



# COURS PI

☆ *L'école sur-mesure* ☆

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

**Terminale - Module 2 - Innovations scientifiques  
et responsabilité**

## Anglais LVA

v.5.1



- ✓ **Guide de méthodologie**  
pour appréhender notre pédagogie
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Paris & Montpellier



# EN ROUTE VERS LE BACCALAURÉAT

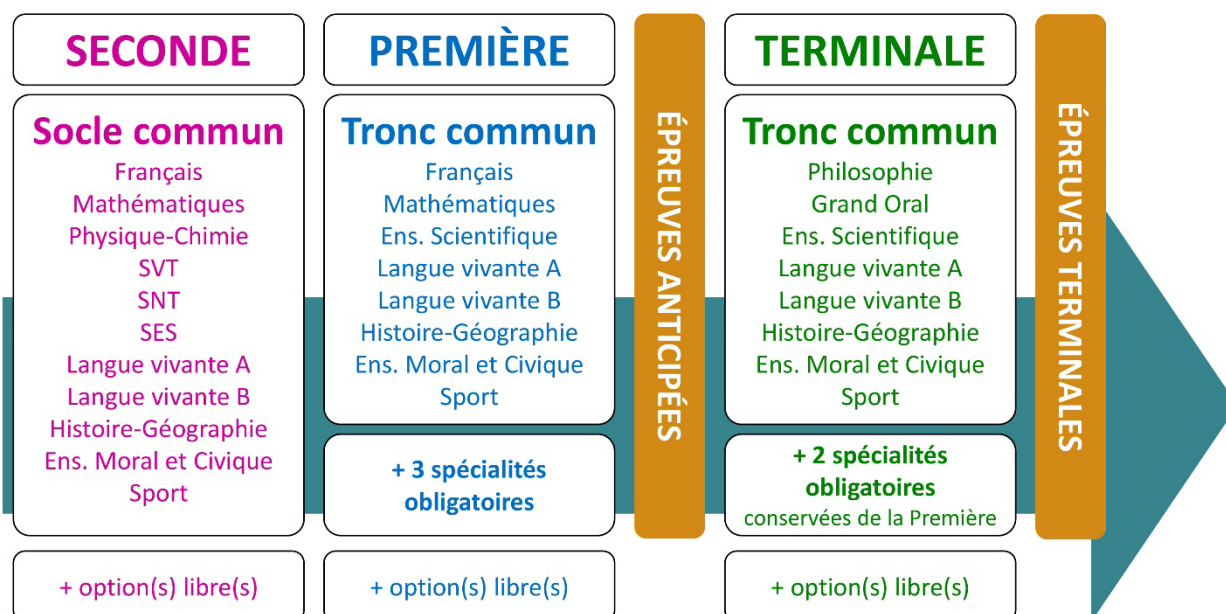
Comme vous le savez, la **réforme du Baccalauréat** est entrée en vigueur progressivement jusqu'à l'année 2021, date de délivrance des premiers diplômes de la nouvelle formule.

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 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 :

- **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 TERMINALE

### Module 2 – Innovations scientifiques et responsabilité

#### 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 décours 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



## **CHAPITRE 1. Aspects of scientific progress in the world** ..... 1

### **Q OBJECTIFS**

- Découvrir le vocabulaire en lien avec le thème du chapitre et le mémoriser par la pratique.
- Découvrir certains aspects du progrès scientifique et technologique qui ont changé la vie des gens au fil du temps.
- Découvrir comment les innovations scientifiques peuvent avoir un impact sur notre vie quotidienne et changer les habitudes de catégorie de personnes, exemple avec les personnes handicapées.

### **Q COMPÉTENCES VISÉES**

- Apprendre du vocabulaire en relation avec le thème du chapitre.
- Renforcer la méthodologie en compréhension de texte.
- Découvrir les caractéristiques d'un essai explicatif.
- S'entraîner sur la compréhension orale en visionnant une vidéo en relation avec le thème du chapitre.
- Pratiquer l'expression orale à travers le commentaire d'un document iconographique.
- Se focaliser sur la phrase de mise en contexte et la phrase de conclusion.
- Écouter un discours autochtone et être en mesure de le retranscrire.
- Organiser ses idées et s'exprimer de manière cohérente.

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### **Q OBJECTIFS**

- Réfléchir sur les principales questions du chapitre.
- Réaliser une analyse thématique d'un document pour répondre à des questions complètes.
- Découvrir les caractéristiques d'un essai de cause à effet.
- Pratiquer la compréhension avec une vidéo en anglais et retranscrire les informations en français.
- S'exprimer oralement et commenter un document iconographique en anglais.
- Consolider les compétences rédactionnelles en se concentrant sur l'introduction et la conclusion dans la section Clé du Bac.
- Apprendre le vocabulaire et expressions en rapport avec le thème du chapitre.

