



# Digital Passports at Risk...

→ To what extent are we in control of our digital identity?



LLS.fr/ATB1

Mobile banking technology, Alexsl, 2017.

## Get ready!

- 1 **a.** What words come to mind when you think of digital identity?  
**b.** Look at the mind map on the opposite page. Find a title for each category, then add the words you found.
- 2 **a.** Look at the picture above. How does it illustrate digital identity?  
**b.** Think of all the ways you identify yourself on the Internet.
- 3 **Watch the video.** Sum it up, and explain what digital identity means. ▶ p. 49
- 4 **Discuss these brainstorming questions with your classmates:**  
*How concerned do you feel about privacy when you log on to a website? Have you ever googled your name on the Internet? Someone else's name? What would you expect to find?*
- 5 **IDIOM** Read the idiom of the week on the opposite page. Rephrase it in your own words and give examples.

## Toolbox

- **offline / online** (adj.)
- **theft / data breach**  
/'dεɪtə 'brɪ:tʃ/ (n.)
- **aggregate** /'ægrɪˌɡeɪt/ (v.)
- **compromise**  
/'kɒmprəˌmaɪz/ (v.)
- **hack** /'hæk/ (v.)

## Let's learn!




**Find the word!** • Choose a word from the mind map p. 2. Give a synonym or a definition of it and have your classmates guess it.

>>> **Step 1** 

After googling yourself, write your reaction in a post.

>>> **Step 2** 

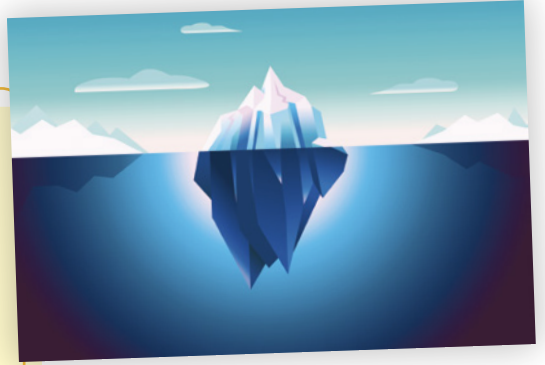
Create a pitch for a TV episode on digital identity.

Organize a school event for the All Digital Week.   

**IDIOM** of the week!

*The tip of the iceberg!* 

Of course, everybody knows the story of the Titanic. This idiom is inspired by the iceberg, rather than the ship. The first use was actually recorded in 1969. The metaphor is used to refer to a problem which seems small and relatively harmless, but whose true, greater significance is hidden.



1

- black hat (exp.)
- data analyst (exp.)
- software engineer (exp.)
- cryptographer (n.)
- developer (n.)
- hacker (n.)
- programmer (n.)

2

- addictive (adj.)
- behavioural (adj.)
- counterintuitive (adj.)
- emphatic /ɪm'fætrɪk/ (adj.)
- fast-changing (adj.)
- digital native (exp.)
- interact with (v.)

3

- underhand / sneaky (adj.)
- encryption /ɪn'krɪptʃən/ (n.)
- hindrance / obstacle (n.)
- threat /'θreɪt/ (n.)
- steal (v.)

**Digital Identity** 

4

- blackmail /'blækmeɪl/ (n. or v.)
- corroborate (v.)
- display /dɪ'spleɪ/ (v.)
- distort (v.)
- engross /ɪn'grəʊs/ (v.)
- interfere with (v.)
- intrude in (v.)

5

- exposure (n.)
- connect / bond (v.)
- engage with (v.)
- express oneself (v.)
- misuse /mɪs'ju:z/ (v.)
- overuse (v.)
- post /'pəʊst/ (v.)

6

- nosy /'nəʊzi/ (adj.)
- keep tabs on (exp.)
- titbit /'tɪtbɪt/ (fam.) (n.)
- snoop / spy on (v.)
- stalk /'stɔ:k/ (v.)
- track (v.)
- unmask (v.)

