

**Direction des Jurys
de l'enseignement secondaire**
Rue Adolphe Lavallée, 1
1080 Bruxelles

enseignement.be/jurys

jurys@cfwb.be

Jurys de la Communauté Française de l'enseignement secondaire ordinaire

Consignes d'examens

Cycle	2019-2020/1
Titre	CESS G et TTR
Matière	Langues Modernes I et II Anglais

Informations générales

●●● Identification de la matière

Nom de la matière dans le décret :

- CESS G : Langue moderne I et II Anglais
- CESS TTR : Langue moderne I Anglais

Equivalent horaire : 4h

●●● Programme

Le numéro du programme : **42/2000/240**

Rappel : ces consignes ne se substitue pas au programme de la fédération Wallonie Bruxelles. Ce document complète le programme et précise notamment les modalités d'évaluation.

●●● Titre visé, type d'enseignement et l'option

Titre : le Certificat d'enseignement secondaire supérieur pour l'enseignement secondaire général, technique de transition et artistique de transition (CESS).

Organisation de(s) l'examen(s)

••• Modalité d'évaluation d'examen(s)

Examen oral ou écrit :

Pour chaque langue moderne, il y a une partie écrite et une partie orale.

Nombre d'heure(s) :

- Écrit : 3h
- Oral : Max 1h par candidat

••• Condition pour présenter l'examen oral

Seuls les candidats présents à l'examen écrit seront convoqués pour l'examen oral.

••• Matériel

Matériel requis :

Matériel autorisé : **utilisation d'un dictionnaire traductif papier.**

Matériel refusé :

Evaluation et sanction des études

●●● Pondération entre l'examen écrit et oral

Les quatre compétences seront évaluées et compteront chacune pour 25 % des points :

- Écrit :
 - Compréhension à l'audition 25 %
 - Compréhension à la lecture 25 %
 - Expression écrite 25 %
- Oral :
 - Expression orale 25 %

Il n'y a pas de pondération entre chaque matière.

●●● Dispense

Il n'y a pas de dispense partielle. Pour obtenir une dispense en langue moderne, le candidat doit avoir minimum 50% pour la note globale.

Complément

I. Evaluation des compétences

Les quatre compétences seront évaluées et compteront chacune sur un total de 80 points.

II. But de communication, interlocuteurs et canaux de communication et contenu

Remarques :

1. *Dans le tableau ci-après, la réalisation des "fonctions" ou "actions" implique, pour chacune, qu'on doive pouvoir*
 - *comprendre le message*
 - *l'exprimer*
 - *y réagir.*
2. *Les autres listes (interlocuteurs, situations et canaux de communication, notions) représentent un choix indicatif.*

Actions (fonctions)	Interlocuteurs	Contenus	
		Champs Thématiques	Exemples de notions
aborder, prendre contact accepter s'assurer de la compréhension blâmer caractériser confirmer, demander confirmation commander conseiller décrire demander épeler (s')excuser expliquer féliciter (s')informer inviter justifier offrir prendre congé (se) présenter promettre proposer raconter réclamer refuser remercier remplir, compléter rendre compte (se) renseigner répondre résumer saluer ...	- à de avec pour ami client(e) correspondant(e) collègue fonctionnaire médecin préposé(e) serveur(se) vendeur(se) ...	- sur à propos de Achats * Ecole Education Formation * Habitat, Foyer Environnement * Identification, Personnalité, Famille * Lieux et Directions * Langues Etrangères * Nourriture Boissons * Relations avec les autres * Perception et Activité physique * Santé, Hygiène Bien-être * Services * Temps-Saisons * Temps libre, Loisirs * Transports, Voyages Déplacements * Vie culturelle (chansons, cinéma, arts), Civilisation * Vie Quotidienne	achat(s) accident/perte/vol activités culturelles activités et horaire journalier actualité/société/politique... aide confort/commodité direction/itinéraire divertissements/loisirs/ vacances... école/études envoi (courrier, colis, télégramme,...) excuses famille/parenté/milieu formules de lettre formules de politesse formules sociales (vis-à- vis/téléphone) habitation/ameublement... habillement histoire/anecdote/événement horaire identité inscription, affiliation intérêts et goûts invitation langue (capacité, choix, difficulté, traduction, aide...) lieux/ localisation/ adresse lieux publics logement milieu nature/géographie/pays... opinion/avis/certitude/doute.. prix/tarif/addition/facture/ monnaie problèmes, difficultés profession/carrière programme(s) (TV, cinéma,...) projets qualités/défauts réclamation rencontre/rendez-vous
	Situations et canaux de communication		
	dans par sur en affiche brochure candidature carte postale dictionnaire e-mail face à face fax fiction formulaire haut-parleur journal lettre magazine mode d'emploi multimédia note, mémo programme radio télégramme téléphone télétexte TV visioconférence ...		

III. Objectifs et consignes pour les compréhensions

A. Objectifs et types de documents

1) Compréhension à l'audition

À l'issue du cours de LM1 ou LM2, l'élève sera capable de comprendre à l'audition ...