### **Q COMPÉTENCES VISÉES**

- Rédiger l'introduction et la conclusion et comprendre leur rôle dans un essai.
- Consolider les compétences de la compréhension orale et rendre compte d'un document audiovisuel.
- Analyser un document iconographique type poster pour trouver le lien avec le thème du chapitre.
- Acquérir une méthode de déconstruction pour une lecture rapide des textes.

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## **CHAPITRE 3. Misuse of technology! Citizens and scientists on the front line**..... 49

### **Q OBJECTIFS**

- Découvrir le rôle des citoyens et des scientifiques dans la limite des dommages concernant les innovations scientifiques et technologiques.
- Découvrir des solutions pour faire face à leur mauvaise utilisation.

### **Q COMPÉTENCES VISEES**

- Apprendre et enrichir son vocabulaire en relation avec le thème du chapitre.
- Consolider les compétences de la lecture dirigée pour apporter des réponses pertinentes.
- Rédiger un essai argumentatif.
- Consolider les compétences de la compréhension orale et rendre compte d'un document audiovisuel.
- Analyser un document iconographique type photographie pour trouver le lien avec le thème du chapitre.
- Développer l'auto-correction de l'expression écrite.

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# SUGGESTIONS CULTURELLES

## 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*











According to Louis Pasteur: “Science knows no country, because knowledge belongs to humanity, and is the torch which illuminates the world. Science is the highest personification of the nation because that nation will remain the first which carries the furthest the works of thought and intelligence.” Pasteur, one of the famous scientists in the 19th century had well understood the importance of science for all mankind. Thanks to science thousands of lives have been saved and improved. Today, our lives have become effortless thanks to several discoveries and technological innovations. To prove it, try to live without your phone, your computer or even without your washing machine. Yes, you have clearly understood that in this chapter we will deal with the role of science in promoting the life of people.

### OBJECTIFS

- Découvrir le vocabulaire en lien avec le thème du chapitre et le mémoriser par la pratique.
- Découvrir certains aspects du progrès scientifique et technologique qui ont changé la vie des gens au fil du temps.
- Découvrir comment les innovations scientifiques peuvent avoir un impact sur notre vie quotidienne et changer les habitudes de catégorie de personnes, exemple avec les personnes handicapées.

### COMPÉTENCES VISÉES

- Apprendre du vocabulaire en relation avec le thème du chapitre.
- Renforcer la méthodologie en compréhension de texte.
- Découvrir les caractéristiques d'un essai explicatif.
- S'entraîner sur la compréhension orale en visionnant une vidéo en relation avec le thème du chapitre.
- Pratiquer l'expression orale à travers le commentaire d'un document iconographique.
- Se focaliser sur la phrase de mise en contexte et la phrase de conclusion.
- Écouter un discours autochtone et être en mesure de le retranscrire.
- Organiser ses idées et s'exprimer de manière cohérente.



# PRÉREQUIS

1. Using the following table link each word or a composed word with its equivalent in French.

Words in English	Words in French
vaccines - A	1 le recyclage
develop renewable energies - B	2 le réchauffement de la planète
rising seas levels – C	3 conquête spatiale
global warming- D	4 les aliments biologiques
recycling - E	5 le gaspillage/les déchets
drought – F	6 l'élévation du niveau de la mer
eco-citizen - G	7 le développement durable
a wind farm - H	8 la sécheresse
discovery DNA – I	9 développer les énergies renouvelables
organic food -J	10 un parc éolien
cybercrime – K	11 nano-technologie
arms race – L	12 la course à l'armement
pollution – M	13 un téléphone portable
a cellphone – N	14 la cybercriminalité
Nano-technology – O	15 les pesticides
waste – P	16 découverte de l'ADN
sustainable development - Q	17 les vaccins
space exploration – R	18 un écocitoyen
pesticide - S	19 la pollution

2. These words belong to three different categories determined in the table below, put each word or composed word in the right category and fill the gaps.

Aspects of scientific/technological progress	Scientific innovations' drawbacks	Solutions to limit the damages of scientific/technological progress



2. These words belong to three different categories determined in the table below, put each word or composed word in the right category and fill the gaps.

Aspects of scientific/technological progress	Scientific innovations' drawbacks	Solutions to limit the damages of scientific/technological progress
Discovery of the DNA	Global warming	recycling
Space exploration	waste	Protest actions
pesticides	Pollution	a wind farm
Nuclear power	rising seas levels	sustainable development
vaccines	drought	Develop renewable energies
Smart technology	arms race	eco-citizen
a cell phone	Cybercrime	Awareness raising campaign
nanotechnology	addiction	Develop natural pesticides

3.

- Even if it is expensive, people prefer Organic food because it is free of pesticides.
- It is undeniable that arm race is a threat to humanity.
- Peaceful nuclear power can be a solution for energy shortage.
- Vaccines have been a revolution in the medical field because they prevent dangerous diseases.