**Serious Game** 


Retrouvez un jeu sérieux en lien avec cette unité sur [LLS.fr/ATSGB](https://lls.fr/ATSGB)

**Audios et vidéos** 

Retrouvez une banque d'audios et de vidéos authentiques supplémentaires en lien avec cette unité sur [lls.fr/ATvideos](https://lls.fr/ATvideos)

# 1 Digitalization and its Impact DIFFERENTIATION

## Group 1


 Social media is, after all, just a small piece of the data puzzle. “We really have two forms of digital selves,” explains Jen King, director of privacy at the Center for Internet and Society at Stanford University. “One is basically all the data that companies collect on us — that’s what you find in the hands of data brokers. The other is the one you construct, the one we curate and spend a lot of time trying to control. The two things overlap, but one is controlled by you and the other is not.”

“How to erase your personal information from the internet (it’s not impossible!)”, Zoe Schiffer, *Vox.com*, 2019.

[...] Even something as innocuous as a phone number can be used to reveal where you live, who you’re related to, and whether or not you’ve ever been arrested. This information can also be used to breeze past security questions used to secure online accounts.

[...] Given the scale of the problem and the difficulty of staying completely offline, digital privacy is more important than ever before.

## Group 2


 It used to be that when we thought of the future, we dreamed of the new and wonderful things people could be doing in it. Now, when we think of the future, we anticipate the development of new technologies [...].

A seminal year in this cultural shift was 1984. In fiction, it was the year of George Orwell’s totalitarian dystopia, in which surveillance, absence of privacy, and what we now term “alternative facts” enabled the erasure of individuality. 1984 was also the year when William Gibson released *Neuromancer*, the book that popularized the term “cyberspace.” Gibson’s novel tells the story of a washed-up computer hacker hired by a mysterious employer to stage “the ultimate hack.” *Neuromancer* isn’t exactly a utopian counter-vision to 1984, but at least it expands the playing-field.

[...] The themes explored in that year remain at the core of our culture’s concern with the impact of digital innovation on human identity. *Neuromancer* has inspired an entire genre of science fiction as well as inspired the Hollywood blockbuster film series *The Matrix*.

“Our Exponential Selves: Identity in the Digital Romantic Age”, Tim Leberecht, *Medium.com*, 2017.

## Group 3

 The world is more connected than ever before. Increasingly significant aspects of our lives are being played out online. As our homes, our cars and even our fitness and health devices connect over the internet, they are transmitting thousands of bits of information about us.

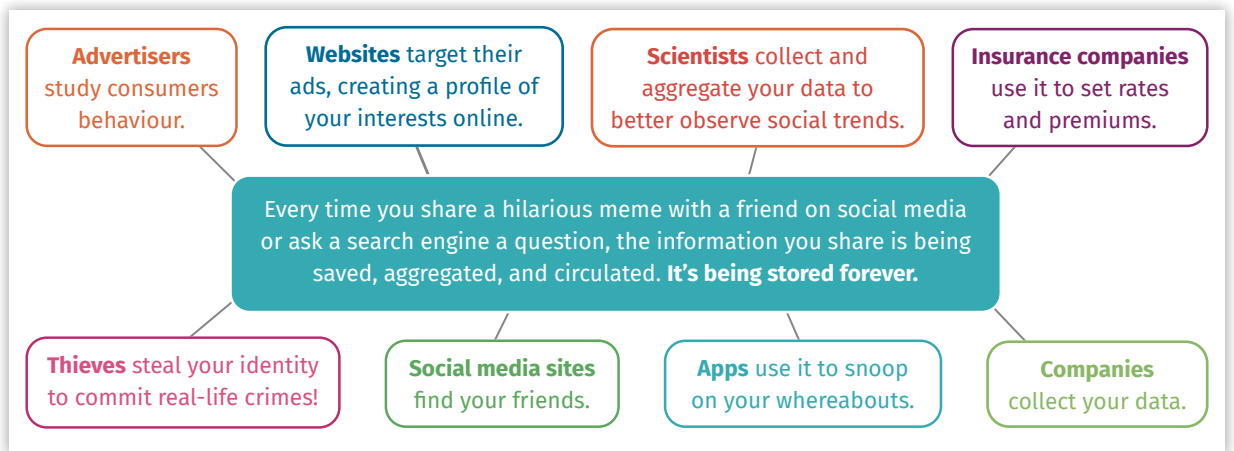
But as we increase our connectivity, we’re exposing ourselves to new risks. [...]