Quels messages ?	Dans quelles conditions ?	Avec quelles exigences ?
– authentique – dans une langue standard – avec d'éventuelles colorations régionales ou sociales peu marquées – énoncés à un rythme moyen – de contenus variés (<i>p.ex. informatif, narratif, argumentatif, émotionnel, ...</i>) – dont le contenu s'inscrit dans les champs thématiques listés au point II – des types ci-dessous : interactif : - face à face, - téléphone - ... non interactif : messages divers (<i>p.ex. : messages enregistrés, extraits d'émissions TV, de films, ...</i>)	Après remise d'une tâche parmi celles citées au point B et selon les conditions énoncées au point C, dont entre autres : ... la possibilité d'interrompre l'interlocuteur (<i>pour lui demander de clarifier le vocabulaire, d'expliquer, de répéter, ...</i>) ... deux ou trois écoutes du locuteur ou de l'enregistrement, en fonction du message (longueur, difficulté) et de la tâche (ampleur, complexité)	– l'élève trouve les informations qui lui permettent d'effectuer la tâche demandée sans avoir abusé de la patience de l'interlocuteur ... après le nombre fixé d'écoutes

Type de documents (voir tableau ci-dessus)

2) Compréhension à la lecture

Objectifs pour les cours de LM1 et LM2

À l'issue du cours de LM1 ou LM2, l'élève sera capable de comprendre à la lecture ...

Quels messages ?	Dans quelles conditions ?	Avec quelles exigences ?
authentiques dans une langue standard de contenus variés (<i>p.ex. utilitaire, informatif, narratif, argumentatif, émotionnel, ..</i>) de types variés (<i>p.ex. publicité, lettre, courrier électronique, article de presse, texte littéraire, ...</i>) dont le contenu s'inscrit dans les champs thématiques listés au point II	Après la remise d'une tâche parmi celles citées au point B et selon les conditions énoncées au point C, dont entre autres : disposer du texte et de la tâche pendant et après la lecture avec dictionnaire traductif papier disposer d'un temps de lecture adapté au texte (longueur, difficulté) et à la tâche (ampleur, complexité)	l'élève trouve les informations qui lui permettent d'effectuer la tâche demandée dans le temps imparti

Type des documents utilisés (voir tableau ci-dessus)

B. Tâches pour l'évaluation

La tâche demandée lors des examens de CA et CL pourra être :

- rédiger un compte-rendu en français
- compléter un tableau, un schéma
- apparier (des éléments de phrases, des images et des commentaires, des titres et des petits textes, ...)
- compléter des phrases lacunaires
- compléter une synthèse lacunaire du texte
- faire découper en paragraphes
- mettre la ponctuation dans un texte proposé "en vrac"
- repérer et souligner les mots-clés
- remettre les éléments dans le bon ordre
- répondre en français à des questions en français
- ...

C. Conditions d'évaluation

CA (non interactive)

- Un document audio.
- Deux, au maximum trois écoutes (une écoute sans interruption, une deuxième avec interruptions occasionnelles si nécessaire pour la prise de notes, une troisième écoute éventuelle pour vérifier les réponses).
- Utilisation d'un dictionnaire traductif papier.

CL

- Un document à disposition pendant la durée de l'épreuve.
- Avec dictionnaire traductif papier.

IV. Objectifs et consignes pour les expressions

A. Objectifs, types de productions attendues et critères d'évaluation

1) Expression orale

Objectifs pour les cours de LM1 et LM2

À l'issue du cours de LM1 ou LM2, l'élève sera capable d'exprimer oralement ...

Quels messages ?	Dans quelles conditions ?	Avec quelles exigences ?
dont le contenu s'inscrit dans les champs thématiques listés au point II en interaction - face à face - au téléphone - dans un mode transactionnel <i>(échanges factuels et largement prévisibles, p.ex. au restaurant, à l'office du tourisme)</i> - dans un mode interpersonnel <i>(émotions, avis, projets, ...)</i>	un échange verbal - qui comporte une part d'imprévu auquel le candidat doit pouvoir réagir pour faire ainsi la preuve de sa capacité - à se faire comprendre de son interlocuteur et - à le comprendre. MAIS qui ne se présente pas sous la forme de mise en situation avec fiche de rôle, ... en utilisant les stratégies de communication (signaler qu'il n'a pas compris, demander de répéter, simplifier la syntaxe de la phrase,...)	LM1, LM2 Critères toujours d'application : - le message est compréhensible - le contenu du message est adéquat Critères variables <i>parce que liés au type de tâche et de situation (qui s'adresse à qui, dans quelles circonstances et pourquoi ?) :</i> - correction et richesse de la langue - prononciation et intonation - débit, rythme et aisance

sans interaction / dans un mode expositif	avec un temps de préparation - une tâche qui ne permet pas la restitution d'un contenu appris : Le professeur peut intervenir pour - réorienter la contribution de l'élève, - la faire nuancer, - demander une appréciation personnelle, - établir des liens avec d'autres aspects du même thème,	
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Production demandée à l'examen :

Les évaluations orales en LM1 et LM2 ne consistent PAS en un dialogue improvisé par paire sur base de fiches de rôle.

Pour la **LM1**, l'examen consistera en une discussion (= expression en interaction).