## L'ESSENTIEL

The vocabulary used to write or speak about scientific innovations shows that progress has occurred in different fields such as the medical and the agricultural ones, however, while these innovations aim at making the life of people better, they caused problems as some turned to be a real threat to man. Scientists together with people try to find solutions and to have a control over technology. In this chapter, we will start by determining some aspects of the scientific and technological development in our life.



## Première approche

In this section we will discover some aspects of the scientific and technological progress that have changed the life of people over the years.

1. Observe the following images and fill and fill the table below: give a title to each image and put it in the right column.

Image	Title	Present	Past
Image 1			
Image 2			
Image 3			
Image 4			
Image 5			
Image 6			



1



2



3



4



5



6

2. How would you define scientific advancement?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....



## ANSWERS

1.

Image	Title	Present	Past
Image 1	Means of transport in the past.		✓
Image 2	The discovery of vaccines saved many lives.	✓	.
Image 3	In the absence of a vaccine, the pandemics killed many people in the past.		✓
Image 4	The use of drones in agriculture.	✓	
Image 5	The hard life of farmers in the past.		✓
Image 6	Nanotechnology and the discovery of the DNA.	✓	

2. All the discoveries and the inventions of the last centuries changed significantly the life of people in different fields. For instance, the use of the advanced technology in agriculture such as the drones helped the farmers to have an insight into their crops and determine the quantity of fertilizer to use. In the medical field, many lives are being saved because of the discovery of vaccines against Hepatitis A, flu, polio or rabies. In general, scientific and technological progress is intended to improve peoples' lives.



## ASPECTS OF SCIENTIFIC PROGRESS IN THE WORLD

Read to get the point:

**how smart tech could transform disabled people's lives**

EXERCICE

01

Read the text and answer the following questions

Within a generation, technology has radically changed the way most people live their lives. Smartphones and other devices are an added layer of convenience for many people but they are making it possible to create innovations which could transform the everyday experiences of disabled people. "The possibilities are immense," according to Robin Spinks, a senior innovation manager at the charity RNIB. He is focused on how technology can be deployed to improve the lives of blind people and those with visual impairment.

The key change for many disabled users has been the introduction of alternatives to typing information in to a device. "We're moving away from a society where people assume that screen-based input through a keyboard or smartphone - is the norm," says Robin. "We're moving very, very quickly towards a world where input via voice to a smart speaker or a personal assistant on a wearable device or smartphone, or even a telly that's the entry point for lots of digital services." The giants of the technology world have often created the platforms for innovation, but finding ways for disabled people to use them can be the work of smaller businesses.

Edinburgh-based Gavin Neate was inspired after noticing how blind people were using technology while he was working as a guide dog trainer. One of the first products he developed was a system which allows disabled people to control a pedestrian crossing from their phone. Gavin eventually established the company Neatebox to come up with other innovations. More recently, the company has developed an app to allow people to communicate any special needs they have before they arrive at a business, such as a shop. About 2,000 people have started using the app, called 'Welcome', most of them in the east of Scotland. There are hopes that its use can be expanded to other countries.

Gavin said he developed the app after disabled people told him how hard it could be to explain their needs. "When you walked into a shop, there was no consistency in how well the person in the shop interacted with the person," he explained. Gavin believes the best use of technology is as much about social interaction as bringing down practical barriers. "A lot of people are living with loneliness or find it hard to communicate, or find it hard for other people to communicate with them," says Gavin. "They feel anxious about doing things that other people might just take for granted." Overcoming that isolation, he says, can benefit businesses as much as the individuals. [...]

Robin Spinks believes we may just be at the start of the process in terms of improving the lives of disabled people through technological change. "You begin to see all sorts of applications coming to fruition. For example, autonomous vehicles utilising 5G to navigate the environment and send out signals to other vehicles and pedestrians. "That really begins to open up huge opportunities for people." [...]

By Sandy Murray, on 26 December 2019, [www.bbc.com](http://www.bbc.com)

1. Who is Gavin Neate?

.....

.....

2. Who is Robin Spinks?

.....

.....

3. What are the main reasons that pushed Neate to think of developing an application for the disabled people?

.....

.....

4. What was the objective of the technological innovations in this article?

.....

.....

5. How does the application developed by Neate change the life of the blind persons?

.....

.....

6. Say if the following is true or false:

a-The autonomous vehicles that may be used by blind people are intended to avoid accidents.

True                       False

b-Neatebox Company is specialised in creating interactive programmes for the blind.

True                       False

c-The application developed by Neate is called 'Hello'

True                       False

7. Find the synonyms for:

Results

.....

Reducing

.....

8. Why is Robin Spinks so optimistic?

---

---

9. In which country are these innovations taking place?

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## L'ESSENTIEL

This article gives an idea on how technological innovations have an impact on the life of a particular category, the blind people, in a practical way. The applications mentioned in the article are intended to solve recurring problems in their daily life.



## ASPECTS OF SCIENTIFIC PROGRESS IN THE WORLD

### Read to put it down: expository essay

When you write an essay, your objective is to convey your vision and your understanding of a given topic. The type of the essay depends of the topic. Some topics require a descriptive essay, others, an argumentative one etc.... In this unit (three chapters), we will focus on three types of essays: The expository essay, cause and effect essay and finally, the persuasive essay. In this chapter, we will start with the expository essay.