Cyber researchers have been working for years to help develop the right protocols to protect our homes, our physical safety and even our governments. [...]

Originally built as a way to secure cryptocurrency transactions, blockchain is a digital platform that verifies and records exchanges. It creates an indisputable history of these transactions that cannot be modified by a single user, eliminating opportunities for fraud. It is this feature that has some heralding blockchain as a potential solution for some types of cyber vulnerability. But does blockchain have the practical applications we need to keep our digital information secure?

“Is Blockchain the Future of Cyber Security?”, Etta Di Leo, *Uwaterloo.ca*, 2019.

## Group 4



Adapted from "11 Ways Your Online Data Is Being Used Right Now", *mentalfloss.com*, 2016.

### You are in charge of one document.

WB p. 50

- 1 a. Read your documents. Which of these concepts is referred to: blockchain / digital privacy / data storage / digital innovation in literature? Pick out elements in your document to illustrate your choice.  
b. Present your document using what you have found.
- 2 a. What could the consequences of data aggregation be?  
b. What solutions are suggested?

**Useful vocabulary:** *The document conveys the idea that... Data aggregation could... I think that we should...*

### Let's talk this out!

## MEDIATION

### Share your findings with your classmates.

- 3 a. What are the common points and differences between your documents?  
b. Which one is the most convincing? The most striking? The most reliable? Explain.
- 4 a. What is the most effective way to raise awareness about digital dangers?  
b. From now on, how will you change the way you share your personal information on the Internet? Why?

**Useful vocabulary:** *We have to be careful when we... I don't think I'll change the way I use the Internet because... The first thing I'll do is...*

## Grammar in Progress

### La forme passive

- a. Relevez toutes les formes passives présentes dans les textes.
- b. Pour chacune, expliquez la formation de la phrase. (Qui fait l'action ? Qui la subit ?)
- c. Transformez ces phrases à la voix active.

► Exercices p. 7

► Précis grammatical p. 276

## Let's learn!

**Guess what** · Tell the class all about your purchasing and posting habits on the Internet. Your classmates must guess what you may find on your sidebars then.

## Activity 1

### Over to you!

#### Share Your Opinion



After reading about all this, you google yourself. Explain your reaction to what you find in a post. What do you intend to do now to define and protect your digital identity?

## 2 Screen Corner DIFFERENTIATION

### Selection

- *Eighth Grade*, movie by Bo Burnham, 2018.
- *Majority Rules*, (from the TV series *The Orville* season 1, Episode 7) by Seth MacFarlane, 2017.
- *Disconnect*, movie by Henry Alex Rubin, 2017.
- *The Circle*, movie by James Ponsoldt, 2017.
- *Nerve*, movie by Ariel Schulman and Henry Joost, 2017.
- *Nosedive*, (from the TV series *Black Mirror*, Season 3, Episode 1) by Charlie Brooker, 2016.
- *The Social Network*, movie by David Fincher, 2010.

You are in charge of one item from the selection.

- Find information online to present it (synopsis, director, actors...).
  - Watch the trailer. Do you feel like watching the film or episode? Why?
- How are social networks depicted? Is it realistic?
  - What is the message?

**Useful vocabulary:** Social networks are depicted as... To me, it is quite... The movie / episode seems to focus on... The main message is...

Let's talk this out!

MEDIATION

Share your findings and learn about the other films or TV series.

- What are the common points and differences between them? Which dangers do they warn us against?
  - What could be done to protect people against these dangers? Why?
- Which one would you rather watch? Why?