- Il faut lire et préparer les cinq articles, publiés sur le site +/- 2 mois avant le début des examens oraux.
- Deux de ceux-ci seront tirés au sort au début de l'examen oral.
- Ces articles traitent de sujets divers et d'intérêt général (cf. Champs Thématiques listés au point II)
- L'examen portera sur le contenu des articles comme BASE d'une expression orale en interaction, mais aussi sur les thèmes qu'ils abordent (expression d'opinions, sentiments, réactions spontanées...)
- Les candidats peuvent disposer d'un schéma non-détaillé des articles, mais pas de ces derniers.
- De façon à mettre les candidats à l'aise, il n'est pas inhabituel que l'examen commence par une brève discussion sur leur situation scolaire, les raisons de leur présence au Jury, leurs projets ...

Pour la **LM2**, l'examen consistera en un mélange d'expression EN et SANS interaction, c.à.d. :

- 1) un exposé de 4 à 5 minutes sur un sujet au choix qui aura été préparé à la maison.
- 2) une petite discussion et/ou une série de questions/réponses portant sur le contenu de l'exposé et/ou le thème choisi.

Les candidats peuvent éventuellement disposer d'un plan de leur exposé avec quelques mots-clés, mais pas du texte entier de l'exposé.

Les candidats qui le désirent peuvent illustrer leur exposé par toutes sortes de supports.

EX. : photos, ordinateur portable, etc ...

Critères d'évaluation

a) en interaction

Message - La tâche est-elle réalisée ? - Les interventions répondent-elles à la logique du discours ? Dans le cas d'une simulation, sont-elles vraisemblables ?	Langue* - Richesse (structures grammaticales, vocabulaire) - Prononciation - Aisance - Correction
Qualité de l'interaction Prise d'initiative et réaction à l'imprévu o L'élève prend-il l'initiative, relance-t-il la conversation ? (+) o L'élève réagit-il de façon minimale ? (-) o L'élève sait-il réagir à l'imprévu ? (+) o A-t-il du mal à réagir à l'imprévu ? (-) Utilisation de stratégies pour s'exprimer et pour comprendre o L'élève utilise-t-il des stratégies qui lui permettent de maintenir le dialogue / de faire passer son message ? (+) o Sait-il demander l'aide de son interlocuteur, le cas échéant ? (+) o Se bloque-t-il quand il ne comprend pas ou doit-il faire répéter / demander de l'aide très régulièrement ? (-) o L'élève réduit-il son message de manière excessive ? Evite-t-il certains points ? Abandonne-t-il son idée ? (-)	

b) sans interaction

Message - La tâche est-elle réalisée ?	Langue - Richesse (structures grammaticales, vocabulaire) - Prononciation - Aisance - Correction
Qualité de l'interaction L'élève utilise-t-il des techniques pour rendre son message compréhensible et attrayant ?	

2) Expression écrite

Objectifs

À l'issue du cours de LM1 ou LM2, l'élève sera capable d'exprimer par écrit ...

Quels messages ?	Dans quelles conditions ?	Avec quelles exigences ?
- Compléter des formulaires courants		remplis complètement et sans ambiguïté
- Rédiger des écrits informels / à des familiers : - carte postale, lettre - e-mail - fax - ...	Avec l'aide d'un dictionnaire traductif papier	Critères toujours d'application : le message est compréhensible le contenu du message est adéquat Critères variables : <i>Parce que liés e.a. au type de tâche</i> : correction et richesse de la langue mise en forme et style
- Rédiger des écrits formels liés à la vie courante (<i>p.ex. demande à une administration, à une firme ou à un office de tourisme, ...</i>) - lettre - fax - ...	Avec l'aide de modèle(s) Avec l'aide d'un dictionnaire traductif papier	

Types de productions demandées aux examens écrits de LM1 et LM2

LM1	LM2
– Productions de type fonctionnel ou non-fonctionnel dont le contenu et la forme correspondent à ce qui se fait dans la vie réelle (cf. exemples ci-dessous + champs thématiques listes au point II) – Dans la langue étrangère choisie – Avec l'aide d'un dictionnaire traductif papier	
– une production de 300 mots sur un des trois thèmes proposés OU deux productions de 180 mots chacune sur deux des trois thèmes proposés	– une production de 250 mots sur un des trois thèmes proposés OU deux productions de 150 mots chacune sur deux des trois thèmes proposés.

Exemples :

- bonjour de vacances
- remerciements après un séjour
- prendre un rendez-vous
- relation d'un incident
- décrire un itinéraire
- se présenter au futur partenaire d'échange
- présenter son école
- bref mémo sur ce qui s'est décidé en l'absence d'une personne
- invitation pour une représentation théâtrale, un montage poétique ou littéraire de la classe
- première lettre à un correspondant
- suite, début ou fin d'une histoire
- commentaire d'une photo vue dans un magazine
- horoscope
- version alternative d'une histoire (que se serait-il passé si ... ?)
- journal personnel
- instructions
- mode d'emploi du bonheur
- poème
- parodie
- petit écrit de fiction
- compléter un formulaire
- tract
- règlement de la classe
- expliquer pourquoi on voudrait faire un séjour
- remercier pour des renseignements fournis, pour un service rendu
- poser sa candidature
- lettre de lecteur pour un magazine
- écrit de protestation
- demande de brochures sur une ville touristique
- lettre à une personnalité
- mise en dialogue d'une scène clé, d'un extrait d'une nouvelle, d'un roman
- avis et réactions personnelles à une lecture (la fiche reste dans le livre ou dans la banque de textes)
- comment j'ai vécu le match contre les profs (affichage ou cahier des productions de la classe)
- discours (d'un ministre, d'un professeur, d'un élève)
- notice au dos d'un livre ...
- ...