#### What is an expository essay?

It is an essay in which you provide a clear and logical explanation of a specific topic using facts, statistics, reliable information and examples. Your opinion should be objective and balanced. You should not express your feeling or emotions.

#### How do you know that the topic requires an expository essay?

There are some keywords in the topic which indicate that an expository essay is required.

Example: **explain** how smartphone have invaded our lives.

The word '**explain**' means that you have to write an expository essay in which you explain, show how smartphones impact on our daily lives by giving **example** or **statistics**, for instance, about the number hours per day people use their smartphones. Other keywords such as '**define**', '**explore**' imply the writing of an expository essay. However, this is not enough to decide about the type of essay you should write, you have to focus also on the topic itself and understand what you are required to write about.

EXERCICE

02

Read the text below and answer the following questions in order to understand the characteristics of an expository essay.

Europe is facing serious healthcare challenges. These challenges must be met to grant everybody's legitimate wish for a long, happy and healthy life. What are these challenges and how is the EU intending to meet them? **Ageing and the increase in chronic diseases** like cancer, diabetes, heart disease, and brain conditions that require diverse types of treatment **are increasing costs** to potentially unsustainable levels, with the risk of unequal access to care. **External environmental factors, including climate change, as well as the risk to lose our ability to protect ourselves against infectious diseases, for instance due to anti-microbial resistance,** are also exposing us to new risks and threats. Europe is investing in research, technology and innovation to develop solutions to overcome those challenges.

The return on this investment will be finding **new ways to prevent diseases, developing better diagnostics and more effective therapies, as well as taking up new models of care and new technologies promoting health and wellbeing**. New technologies could keep older people active and independent for longer and help European health and care systems to remain sustainable.  
Finally, European research and innovation in health is about **working together across borders, sharing each other's knowledge** and resources and improving our health and care systems together.

<https://ec.europa.eu>

1. What is the thesis statement in this short article?

.....

.....

2. How many body paragraphs is it composed of?

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3. What is the main idea of each body paragraph?

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4. What is the main point of the conclusion?

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5. Use these answers to write the outline of this article.

Introduction: .....

.....

Body: .....

.....

Conclusion: .....

.....

6. Focus on body paragraphs and underline the examples and the facts presented by the writer.

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.....



7. How does the writer feel about healthcare innovations in Europe?

### What is an expository essay?

It is an essay in which you provide a clear and logical explanation of a specific topic using facts, statistics, reliable information and examples. Your opinion should be objective and balanced. You should not express your feeling or emotions.

### LET'S PRACTICE?

EXERCICE

03

1. Read the following topics and say which ones require the writing of an expository essay and say why?

Topics	Expository or not/why?
Topic 1 Determine the reasons behind young people's reluctance to read newspapers today?	
Topic 2 Write an essay about a personality that has had an impact on your life.	
Topic 3 What do illegal immigrant expect to find in Europe?	
Topic 4 Write about one of your journeys with your family and say whether you liked it or not.	
Topic 5 Unemployment represents a great challenge for all the governments, examine the situation in your country and explain its causes.	

2. Read again the topics that requires an expository essay and think of examples, facts or statistics when available that you can provide in case you should write the essays

Topics	Expository or not/why?
<p>Topic 1 Determine the reasons behind young people's reluctance to read newspapers today?</p>	
<p>Topic 3 What do illegal immigrant expect to find in Europe?</p>	
<p>Topic 5 Unemployment represents a great challenge for all the governments, examine the situation in your country and explain its causes.</p>	



## À VOUS DE JOUER 1

Choose one of the topics and write an essay using the facts, examples and statistics you have found earlier. Start by writing an outline.

**The outline will be something like:**

**Introduction** (thesis statement or the question to which your essay will bring answer)

**Body :**

Paragraph 1: Main idea (Topic Sentence) + supporting ideas or the key words

Paragraph 2: Main idea (TS) + supporting ideas or the key words

Paragraph 3: Main idea (TS) + supporting ideas or the key words

**Conclusion:** answer the thesis statement, restate the main points briefly, your message to the reader or an idea to propose a new debate in relation with the topic of your essay.

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A large rectangular writing area with a purple dotted border and rounded corners. Inside, there are 25 horizontal green dotted lines for writing.



## À VOUS DE JOUER 2

Watch the video "Seniors React to Driverless Cars" three times and take notes.

[https://youtu.be/H\\_EJXcqDMEU](https://youtu.be/H_EJXcqDMEU)

The questions below will guide you in your note-taking. I suggest that you focus on questions 1 to 5 during the first listening, and on questions 6 to 10 during the second listening. The last listening should be used to check your answers. Note taking means the writing of key words and the most important information, do not waste time in writing verbatim notes (mot à mot). Use the note to write a report on what you have understood and retained from the document in French.