**Useful vocabulary:** The main similarity / difference between... and... is... They seem to warn us against the... They emphasize the way we... I guess we could... There are several ways to... I think it looks...



*Nerve*, by Ariel Schulman and Henry Joost, 2017.

From French to English

MEDIATION

La traduction de « pourquoi »

- **why** : pourquoi (à cause de quoi)
- **what for** : dans quel but (pour quoi faire)
- **that's why** : c'est pour cela que... c'est pourquoi... (la raison pour laquelle)

► Exercices p. 7

Let's learn!

**Millionaire game** - Prepare five questions on the films or series from the list above. For each, provide four answers (three are wrong and only one is correct). Share your questions with your group and challenge your classmates.


## Activity 2

Over to you!

Pitch Your Storyline 

Imagine the pitch for an episode about the link between digital identity and social media. Explain the impacts on people's life. Present your project and convince a group of TV producers.

# Not As Perfect As It Looked?

 *The Circle* is a dystopian novel set in the near future about a very controlling powerful tech company led by the “Three Wise Men”: Tom Stenton, Eamon Bailey and Ty Gospodinov (the founder of the company).

Watchers of the Circle wondered, *Where is Ty and what is he planning?* These plans were kept unknown until they were revealed, and with each successive innovation brought forth by the Circle, it became less clear which had originated from Ty himself and which were the products of the increasingly vast group of inventors, the best in the world, who were now in the company fold.

Most observers assumed he was still involved, and some insisted that his fingerprints, his knack for solutions global and elegant and infinitely scalable, were on every major Circle innovation. He had founded the company after a year in college, with no particular business acumen or measurable goals. “We used to call him Niagara,” his roommate said in one of the first articles about him. “The ideas just come like that, a million flowing out of his head, every second of every day, never-ending and overwhelming.”

Ty had devised the initial system, the Unified Operating System, which combined everything online that had heretofore been separate and sloppy—users’ social media profiles, their payment systems, their various passwords, their email accounts, user names, preferences, every last tool and manifestation of their interests. The old way—a new transaction, a new system, for every site, for every purchase—it was like getting into a different car to run any one kind of errand. “You shouldn’t have to have eighty-seven different cars,” he’d said, later, after his system had overtaken the web and the world.

Instead, he put all of it, all of every user’s needs and tools, into one pot and invented TruYou—one account, one identity, one password, one payment system, per person. There were no more passwords, no multiple identities. Your devices knew who you were, and your one identity—the *TruYou*, unbendable and unmaskable—was the person paying, signing up, responding, viewing and reviewing, seeing and being seen. You had to use your real name, and this was tied to your credit cards, your bank, and thus paying for anything was simple. One button for the rest of your life online.

To use any of the Circle’s tools, and they were the best tools, the most dominant and ubiquitous and free, you had to do so as yourself, as your actual self, as your TruYou. The era of false identities, identity theft, multiple user names, complicated passwords and payment systems was over. Anytime you wanted to see anything, use anything, comment on anything or buy anything, it was one button, one account, everything tied together and trackable and simple, all of it operable via mobile or laptop, tablet or retinal. Once you had a single account, it carried you through every corner of the web, every portal, every pay site, everything you wanted to do.

TruYou changed the internet, in toto, within a year. Though some sites were resistant at first, and free-internet advocates shouted about the right to be anonymous online, the TruYou wave was tidal and crushed all meaningful opposition. It started with the commerce sites. Why would any non-porn site want anonymous users when they could know exactly who had come through the door? Overnight, all comment boards became civil, all posters held accountable. The trolls, who had more or less overtaken the internet, were driven back into the darkness.

*The Circle*, Dave Eggers, 2013.

a) Who is Ty?

Describe him from the perspective of his college roommate.

b) Explain in your own words what the initial system involved.

c) What is different in the former system?

d) Explain this statement: “one button for the rest of your life online” (l. 25). What is implied?

e) What does TruYou enable you to do? What does it protect people from?

f) Identify the 2 passages which express how quickly the system has changed.