Critères d'évaluation de l'expression écrite

1. L'écriture est-elle lisible (déchiffable) ?

- texte non lisible dans sa totalité => échec
- texte non lisible en partie => échec pour la partie non lisible
- texte lisible => on évalue

2. Le texte est-il compréhensible ?

- non compréhensible dans sa totalité => échec
- non compréhensible en partie => échec pour la partie non compréhensible
- compréhensible => on évalue

3. Le texte respecte-t-il les consignes ?

4. Le texte respecte-t-il les conventions du type d'écrit ?

5. Le texte est-il bien écrit ?

- correction linguistique
 - types d'erreurs
 - nombre/taux d'erreurs
- adéquation et richesse linguistique
- structuration et enchaînements

V. Langue

A. Objectifs (et contenu)

1) Lexique

Objectif

L'élève

- connaît et utilise un lexique suffisant pour exprimer avec aisance et clarté l'essentiel des fonctions et notions listées dans le tableau du point II. (But de communication, interlocuteurs et canaux de communication et contenu)
 - dans les interactions orales, en recourant aux stratégies de communication
 - dans les communications orales sans interaction, en disposant d'un temps de préparation
 - dans les communications écrites
- doit pouvoir identifier et comprendre un lexique qui dépasse ce qu'on exige de lui en production.

2) Grammaire

Objectifs

L'élève

- connaît et utilise une grammaire suffisante pour formuler avec aisance et clarté ses intentions de communication à l'oral comme à l'écrit,
- comprend la langue utilisée par l'interlocuteur (en ayant éventuellement recours aux stratégies de communication, etc.),
- doit pouvoir identifier et comprendre des formes et structures grammaticales qui dépassent ce qu'on exigera de lui en expression.

Contenu

cf. tableaux dans le programme (pages 23 à 40 du *Cahier 4 : La langue*)

3) Prononciation

Objectifs

La prononciation de l'élève doit lui permettre de formuler avec aisance et clarté ses intentions de communication et de se faire comprendre d'un interlocuteur bienveillant.

Annexes

●●● Exemple d'anciens examens

La direction de l'organisation des Jurys ne souhaite pas diffuser d'anciens examens. Ceci pour des raisons pédagogiques. La composition d'un examen est fonction en partie du comité d'examineurs qui le rédige. Un changement d'examineur peut donc entraîner un changement de forme. De plus, les questions ne portent que très rarement sur l'ensemble des UAA du programme.



F É D É R A T I O N
W A L L O N I E - B R U X E L L E S

**Jury de l'enseignement secondaire supérieur général
+ technique et artistique de transition - CESS**

1, rue Adolphe Lavallée
B-1080 MOLENBEEK-SAINT-JEAN

www.enseignement.be/jurys

Langue moderne I : anglais
Cycle 2019-2020/1

Articles servant de base à l'évaluation de la compétence orale

NB : les cinq articles doivent être lus et préparés. Deux seront tirés au sort lors de l'examen oral.

- 1- Can you read a novel in three hours ?
- 2- Teenage depression – or adolescent angst ?
- 3- History of Valentine's day.
- 4- The best words for your dating profile ? Don't worry, it's the picture that counts.
- 5- How we'll invent the future.

JURY - ORAL anglais LM1 – CESS général + technique et artistique de transition –
Cycle 2019-2020/1

1- Can you read a novel in three hours?

Rob Boffard, theguardian.com

Speed-reading a Man-Booker-shortlisted novel – with help from an app called Spritz – was a thrilling ride that left me in agony.

Last week, I decided to perform an experiment. At midday precisely, I sat on my couch to see if I could knock off a Man-Booker-shortlisted novel by teatime.

That's not as easy as it sounds. The book I picked was "To Rise Again at a Decent Hour" by Joshua Ferris – at 110,000 words or so, it's not particularly lengthy, but given that the average adult reader clocks in at between 250 and 300 words per minute (according to a 2012 study), it would still take around six hours to finish. And that's without considering the weighty subject matter: a Manhattan dentist dealing with a crisis of faith after a religious group steals his identity. Clearly, demolishing it by three or four o'clock was somewhat ambitious.

To help me along, I called on Spritz. Developed by a Boston company of the same name, it's an add-on for e-reader apps that aims to let you blitz through a book at up to 1,000 words per minute (wpm), a speed comparable with competitive speed-readers. The technology behind Spritz is fascinating. The company claims that each word we read has what's known as an Optimal Recognition Point. Process that, and you grasp the meaning of the word much faster. With Spritz, this means that a single letter in each word is highlighted in red. The words are displayed in large type on your screen, appearing in rapid succession at any speed you like. It's been in development for some time, but has only recently become available for mobile use, on iOS and Android (or at least, the Samsung Galaxy S5 and Gear 2).