The first thing is to consider the metadata that is all the information on the nature and the length of the document, its author or its source, its title and when the document was released. This will give you an idea about the topic of the document. After that view the document and fill the table below, it will help you in the writing of your report.

### Step 1

Questions	Your answers
<p><b>Metadata</b> : nature du document, durée, auteur, source, titre...</p>	
<p><b>Première écoute</b>            1- Qui parle ? Quelles sont les personnes qui interviennent dans le document ?            2- Quel est son (leur) travail ?            3- à qui s'adresse le document ?</p>	
<p><b>2ème écoute</b>            4- De quoi parle-t-il ? Qu'est-ce qu'il décrit ?            5- Il y a-t-il d'autres informations ? (L'état d'esprit, langage corporel ...)            6- Peut-on deviner où ils se trouvent ?            7- Quels sont les éléments non-dits mais qu'on peut déduire ?            8- L'objectif (relater, informer, convaincre, critiquer, dénoncer, etc.).</p>	
<p><b>3ème écoute</b>            Vérifier et compléter les réponses.</p>	

### Step 2

Using the information collected in the table say what is the video about in french.

Lined writing area for the student's response.



## ASPECTS OF SCIENTIFIC PROGRESS IN THE WORLD

### Oral expression

Oral expression is an exercise in which you practise speaking in the targeted language by commenting an iconographic document. The method you are acquainted with and detailed below should help you to organize your ideas and express yourself coherently.



March for Science - Washington, DC - 2017 - april 22

Members of the Union for Concerned Scientists pose for photographs with Muppet character Beaker. Published in The Guardian.

1. The type of the image (photograph, caricature, engraving, a drawing, a cartoon...), identify the author, the source, the date of publication the context of the publication (an advertisement, propaganda...)

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2. Describe the image: what do you see? What are the most important elements in the image?

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## Step 2

5. Now, use all these elements to prepare your presentation which should be composed of.

<b>Introduction</b> introduce the document /announce the plan of your presentation	This document is a ... / consists of (A photograph / A photo / A snapshot / A shot of /A drawing (un dessin) ... drawn by ... It comes from ... / It is an extract from ... / It is taken in ... published in (+ name of newspaper / magazine) on + date ... It was drawn by ... / painted by ... / taken by ... / made by ... a painter / a photographer / a cartoonist / an advertiser (the name) etc.
<b>Description of the document</b>	<b>1- The composition:</b> (start by the most attractive element) - It consists of ... / It is composed of ... / It is made up of ... There is a ... title / slogan / text / photograph / drawing / cartoon Caption (Légende) / Bubble (Bulle)... -It shows ... / It represents ... / in this photo we can see ... -It is a close-up (Un gros plan). <b>2- position of the elements:</b> It is seen from a distance ( Vu de loin ) / from afar ( De loin ) / from above ( De dessus ) / From below ( Par en dessous ) / from the rear ( De derrière ) ./At the top of the page ( En haut ) / at the bottom of the page ( En bas ). - In the foreground ( Premier plan ) / in the background ( Arrière plan / Second plan ), we can see... - In the top right-hand / In the top left-hand corner ( En haut à droite / En haut à gauche ). To the right-hand side / To the left-hand side ... there is ... - In the middle ( Au milieu ) / Under the title ( Sous le titre ) / below the picture ( Sous la photo / l'image ) / opposite the drawing ( En face du dessin ) / next to ( à côté de ) etc. - Between ( Entre ) / Behind ( Derrière ) / In front of ( Devant ) / To the right ( A droite ) / To the left ( A gauche ) / Above ( Au-dessus ) / Under ( Au-dessous ) etc.
<b>Analysis</b> to what extent is the image a representation of the chapter's theme?	- <b>The central theme</b> of the photo is.../it focuses on.../ <b>2-The connection between the image and the theme of the chapter:</b> The historical context shows.../is an indication.... - The characters symbolize..... -. The objective of the artist.../ the message of the / photograph.../ the impact of the image on you or on the public.../People may react to the image by..... <b>3- Conclusion: your opinion:</b> has the artist succeeded in conveying his message? Is it a true representation of its time? relate the image to another theme to suggest a new debate

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## PHRASE DE MISE EN CONTEXTE ET PHRASE DE CONCLUSION

### Objective

In the previous module, the Clé du bac suggested methodologies to read and understand the written documents quickly. In this module, we will focus on the writing of the essay which constitutes the second part of the baccalaureate exam. The first point to explore is the 'topic sentence' and the concluding sentence. We have already seen in the first chapter of module 1 how to determine the 'topic sentence' and the 'concluding sentence' in a text which is an important step to grasp the meaning and answer correctly the comprehension questions. In this chapter, we will take a closer look at the topic sentence and the concluding sentence to learn how to write a coherent and clear essay. One last thing before we start! To write an interesting, a coherent and a compelling essay, you shouldn't think of the drafting exercise as a constraint but rather as a means to free your mind and say what you want to say. However, to make your message, your ideas and your opinions understandable, there are some basic rules you should learn and put in practice.



