

TRAINING!

BAC BLANC

ANGLAIS

**TERMINALE
GÉNÉRALE**



ANGLAIS – ÉVALUATION 3

Compréhension de l'oral, de l'écrit et expression écrite

L'ensemble du sujet porte sur l'**axe 6** du programme : **Innovations scientifiques et responsabilité**.

Il s'organise en trois parties :

1. Compréhension de l'oral

2. Compréhension de l'écrit

3. Expression écrite

Afin de respecter l'anonymat de votre copie, vous ne devez pas signer votre composition, ni citer votre nom, celui d'un camarade ou celui de votre établissement.

Vous disposez tout d'abord de **cinq minutes** pour prendre connaissance de **la composition** de l'ensemble du dossier et des **consignes** qui vous sont données.

Vous allez entendre trois fois le document de la partie 1 (compréhension de l'oral).

Les écoutes seront espacées d'une minute.

Vous pouvez prendre des notes pendant les écoutes.

À l'issue de la troisième écoute, vous organiserez votre temps (**1h30**) comme vous le souhaitez pour rendre compte **en français** du document oral et pour traiter **en anglais** la compréhension de l'écrit (partie 2) et le sujet d'expression écrite (partie 3).

Les documents

Document vidéo

Titre : *Scientific breakthrough: Chinese scientists clone 2 female monkeys*

Source : CBS News, January 24, 2018

<https://www.cbsnews.com/news/scientific-breakthrough-chinese-scientists-clone-2-female-monkeys/>

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1.1

Texte

Ethical debates about cloning

Human cloning is a big step for humankind, a great scientific achievement, but it is also risky and dangerous. Will this tremendous advancement in bio medicine and genetic engineering threaten the whole of mankind? And, will future man become the ordinary object of experiment? There are many doubts about cloning which are most important. The question is: where does cloning actually lead us? Will we be able to stop it in time?

In the last years of the twentieth century and the early years of the twenty-first century, human cloning captured global media attention. It has been the subject of news reporting in the UK, the USA, and South Korea, as well as in many other parts of the world. It has also featured in Hollywood films, in television drama documentaries and in notable best-selling novels. The 1997 announcement of the cloning of Dolly the sheep and the first declaration of the 'completion' of the Human Genome Project in 2000 are due in no small part to these announcements. This has also been a period in which expectations about cloning have grown exponentially and dramatically.

Despite the benefits cloning technology offers society – both through animal cloning today and perhaps cloning for medical research in the future – the debate over this technology has been dominated by the possibility that a cloned human being may one day be born. No such person has yet been born; at least, no such birth has been acknowledged and confirmed. However, there is little doubt that continuing advances in cloning technology make future attempts to clone humans increasingly likely to succeed.

There is an almost universal consensus among mainstream scientists that cloning humans for reproductive purposes is too dangerous to attempt at the current time. Thus, there is little ethical debate over human reproductive cloning today. Less agreement exists, however, on the question of whether human reproductive cloning would be ethically acceptable, assuming that technology was refined to the point where it was as safe as or safer than traditional reproduction. Nor is there a consensus on the ethical acceptability of cloning to create embryos for medical research.



35 Some supporters of human reproductive cloning argue that because it is a form of human reproduction, it falls in a special range of activities that must be actively protected from government interference. This idea of “reproductive freedom” is particularly entrenched in the United States. This suggests to some that a ban on human reproductive cloning in the United States, as has been proposed and debated from time to time, would not be constitutional. For some couples, cloning may provide the only means for them to have a genetically related child. Banning human cloning could be considered as an intrusion into their personal decision-making process.

S. Franjić, “Ethical Debates about Cloning”, *Asploro Journal of Biomedical and Clinical Case Reports*, 9 November 2019

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1.1

1. Compréhension de l'oral (10 points)

En rendant compte, **en français**, du document, vous montrerez que vous avez identifié et compris :

- la nature et le thème principal du document ;
- la situation, les événements, les informations ;
- les personnes (ou personnages), leur fonction ou leur rôle et, le cas échéant, leurs points de vue et la tonalité (comique, ironique, lyrique, polémique, etc.) de leurs propos ;
- les éventuels éléments implicites ;
- le but, la fonction du document (relater, informer, convaincre, critiquer, dénoncer, divertir, etc.).

2. Compréhension de l'écrit (10 points)

Give an account of the text, **in English** and in your own words.

3. Expression écrite (10 points)

Vous traiterez, **en anglais** et en **120 mots** au moins, l'un des deux sujets suivants, au choix.

Sujet A

In your opinion why is cloning so much debated in our society?

Sujet B

How far do you consider that scientific progress creates new needs and new expectations? Give examples to support your arguments.