Ferris's hero, Paul O'Rourke, is a defiant technophobe. He's a proud luddite who refuses to have a Facebook page and nurtures a mighty distrust of Google, so it seems a little perverse to read his story on an iPhone using a specialised speed-reading app. But what's immediately clear is that Spritz works beautifully. The big problem with speed reading is comprehension – Anne Jones, the current top competitive speed reader, set a 2001 competition record of 2,246wpm with a 60% comprehension rate. With Spritz, that isn't a problem. I started off at a relatively mild 350wpm, but soon graduated to a cruising altitude of 600wpm. And I was understanding all of it.

Ferris is a cracking writer, but he does have a tendency to veer off into lengthy digressions about religious doctrine, or philosophising from the curmudgeonly O'Rourke. Not a problem: I was retaining everything. And by the time one o'clock rolled around, I was up to 650wpm.

That's not to say Spritz is without problems. Dialogue is bewildering at such a clip. Plug a book by Elmore Leonard or George Pelecanos into Spritz, and you'll lose the plot in minutes. And the tech has a real problem with repeated words. At one point, O'Rourke reflects on the vacuous activities available in New York City, musing on how he could walk into a bar and "drink Pinot until bohemianism and Billie Holiday worship saturated my soul and I was drunk, drunk, drunk". When Spritz tried to run those last three words, the on-screen text appeared to stall temporarily as it displayed words with identical commas after them. For a moment, the app looked profoundly confused, as if it had also had a little too much Pinot.

Around three o'clock, I really ran into bother. I was still retaining everything, but I was in agony. Spritz demands total concentration, especially at higher speeds. Look up for one second at 700wpm, and you lose eleven words – and trust me, when O'Rourke gets deeper into investigating why the Ulm religious group is tweeting and Facebooking in his name, these are not words you can afford to miss. My eyes were aching. My fingers had locked, claw-like, around my phone. And although I tried to take breaks, my neck was starting to ask very pointed questions about why I was putting it through this.

I read the last quarter of the novel in a kind of determined stupor. By the time O'Rourke wraps up his quest, a changed man in Israel, I felt as though I had walked there with him – and not in a good way. Taking breaks into account, my total reading time was four hours, 13 minutes.

Spritz is a fantastic tool, but it's just not ready for novels. Reading a book – and especially one as complex as Ferris's – isn't just about comprehension or speed. Spritz gives you no chance to linger. Ferris' exquisite dialogue is not allowed any room to breathe. At the moment, reading a novel on Spritz is like riding a unicycle from Shepherd's Bush to Brick Lane. You can do it, but there are far more pleasant and logical ways to get there.

If Spritz is going to be used as a novel-reading tool, then the technology needs to be able to handle complex, nuanced writing. At the moment, it's only available on a handful of second-rate reading apps (the one I used was called ReadMe!, with a deliberate exclamation mark). iBooks, Kindle and Nook have yet to adopt it. For shorter documents, or situations where you really need to digest something in a hurry, Spritz is a wonder, a technological marvel. But it has a long way to go before it changes the habits of readers.

2- Teenage depression - or adolescent angst?

telegraph.co.uk

A teenage depression test is in the works but until then, how do you know when hormonal tantrums cross the line? What are the signs of depression?

“For years we had her on unofficial suicide watch. She didn’t notice but we always had someone nearby just in case, keeping an eye on her. The problem is that teenagers are really impulsive and that’s how you lose them. They’ll just have a bad half day and decide that’s it.”

Jennifer’s daughter, Hannah, developed severe clinical depression aged 13. The jolly and talkative girl transformed, quite suddenly, into a moody and uncommunicative adolescent, who hated to socialise and developed inconsistent sleeping habits.

“She was the life and soul of the party, the one who was always laughing. And then suddenly, she fell off a cliff,” says Jennifer. “If you look at photos, you can see the point where it happens. She was smiling, smiling, smiling in all the photographs and then suddenly you get to a photograph where she looks like she’s trying to hide.”

But despite her career as a doctor, it took Jennifer three years to realise that Hannah’s unhappiness and self-criticism were more than typical teenage angst.

Signs of depression overlap with moodiness and so the condition is incredibly difficult to diagnose during teenage years, when young minds typically go through a great deal of change and a fair amount of unhappiness. Many of the symptoms of depression – isolation, antisocial or aggressive habits, a change in sleeping patterns or eating habits, and decreased personal hygiene – are typical of teenage years. Scientists believe they have developed a blood test to diagnose depression. But in the meantime, how can parents spot a serious illness from typical rebellion?

Jennifer says she was sitting in a coffee shop when she finally realised that her daughter’s intense and persistent self-loathing were symptomatic of more than just teenage hormonal changes. “I remember quite strongly I realised, ‘Oh my God. This child is profoundly depressed.’”

