 2011

1 Colombo: capital of Sri Lanka (formerly Ceylon)

2 beguiled = charmed

3 a spare life = a simple life

COMPRÉHENSION DE L'ÉCRIT

Tous les candidats traiteront les questions suivantes.

A. Pick out three of Mr Fonseca's activities during the voyage. Say what they have in common. Justify with at least three quotations.

.....

.....

.....

.....

B. Which four adjectives best correspond to Mr Fonseca's personality? Justify each with a quotation from the text.

KIND - SELFISH – CAPTIVATING – PEDANTIC – SERENE – KNOWLEDGEABLE – BORING – SELF-CENTRED

.....

.....

.....

.....
.....
.....
C. Why does the narrator visit Mr Fonseca? Choose the two statements that are correct and justify with a quotation for each.

1. They know the same authors.
 2. Mr Fonseca is teaching him to read.
 3. Mr Fonseca's stories fascinate him.
 4. Mr Fonseca is interested in the narrator's life.
-
.....
.....

D. Say whether the following statement is **Right** or **Wrong**.

Mr Fonseca's goal is likely to have a prestigious career.
Justify your answer with two quotations

.....
.....



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



POUR ALLER PLUS LOIN

The social network – un film de David Fincher

The Social Network is a 2010 American biographical drama film directed by David Fincher and written by Aaron Sorkin. Adapted from Ben Mezrich's 2009 book The Accidental Billionaires, the film portrays the founding of social networking website Facebook and the resulting lawsuits.

[A voir en VO en DVD ou sur toutes les plateformes légales de streaming](#)