## A. Grammar at work

## Final project

### 1 Le comparatif et le superlatif • Observez les cartoons ci-dessous.



Peanuts, Charles Schultz, 1958.



"I do so share my deepest emotions with you!  
Hungry and tired are my deepest emotions."

Randy Glasbergen, 2003.

- Relevez les comparatifs de supériorité et les superlatifs.
- Que remarquez-vous quant à la formation de ces structures. Est-ce toujours comme cela ?
- Quelle différence y a-t-il entre comparatif et superlatif ?

### Tips

- Si nécessaire, prenez le temps de réviser le point de grammaire. ▶ Précis gram. p. 268
- Retrouvez de l'aide pour répondre aux questions et d'autres exercices. ▶ [WBI](#) p. 52

### 2 Le comparatif et le superlatif • Traduisez ces phrases. ▶ Précis gram. p. 268

- Julia a peint son plus beau tableau aujourd'hui.
- Kate est plus courageuse que la plupart d'entre nous.
- Tyler a inventé la technologie la plus dangereuse au monde.
- Elisabeth est très douée en informatique. Bien plus que moi !

### 3 Le comparatif et le superlatif • Mettez l'adjectif à la forme qui convient. ▶ Précis gram. p. 268

- Mae was (suspicious) member of the group.
- Lacie is (ambitious) her flatmate.
- They were (clever) in the team.
- We are obviously (independent) most students are.
- This teenager is (bad) his friend at maths.

## B. Grammar in Progress

### 4 Le passif • Transposez ces phrases à la forme passive. ▶ Précis gram. p. 276 • Activité 1

- The boys hacked his Facebook account.
- The boss will fire Fred soon.
- The manager is interviewing the employee.
- Colin's mates gave him some great advice.
- Sue and her partner have changed the rule.

### 5 Le passif • Reformulez ces phrases à la forme active. ▶ Précis gram. p. 276 • Activité 1

- The culprit will be convicted by the judge.
- The firm was reorganized recently.
- This guy is believed to be a spy.
- Her true identity may have been deleted.
- The users were offered interesting discounts.

## C. From French to English [MEDIATION]

### 6 La traduction de « pourquoi » • Traduisez les phrases suivantes. ▶ Activité 2

- Pourquoi as-tu choisi de falsifier tes données ?
- Pourquoi apprends-tu à parler plusieurs langues ?
- Cette femme a été piratée, c'est pourquoi elle a changé de nom.
- Elle n'a pas caché les règles de l'entreprise, c'est pourquoi elle fut renvoyée.
- Mais pourquoi lui envoies-tu tant de mails ?

## D. Vocabulary in Progress

WB p. 52



### 7 Remplacez la partie soulignée par une expression étudiée.

- 1) Tess has grown up in the digital age.
- 2) Sometimes, what you read on the Internet might have been misrepresented.
- 3) They intentionally look for everything you do on the Internet.
- 4) People can threaten to release information about you and force you to do something to prevent this.
- 5) She writes computer programs.

### 8 Associez chaque mot à sa définition.

blackmail    hacker    hindrance  
theft    nosey    stalk

- 1) Showing too much curiosity about other people's affairs. (adj.)
- 2) Demand money in order not to reveal compromising information. (v.)
- 3) The action or crime of stealing. (n.)
- 4) Pursue or approach stealthily. (v.)
- 5) A person who uses computers to gain unauthorized data. (n.)
- 6) A thing that provides resistance or delay to someone or something. (n.)

## E. Phonology in Progress

WB p. 52 • Précis phono. p. 264

### L'intonation dans les questions et tags.

- L'intonation est montante ↗ pour les *yes / no* questions.  
Ex : *Will you come to my party?* ↗
- L'intonation est descendante ↘ pour les questions ouvertes.  
Ex : *What are you aiming at?* ↘
- Pour demander la confirmation de ce que l'on vient de dire, l'intonation descend. ↘  
Ex : *She resigned yesterday, didn't she?* ↘
- Pour vérifier si quelque chose est vrai, l'intonation monte. ↗  
Ex : *He came, didn't he?* ↗

### 9 Écoutez puis prononcez les questions à voix haute. Repérez si l'intonation est montante ou descendante.

Précis phono. p. 264

- 1) Are you kidding me?
- 2) When did you apply for the job?
- 3) Were you interested in the deal?
- 4) Where did you get this piece of news?
- 5) Have you ever been to Silicon Valley?
- 6) You are the new receptionist, aren't you?
- 7) It isn't very late, is it?