### What is a topic sentence TS

It is the first sentence in a paragraph which summarizes it and reflects its general idea, what comes after are supporting sentences which give more details that are still related to the topic sentence.

### What is a concluding sentence CS

It is the last sentence in a paragraph, its aim is to conclude the paragraph or announce the topic of the next paragraph, some paragraphs do not include concluding sentences mainly in the press articles.

This is one of the documents that we have seen in chapter 1 module 1, **read it and pay attention to the sentences in colour.**

#### Document 1: Birmingham stabbings: Family tribute to Jacob Billington

**Intro/**Yesterday, Birmingham witnessed a dramatic event which led to the death of a young man and the injury of others. Who are the victims and what did really happen?

#### **Body paragraphs**

**P1/TS1/**A 23-year-old man who was stabbed to death in Birmingham city centre has been named as Jacob Billington. **SS1/**Mr Billington was attacked in Irving Street in the early hours of Sunday while he was out with old school friends, police said. Seven other people were injured at four locations over a period of 90 minutes. A 27-year-old man has been arrested on suspicion of murder and attempted murder. West Midlands Police said Mr Billington, from Crosby, Merseyside, was on a school reunion night out with friends. One of the group, also 23, was seriously injured and remains in hospital in a critical condition. [...] **CS1/**By the time the police get involved, the disaster had already occurred.

**P2/TS2/**Police were first called out just after 00:30 BST on Sunday at Constitution Hill, where a man sustained a superficial injury. **SS2/**About 20 minutes later they were sent to Livery Street, near Snow Hill railway station, where they found a 19-year-old man with critical injuries and a woman who was also hurt. At 01:50, officers were dispatched to Irving Street, where Mr Billington was found with fatal injuries and his friend seriously hurt. About 10 minutes later, police were called to Hurst Street, in the city's Gay Village, to find a 32-year-old

woman had been critically injured and two men less badly hurt. **SC2**/The population of Birmingham is in shock and it becomes urgent to find the author of these crimes.

**P3/TS3**/In fact, the suspect was arrested at an address in the Selly Oak area of the city at about 04:00 on Monday and remains in custody. **SS3**/Three other people, two men and a woman, from the same property were arrested on suspicion of assisting an offender. Ch Supt Steve Graham said: "Our thoughts and sympathies are with Jacob's family and friends after receiving such shocking news, particularly for those who were sharing their night out with him. "It's utterly shocking that a friends's reunion should end so brutally. "Equally the families of the other victims have been left devastated by the events of Sunday morning and we are working hard to discover what led to the apparently random attacks. **CS3**/"Nonetheless, it remains important to know what did really happen.

Questions have been raised about how the suspect was able to move around the city for 90 minutes. Responding to this, Chief Constable Dave Thompson said: "Engaging in an ill-informed critique of this investigation, particularly at such an early stage, is both unhelpful and simply makes the job of the police harder." Mr Thompson described the knife attacks as "extraordinary", adding: "These are events quite unlike anything I have seen on our streets before."

BBC News/ September 2020 (adapted)

Focus on the body paragraphs and fill the following table to determine the topic sentence (**TS in blue**), the concluding (**CS in brown**) and look at what are the supporting sentences **SS** in each body paragraph.

Thesis statement / Who are the victims of Birmingham incident and what did really happen?	
<b>Paragraph 1</b>	
<b>Topic sentence1?</b> A 23-year-old man who was stabbed to death in Birmingham city centre has been named as Jacob Billington	<b>Concluding sentence1?</b> By the time the police get involved, the disaster had already occurred.
<b>Supporting sentences? Who are the victims of the incident, where, coming of the police</b>	
<b>Paragraph 2</b>	
<b>Topic sentence2?</b> Police were first called out just after 00:30 BST on Sunday at Constitution Hill, where a man sustained a superficial injury	<b>Concluding sentence2?</b> The population of Birmingham is in shock and it becomes urgent to find the author of these crimes.
<b>Supporting sentences? More details about what the police did.</b>	
<b>Paragraph 3</b>	
<b>Topic sentence3?</b> In fact, the suspect was arrested at an address in the Selly Oak area of the city at about 04:00 on Monday and remains in custody	<b>Concluding sentence3?</b> Nonetheless, it remains important to know what did really happen.
<b>Supporting sentences? About the author of the incident and the reaction of people</b>	

Read carefully the following questions and concentrate to answer using the information in the table above or in the article when needed.