She took Hannah to a GP, who recognised the symptoms immediately and referred Hannah to a psychiatrist, who prescribed both medication and therapy. But Jennifer says this had a limited effect, in part because doctors are extremely cautious about how they treat young people with depression. The therapist was also more accustomed to treating teenagers with reactive depression – as in, depression that results in part from context, such as argumentative parents, fragmented friendship groups or stressful schooling – whereas Hannah was showing the beginnings of a long-lasting clinical illness.

It was only when Hannah started university, once her medication was changed and increased, that Jennifer began to feel that she had her daughter back. “She’s sociable, she laughs, she doesn’t think she’s a worthless piece of s***. She’s a completely different child,” says Jennifer now.

The family are relieved that treatment for Hannah’s depression has been a success but recognise that she has an illness that could last for a lifetime. Many mental illnesses, such as bi-polar disorder or schizophrenia, aren’t easily diagnosed until patients are in their twenties and so Hannah’s severe adolescent depression could well continue to develop into adulthood.

JURY - ORAL anglais LM1 – CESS général + technique et artistique de transition –
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“You have to think, maybe she won’t be able to support herself,” says Jennifer. “So that’s not a jolly thought either.”

Around 1.4 per cent of 11- to 16-year-olds in the UK are estimated to be seriously depressed, according to the charity Young Minds. Although Hannah has a particularly severe form of depression, there are many teenagers whose moods slip beyond typical misery into clinical depression.

Beth Murphy, head of information at the charity Mind, says it can be very difficult to spot depression, and teenagers and parents should never attempt to self-diagnose or make an assumption about others – it’s best to present the symptoms to a clinician.

But there are signs that should warrant concern, including extreme social isolation, an inability to function day-to-day, general tearfulness, suicidal thoughts and self-harm.

“Comments like, ‘I don’t want to go on anymore’ should be ringing alarm bells. Self-harm can be quite common in young people with depression so keep an eye out if they’re wearing a long sleeved T-shirt when it’s a hot day,” says Beth.

For teenagers with less extreme symptoms, parents should look out for sudden changes in their behaviour and the length of time teenagers are unhappy – while mood swings are transient, the symptoms of clinical depression last far longer.

“If they were always into computer games and they’ve become grumpy with you but are still interested in their computer games, that’s less to worry about than if that was a passion of theirs and they’ve stopped doing that and have withdrawn from their friends. Are they rebelling because they’re growing up or withdrawing from things they used to really enjoy previously?”

Loss of interest in passions and a sense of hopelessness – that the future is pointless or life is not worth living – are signs that unhappiness has slipped beyond typical angst.

But adolescent depression needn’t be a life sentence, as many people recover or experience it only occasionally throughout their lifetime. And learning the psychological skills to cope at a young age can help teenagers to build resilience as they get older.

Beth says that the first step in helping unhappy teenagers is to talk to them without judgement or assumptions. Whether they’re depressed or just moody, teenagers may answer in monosyllabic grunts – but it still helps to listen.

3- HISTORY OF VALENTINE'S DAY.

HISTORY.COM

THE LEGEND OF ST. VALENTINE

The history of Valentine's Day—and the story of its patron saint—is shrouded in mystery. We do know that February has long been celebrated as a month of romance, and that St. Valentine's Day, as we know it today, contains vestiges of both Christian and ancient Roman tradition. But who was Saint Valentine, and how did he become associated with this ancient rite? The Catholic Church recognizes at least three different saints named Valentine or Valentinus, all of whom were martyred. One legend contends that Valentine was a priest who served during the third century in Rome. When Emperor Claudius II decided that single men made better soldiers than those with wives and families, he outlawed marriage for young men. Valentine, realizing the injustice of the decree, defied Claudius and continued to perform marriages for young lovers in secret. When Valentine's actions were discovered, Claudius ordered that he be put to death.

Other stories suggest that Valentine may have been killed for attempting to help Christians escape harsh Roman prisons, where they were often beaten and tortured. According to one legend, an imprisoned Valentine actually sent the first "valentine" greeting himself after he fell in love with a young girl—possibly his jailor's daughter—who visited him during his confinement. Before his death, it is alleged that he wrote her a letter signed "From your Valentine," an expression that is still in use today. Although the truth behind the Valentine legends is murky, the stories all emphasize his appeal as a sympathetic, heroic and—most importantly—romantic figure. By the Middle Ages, perhaps thanks to this reputation, Valentine would become one of the most popular saints in England and France.

ORIGINS OF VALENTINE'S DAY: A PAGAN FESTIVAL IN FEBRUARY

While some believe that Valentine's Day is celebrated in the middle of February to commemorate the anniversary of Valentine's death or burial—which probably occurred around A.D. 270—others claim that the Christian church may have decided to place St. Valentine's feast day in the middle of February in an effort to "Christianize" the pagan celebration of Lupercalia. Celebrated at the ides of February, or February 15, Lupercalia was a fertility festival dedicated to Faunus, the Roman god of agriculture, as well as to the Roman founders Romulus and Remus.