## F. Let's Practice Dubbing

### 10 Vous devez enregistrer le doublage de la bande annonce du film *The Circle*. Regardez-la pour mémoriser la prononciation des mots et vous inspirer de l'intonation des personnages.



*The Circle*, by James Ponsoldt, 2017.

## G. Collaborative Learning

### Vocabulary game



À deux, sélectionnez les mots importants de l'unité et créez un jeu de vocabulaire (mots-croisés, mots mêlés...).

Vous pouvez par exemple utiliser [Puzzle-maker](#).

Votre jeu doit inclure du vocabulaire ou des connaissances culturelles.



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## The scenario

You want to organize an event for the All Digital Week in your school.

### Get ready!

► **WB** p. 58

- Turn to the previous pages to revise and make sure you are ready for the task.
- Read the assessment grid of your project.
- Make a list of the useful vocabulary you might need.

► **Précis de communication** p. 256-259



### Option 1

### Convince the Head Teacher



You write a letter to your headmaster / headmistress to present your project, and to request permission for your group to organize this event at your school.



### Action!

- Brainstorm your ideas to find arguments to participate. ► **Méthode** p. 245
- Research online what All Digital Week is.
- What are you aiming at? Warning against dangers? Teaching people about how to protect their digital identity?

Predicting the future of digital privacy?

- Write your letter.
- Give facts using comparatives and superlatives.
- Explain why you want to participate. Be convincing.

	Niveau 1 (A1)	Niveau 2 (A2)	Niveau 3 (B1)	Niveau 4 (B2)	Vers C1
<b>Réalisation de la tâche</b>	<input type="checkbox"/> Contenu très pauvre, hors sujet ou plagiat.	<input type="checkbox"/> Texte très court, des éléments descriptifs.	<input type="checkbox"/> Texte assez long, des justifications.	<input type="checkbox"/> Texte complet et argumenté.	<input type="checkbox"/> Utilise l'humour, l'implicite.
<b>Cohérence / organisation</b>	<input type="checkbox"/> Pas ou peu d'organisation du discours.	<input type="checkbox"/> Des efforts d'organisation. Quelques mots de liaison. Pas ou peu de paragraphes.	<input type="checkbox"/> Discours assez articulé. Utilisation de mots de liaison. Des paragraphes distincts.	<input type="checkbox"/> Discours structuré en paragraphes. Hiérarchisation des idées.	
<b>Recevabilité linguistique</b>	<input type="checkbox"/> Langue très simple, beaucoup de calques du français.	<input type="checkbox"/> Des phrases simples mais correctes. Des erreurs élémentaires.	<input type="checkbox"/> Syntaxe correcte. Réutilisation du vocabulaire et des structures de l'unité.	<input type="checkbox"/> Peu d'erreurs. Bon réemploi des structures de l'unité.	<input type="checkbox"/> Expressions idiomatiques, structures complexes.
<b>Contenus culturels</b>	<input type="checkbox"/> Pas ou peu de contenu culturel.	<input type="checkbox"/> Quelques références à ce qui a été vu dans l'unité.	<input type="checkbox"/> Exploitation cohérente des contenus culturels de l'unité.	<input type="checkbox"/> Des références à l'unité et à des connaissances personnelles.	

## Option 2

## Organize the Event

The School Board must discuss various proposals and reach an agreement.

### Action!

→ Learn about your role. You can either be:

- **One of the students** • You present your project. It can focus on warning about online risks, teaching people to protect their digital identity or predicting the future of digital privacy.
- **A member of the school board** • You can choose to be either supportive or suspicious of the initiative.
- **The headmaster / headmistress** • You make sure everybody expresses their point of view and decide at the end if you support the project or not.