What is the relationship between TS 1 and the supporting sentences in P 1? **TS 1 announces that someone (the victim) was stabbed and the supporting sentences give more details about the victims.**

What is the relationship between CS 1 and TS2? **The CS 1 announces the subject of the coming paragraph 2 (the police get involved/the police intervention).**

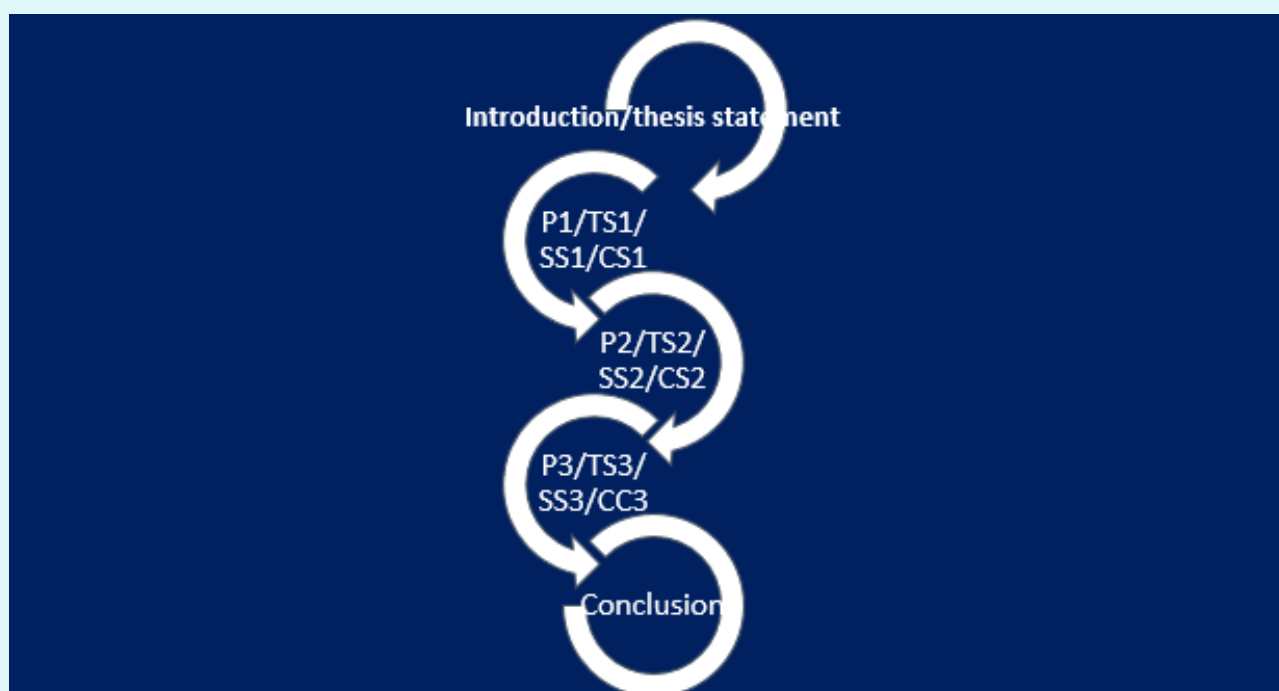
What is the relationship between TS 2 and the supporting sentences in P 2? **the TS 2 announces the intervention of the police, the supporting sentences in P 1 give more details about what the police did.**

What is the relationship between CS 2 and TS 3? **The CS 2 announces the subject of the coming paragraph 3 (urgent to find the author of the crimes/suspect arrested).**

What is the relationship between TS 3 and the supporting sentences in P 3? **the TS 3 announces the arrest of the suspect and the supporting sentences in P 3 give more details the other suspects and the incident (reactions)**

What is the relationship between the thesis statement and the topic sentences? **The topic sentences are all related to the thesis statement, they are the answers to question raised in the introduction.**

What do you conclude? **We conclude that all the elements of the essay are connected to each other in a logical way like the links of a chain.**