To begin the festival, members of the Luperci, an order of Roman priests, would gather at a sacred cave where the infants Romulus and Remus, the founders of Rome, were believed to have been cared for by a she-wolf or lupa. The priests would sacrifice a goat, for fertility, and a dog, for purification. They would then strip the goat's hide into strips, dip them into the sacrificial blood and take to the streets, gently slapping both women and crop fields with the goat hide. Far from being fearful, Roman women welcomed the touch of the hides because it was believed to make them more fertile in the coming year. Later in the day, according to legend, all the young women in the city would place their names in a big urn. The city's bachelors would each choose a name and become paired for the year with his chosen woman. These matches often ended in marriage.

VALENTINE'S DAY: A DAY OF ROMANCE

Lupercalia survived the initial rise of Christianity and but was outlawed—as it was deemed “un-Christian”—at the end of the 5th century, when Pope Gelasius declared February 14 St. Valentine's Day. It was not until much later, however, that the day became definitively associated with love. During the Middle Ages, it was commonly believed in France and England that February 14 was the beginning of birds' mating season, which added to the idea that the middle of Valentine's Day should be a day for romance.

Valentine greetings were popular as far back as the Middle Ages, though written Valentine's didn't begin to appear until after 1400. The oldest known valentine still in existence today was a poem written in 1415 by Charles, Duke of Orleans, to his wife while he was imprisoned in the Tower of London following his capture at the Battle of Agincourt. (The greeting is now part of the manuscript collection of the British Library in London, England.) Several years later, it is believed that King Henry V hired a writer named John Lydgate to compose a valentine note to Catherine of Valois.

TYPICAL VALENTINE'S DAY GREETINGS

In addition to the United States, Valentine's Day is celebrated in Canada, Mexico, the United Kingdom, France and Australia. In Great Britain, Valentine's Day began to be popularly celebrated around the 17th century. By the middle of the 18th, it was common for friends and lovers of all social classes to exchange small tokens of affection or handwritten notes, and by 1900 printed cards began to replace written letters due to improvements in printing technology. Ready-made cards were an easy way for people to express their emotions in a time when direct expression of one's feelings was discouraged. Cheaper postage rates also contributed to an increase in the popularity of sending Valentine's Day greetings.

Americans probably began exchanging hand-made valentines in the early 1700s. In the 1840s, Esther A. Howland began selling the first mass-produced valentines in America. Howland, known as the “Mother of the Valentine,” made elaborate creations with real lace, ribbons and colorful pictures known as “scrap.” Today, according to the Greeting Card Association, an estimated 1 billion Valentine's Day cards are sent each year, making Valentine's Day the second largest card-sending holiday of the year. (An estimated 2.6 billion cards are sent for Christmas.) Women purchase approximately 85 percent of all valentines.

4- The best words for your dating profile? Don't worry, it's the picture that counts.

We might claim that we're not just after someone who looks hot in their picture, but let's face it, we're all as shallow as each other.

Daisy Buchanan, theguardian.com

What do you think are the most popular words a person could put on their online dating profile? "Long walks", "Glass of wine", "Cuddles on the sofa"? Oh, you amateur. According to data from Wired.com, which aggregated information found on OK Cupid profiles, you're most likely to score a date if you mention surfing, yoga, the ocean or Radiohead.

With the exception of Thom Yorke and co, the locations and activities sound more like a list of shots from an advertisement for a fabulous holiday than a collection of things that an actual human being might regularly participate in. But then, anyone who has attempted online dating for more than a week will know that a potential paramour's personality will bear less resemblance to their profile than an online supermarket delivery has to the order you originally placed.

We might claim we're not just after someone who looks hot in their picture, and we're desperate to meet someone who shares our love of French New Wave cinema. However, we're all shallow – it's just that some of us are quite upfront about it and some attempt to give our shortcomings an intellectual spin. Loving the ocean might imply depth, but it's often used as a shorthand for your aspirations.

Many of the most popular words and phrases seem to suggest a way of life that people dream of living, rather than an actuality. When users describe themselves, they're describing the person they hope to become – while aiming to attract a partner who can help them become the imagined, upgraded version of themselves. The single people who really do love surfing are probably kissing each other in the water right now, or at least flirting with each other in a bar while they brush the sand from their wetsuits.

The brutal truth is that online daters care much more about the contents of their own profile than they do about the information given by the people they're hoping to date. The written profile becomes the ultimate selfie, a space for us to commit acts of verbal vanity. We painstakingly craft the descriptions that help us to fall in love with our own reflections, thinking awful, narcissistic things like: "If you can't handle me at my Liz Phair-loving worst, then you can't handle me at my Joanna Newsome-loving best." To internet-date is to risk rejection, so we write perfect profiles to shore up our confidence. We might not be sure that we're the hottest people on the website, but we can convince ourselves that we are the most interesting.

But the fact remains that a picture paints a thousand words and, as long as you look good in your photograph, you can fill the "about you" section with an extended essay about your passion for the works of cinematic auteur Michael Bay, and still get plenty of messages.

This might be why image-based dating apps like Grindr and Tinder are so popular, with the latter increasing its user base by 25% a week at the last count. It's brutal but honest – if you don't like the look of someone on screen, you're probably not going to fancy them in real life, regardless of how many matching limited edition Bon Iver LPs you both profess to own.