→ Prepare and organize your arguments, make sure you can interact and express your point of view.

► Méthode p. 247-248



	Niveau 1 (A1)	Niveau 2 (A2)	Niveau 3 (B1)	Niveau 4 (B2)	Vers C1
<b>Réalisation de la tâche</b>	<input type="checkbox"/> Contenu pauvre, hors sujet ou plagiat.	<input type="checkbox"/> Discours bref. Des éléments descriptifs.	<input type="checkbox"/> Présentation claire. Des justifications.	<input type="checkbox"/> Présentation claire et argumentée. Défend son choix avec des exemples pertinents.	<input type="checkbox"/> Utilise l'humour, l'implicite. Langue fluide. Jeu d'acteur convaincant.
<b>Interaction orale</b>	<input type="checkbox"/> Des hésitations, des faux démarrages, compréhension difficile.	<input type="checkbox"/> S'exprime de façon simple sans prendre l'initiative de la parole. Lit ses notes.	<input type="checkbox"/> Prend sa part à l'échange, réagit. Peut justifier son choix. Tente de se détacher de ses notes.	<input type="checkbox"/> S'exprime avec vivacité et pertinence. Des arguments pour justifier. Consulte très peu ses notes.	
<b>Prononciation / fluidité</b>	<input type="checkbox"/> Débit haché, prononciation francisée.	<input type="checkbox"/> Prononciation compréhensible mais francisée (-th, -h, diphtongues...).	<input type="checkbox"/> Prononciation globalement correcte. Quelques erreurs ne gênant pas la compréhension.	<input type="checkbox"/> Prononciation correcte, intonation assez naturelle.	<input type="checkbox"/> Bonne intonation.
<b>Recevabilité linguistique</b>	<input type="checkbox"/> Langue très simple, beaucoup de calques du français.	<input type="checkbox"/> Des phrases simples mais correctes, des erreurs élémentaires.	<input type="checkbox"/> Syntaxe correcte. Réutilisation du vocabulaire et des structures de l'unité.	<input type="checkbox"/> Peu d'erreurs. Bon réemploi des structures de l'unité.	<input type="checkbox"/> Structures complexes. Expressions idiomatiques.
<b>Contenus culturels</b>	<input type="checkbox"/> Pas ou peu de contenu culturel.	<input type="checkbox"/> Quelques références à ce qui a été vu dans l'unité.	<input type="checkbox"/> Exploitation cohérente des contenus culturels de l'unité.	<input type="checkbox"/> Des références à l'unité et à des connaissances personnelles.	<input type="checkbox"/> S'auto-corrige.

## Alternative option

## Digital Promotion of the Event

Digital @ challenge



Utilisez notre **Labo de Langues** sur notre site [lelivrescolaire.fr](http://lelivrescolaire.fr)

[LLS.fr/LaboDeLangues](http://LLS.fr/LaboDeLangues)

To promote All Digital Week at your school, you design a digital production. It can either be an animated video, a podcast, an infographic...

## Compréhension de l'oral



## Numérique

Retrouvez un Exam File supplémentaire sur [LLS.fr/ATEFB](https://lls.fr/ATEFB)



## Deleting Your Social Media Accounts

[LLS.fr/ATB3](https://lls.fr/ATB3)

### 1 Avant l'écoute

Lisez le titre ci-dessus et regardez le nuage de mots.

- Sur quoi peut porter cet enregistrement ? Faites trois hypothèses.
- Trouvez cinq autres mots que vous pourriez entendre dans l'enregistrement.

### 2 Après l'écoute

En rendant compte, en français, du document, vous montrerez que vous avez compris les éléments suivants :

- Le thème principal du document ;
- À qui s'adresse le document ;
- Le déroulement des faits, la situation, les événements, les informations ;
- L'identité des personnes ou des personnages et, éventuellement, les liens entre elles / eux ;
- Les éventuels différents points de vue ;
- Les éventuels éléments implicites du document ;
- La fonction et la portée du document (relater, informer, convaincre, critiquer, dénoncer, etc.).