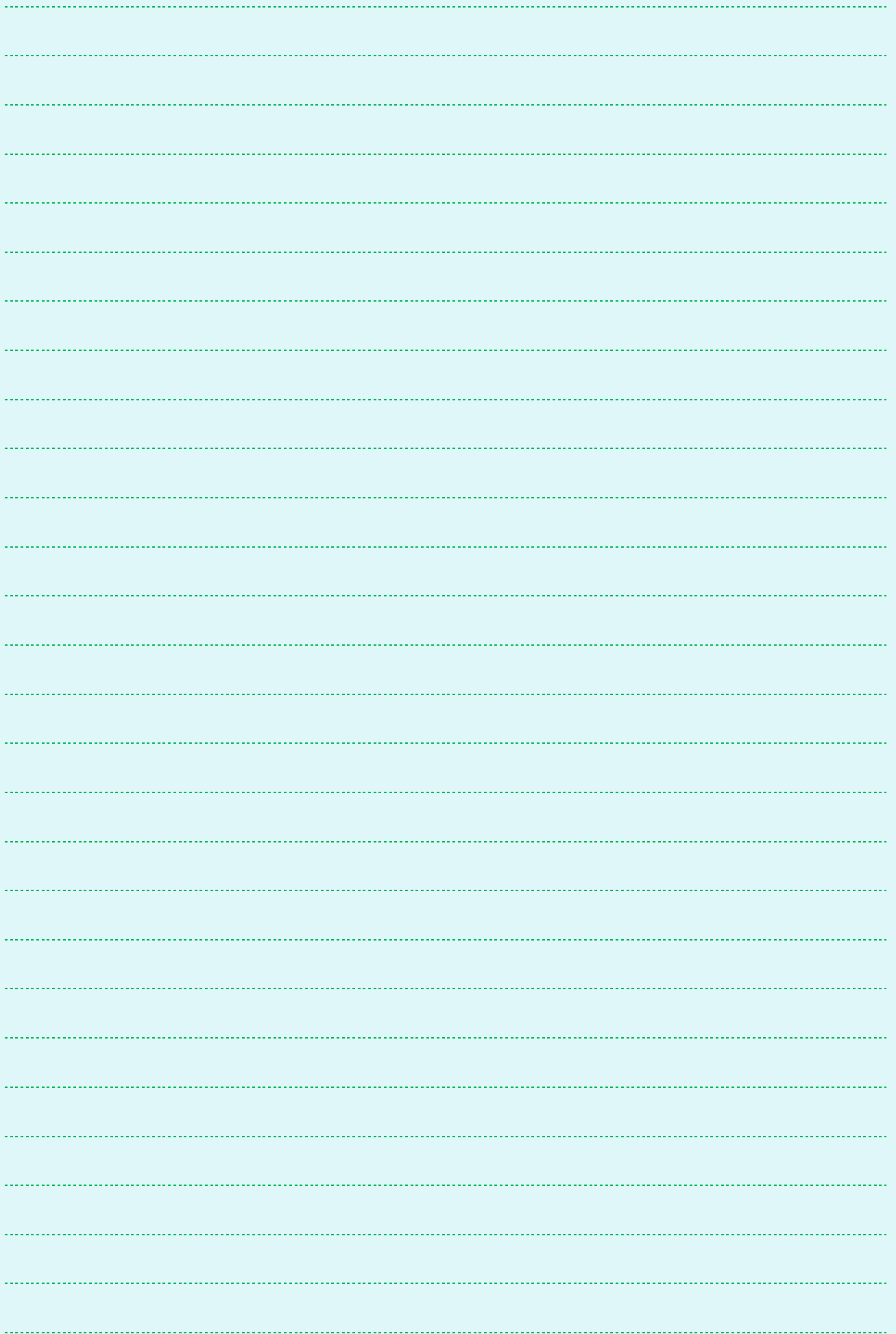
Now that you have understood how an essay functions and what is the role of a topic sentence TS, the supporting sentences SS and the concluding sentence CS in a paragraph, we will do some practice on TS and CS writing.

Read the following topics, draw an outline and in each outline write the topic sentences and the concluding sentences of the paragraphs. Start by determining the thesis statement, that is the question to which the TS are the answer or the statement to which the TS develops.

**Topic 1.** Because of the ongoing technological development in the field of robotics, some scientists claim that domestic robots will be helpful in our daily life, do you agree?

**Topic2.** The situation in Africa is alarming regarding the state of starvation in certain countries, what are the main reasons of this human catastrophe and how can the European countries help these countries?

**Topic3.** Write an essay about the country you wish to visit next holidays and explain your choice.





## ANSWER:

**Outline 1.** Introduction/thesis statement/What are the advantages and the disadvantages of domestic robots?

P1/TS1 Scientists are praising the efficiency of robots in taking care of the elderly/CS1 Some seem to question the security factor of these domestic robots.

P2/TS2 The safety of people has been an argument of domestic robots' opponents /CS2the introduction of robots in our daily life is the first step towards a radical change of the society.

**Outline 2.** Introduction/thesis statement/ What are the causes of the wave of starvation that some African countries suffer from and what is the European policy towards these countries?

P1/TS1The famine in Africa which, according to statistics, concern 226.7 million, is related primarily to drought. /CS1the weather conditions are not the only cause of hunger and starvation in Africa.

P2/TS2 The most affected countries by hunger are those involved in wars and armed conflicts which make the situation even worse /CS2 It becomes urgent to establish an aid plan and find solutions.

P3/TS3 The European countries, aware of the dramatic consequences of such crisis on Europe, launched an urgent developing strategy. /CS3 some argue that Europe will certainly be impacted as the dramatic situation in Africa is the result of the irresponsible industrialized countries' policies over the last centuries.

**Outline 3.** Introduction/thesis statement/ With my family, we decided to spend our next holidays in Japan for many reasons.

P1/TS1(the first reason) The beauty of the country and its unique landscapes mainly in spring, it makes one of the most visited countries in the last ten years/CS1 There are other reasons which attract young people.

P2/TS2 (the second reason) Tokyo is the capital of video games and for many gamers to assist the Tokyo Game Show is a dream. /CS2 For my parents, Japan remains an amazing place to see because of its culture.

P3/TS3 Street food in Japan is one of the most delicious in the world. /CS3 For all these reasons, you should visit Japan at least once in your life.



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