Photographs are the most honest part of anyone's profile. They don't just give us the opportunity to check out the faces and bodies of our prospective matches – we can spy on their surroundings too. If

someone claims to have travelled the world, we can check for evidence, and be suspicious when the photos they have posted all appear to have been taken in a car park in Reading. A picture of a person smiling cheerfully on a day out is always going to win out over a perfectly posed professional shot in which the subject looks smug.

We're not just checking for signs of beauty, but for signs of friendliness and approachability. In that way, the internet hasn't changed the way we look for love. We're still using the same criteria we used when we relied on meeting people in the pub. At least the internet gives us a chance to check that the person we're eyeing up is single and interested before we make fools of ourselves in real life. Being single is tough, and the internet provides a buffer zone that allows us to be slightly better protected and informed than we might be if we relied on the old-fashioned channels.

Programmes like MTV's Catfish have made us suitably suspicious of our online crushes and their internet profiles. We know that anyone can make themselves sound too good to be true, or too compatible with you to be believable. If more sites truncated or ditched the written profile and were entirely image based, we might be more motivated to get to meet, and fall for fellow singles in real life. If you're desperate for a description of the beauty of the ocean, you can always book a holiday on a travel site instead.

5- How we'll invent the future, by Bill Gates

excerpts from technologyreview.com, February 27, 2019

Robots are teaching themselves to handle the physical world.

For all the talk about machines taking jobs, industrial robots are still clumsy and inflexible. A robot can repeatedly pick up a component on an assembly line with amazing precision and without ever getting bored—but move the object half an inch, or replace it with something slightly different, and the machine will fumble ineptly or paw at thin air.

But while a robot can't yet be programmed to figure out how to grasp any object just by looking at it, as people do, it can now learn to manipulate the object on its own through virtual trial and error.

One such project is Dactyl, a robot that taught itself to flip a toy building block in its fingers. Dactyl, which comes from the San Francisco nonprofit OpenAI, consists of an off-the-shelf robot hand surrounded by an array of lights and cameras. Using what's known as reinforcement learning, neural-network software learns how to grasp and turn the block within a simulated environment before the hand tries it out for real. The software experiments, randomly at first, strengthening connections within the network over time as it gets closer to its goal.

It usually isn't possible to transfer that type of virtual practice to the real world, because things like friction or the varied properties of different materials are so difficult to simulate. The OpenAI team got around this by adding randomness to the virtual training, giving the robot a proxy for the messiness of reality.

The cow-free burger

Both lab-grown and plant-based alternatives approximate the taste and nutritional value of real meat without the environmental devastation. The UN expects the world to have 9.8 billion people by 2050. And those people are getting richer. Neither trend bodes well for climate change—especially because as people escape poverty, they tend to eat more meat.

By that date, according to the predictions, humans will consume 70% more meat than they did in 2005. And it turns out that raising animals for human consumption is among the worst things we do to the environment.

Depending on the animal, producing a pound of meat protein with Western industrialized methods requires 4 to 25 times more water, 6 to 17 times more land, and 6 to 20 times more fossil fuels than producing a pound of plant protein. The problem is that people aren't likely to stop eating meat anytime soon. Which means lab-grown and plant-based alternatives might be the best way to limit the destruction.

Making lab-grown meat involves extracting muscle tissue from animals and growing it in bioreactors. The end product looks much like what you'd get from an animal, although researchers are still working on the taste. Researchers at Maastricht University in the Netherlands, who are working to produce lab-grown meat at scale, believe they'll have a lab-grown burger available by next year. One drawback of lab-grown meat is that the environmental benefits are still sketchy at best—a recent World Economic Forum report says the emissions from lab-grown meat would be only around 7% less than emissions from beef production.

Smooth-talking AI assistants

New techniques that capture semantic relationships between words are making machines better at understanding natural language.

We're used to AI assistants—Alexa playing music in the living room, Siri setting alarms on your phone—but they haven't really lived up to their alleged smarts. They were supposed to have simplified our lives, but they've barely made a dent. They recognize only a narrow range of directives and are easily tripped up by deviations.

But some recent advances are about to expand your digital assistant's repertoire. In June 2018, researchers at Open AI developed a technique that trains an AI on unlabeled text to avoid the expense and time of categorizing and tagging all the data manually. A few months later, a team at Google unveiled a system called BERT that learned how to predict missing words by studying millions of sentences. In a multiple-choice test, it did as well as humans at filling in gaps.

These improvements, coupled with better speech synthesis, are letting us move from giving AI assistants simple commands to having conversations with them. They'll be able to deal with daily minutiae like taking meeting notes, finding information, or shopping online.

Some are already here. Google Duplex, the eerily human-like upgrade of Google Assistant, can pick up your calls to screen for spammers and telemarketers. It can also make calls for you to schedule restaurant reservations or salon appointments.

In China, consumers are getting used to Alibaba's AliMe, which coordinates package deliveries over the phone and haggles about the price of goods over chat.

But while AI programs have gotten better at figuring out what you want, they still can't understand a sentence. Lines are scripted or generated statistically, reflecting how hard it is to imbue machines with true language understanding. Once we cross that hurdle, we'll see yet another evolution, perhaps from logistics coordinator to babysitter, teacher—or even friend? —*Karen Hao*