## Expression écrite



Choisissez un sujet et répondez-y en anglais en 120 mots minimum.

**SUJET A : Texte p. 12** • You have just read the article and decide to post a comment to share your opinion about this issue. Suggest actions to your followers.

**SUJET B : Texte p. 12, vidéo p. 11** • Discuss this statement by Sherry Turkle: "Our technologies have not only changed what we do. They have changed who we are."

**SUJET C : Vidéo p. 11** • You meet a friend in real life and tell her or him about this video and how it made you feel.

### Tips

- Faites référence à ce que vous avez compris du texte. Faites le lien avec vos connaissances personnelles.
- Organisez vos réponses en utilisant des connecteurs logiques. ▶ Méthode p. 246
- Donnez votre avis.

## Compréhension de l'écrit



On October 27, 2012, Facebook CEO Mark Zuckerberg wrote an email to his then-director of product development. For years, Facebook had allowed third-party apps to access data on their users' unwitting friends, and Zuckerberg was considering whether giving away all that information was risky. In his email, he suggested it was not: "I'm generally skeptical that there is as much data leak strategic risk as you think," he wrote at the time. "I just can't think of any instances where that data has leaked from developer to developer and caused a real issue for us." [...]

But Zuckerberg couldn't see what was right in front of him—and neither could the rest of the world, really—until March 17, 2018, when a pink-haired whistleblower named Christopher Wylie told *The New York Times* and *The Guardian/Observer* about a firm called Cambridge Analytica.

Cambridge Analytica had purchased Facebook data on tens of millions of Americans without their knowledge to build a "psychological warfare tool," which it unleashed on US voters to help elect Donald Trump as president. Just before the news broke, Facebook banned Wylie, Cambridge Analytica, its parent company SCL, and Aleksandr Kogan, the researcher who collected the data, from the platform. But those moves came years too late and couldn't stem the outrage of users, lawmakers, privacy advocates, and media pundits. Immediately, Facebook's stock price fell and boycotts began. Zuckerberg was called to testify before Congress, and a year of contentious international debates about the privacy rights of consumers online commenced. On Friday, Kogan filed a defamation lawsuit against Facebook.

Wylie's words caught fire, even though much of what he said was already a matter of public record. In 2013, two University of Cambridge researchers published a paper explaining how they could predict people's personalities and other sensitive details from their freely accessible Facebook likes. These predictions, the researchers warned, could "pose a threat to an individual's well-being, freedom, or even life." Cambridge Analytica's predictions were based largely on this research. Two years later, in 2015, a *Guardian* writer named Harry Davies reported that Cambridge Analytica had collected data on millions of American Facebook users without their permission, and used their likes to create personality profiles for the 2016 US election. [...]

The difference was when Wylie told this story in 2018, people knew how it ended—with the election of Donald J. Trump.

This is not to say that the backlash was, as Cambridge Analytica's former CEO Alexander Nix has claimed, some bad-faith plot by anti-Trumpers unhappy with the election outcome. There's more than enough evidence of the company's unscrupulous business practices to warrant all the scrutiny it's received. [...] Despite the theories and suppositions that had been floating around about how data could be misused, for a lot of people, it took Trump's election, Cambridge Analytica's loose ties to it, and Facebook's role in it to see that this squishy, intangible thing called privacy has real-world consequences.

"How Cambridge Analytica Sparked the Great Privacy Awakening",  
Issie Lapowsky, *Wired*, © Condé Nast, 2019.

a) What is the link between Facebook and Cambridge Analytica?

b) Who was the first to reveal the problem? Was it taken seriously then?

c) Explain the expression "a psychological warfare tool" (l. 13). What does it suggest about the opinion of the author?

d) What did the company Cambridge Analytica do?

e) What were the consequences of Facebook's links with Cambridge Analytica?

f) Pick out the dates in the text and explain the chronology of events.