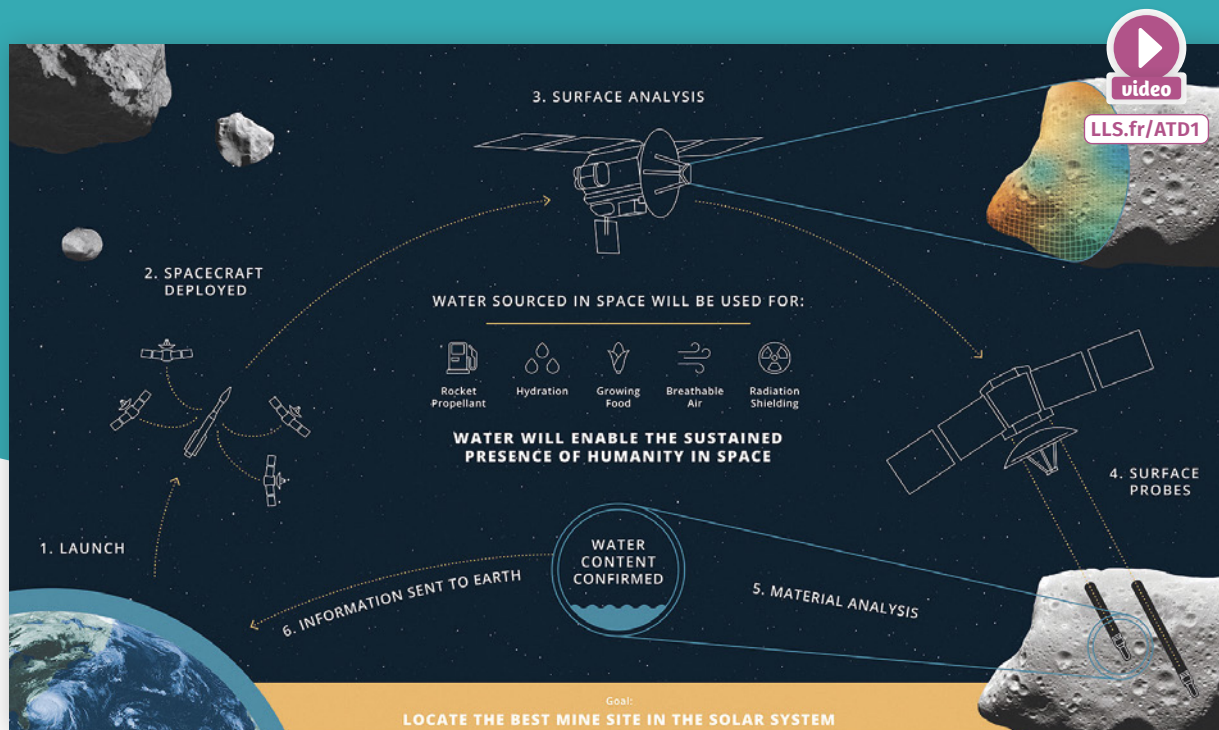




To Infinity and Beyond!

→ Space conquest: a way to make money, a competition or a necessity?



Locate the Best Mine Site in the Solar System, Planetary Resources, 2017.

Get ready!

- 1 **a. Look at the mind map on p. 2.** Find a title for at least three categories.
b. Research the 1958 and 2015 Space Acts online. Why are they both relevant today?
- 2 **Look at the infographic above.**
a. Explain the different steps of the process in your own words.
b. Why is water important in space?
c. Does this document seem to support or oppose asteroid mining? Why or why not? Summarize it.
- 3 **Watch the video.** How does asteroid mining work? Explain. ► **WB p. 81**
- 4 **Discuss these brainstorming questions with your classmates:**
Should space exploration be the exploit of one nation or of humanity as a whole? Could and should space exploration be a way to make money?
- 5 **IDIOM** **Read the idiom of the week on the opposite page.** Rephrase it in your own words and give examples.

Toolbox

- **beneficial** (adj.)
- **costly** (adj.)
- **life-saving** (adj.)
- **time-consuming** (adj.)
- **growth** (n.)

Let's learn!

Vocabulary challenge

Pick out three words from this page and / or the opposite page and prepare a definition for each. Make your classmates guess the words you selected.

>>> Step 1



Share a digital presentation for Space Day.

>>> Step 2



React to a space project.

>>> Step 3



Interview a movie director about her or his film.

Express your opinion during the International Astronautical Congress.

IDIOM of the week!

Space out

When you “space out”, it means you become distracted and are not fully focused on the world around you. The phrase suggests that your mind seems to drift away to the stars. This state can come as a result of tiredness.



1

- big **bang** theory (exp.)
- **black** hole (exp.)
- inner / **outer** planets (exp.)
- **solar** system (exp.)
- constellation (n.)
- Milky **Way** (n. pr.)
- **orbit** (v.)

2

- astron**omical** **unit** (exp.)
- **meteor** shower (exp.)
- eclipse /i'k**l**i**p**s/ (n.)
- **galaxy** (n.)
- **nebula** (n.)
- **sunspot** (n.)
- **telescope** (n.)

3

- **space**faring (adj.)
- **agency** → **agencies** (n.)
- cooperation (n.)
- **diplomacy** (n.)
- **Space Act** (n. pr.)
- **Space Race** (n. pr.)
- **treaty** → **treaties** (n.)

The Conquest of Space

4

- undis**covered** (adj.)
- un**charted** **territory** (exp.)
- **behavior** /bi'h*ɛ*v*ɪ*ə/ (n.)
- composition (n.)
- **core** (n.)
- **structure** (n.)
- **survival** (n.)

5

- **crash** (v.)
- **discover** (v.)
- **land safely** (v.)
- **orbit** (v.)
- **send up** (v.)
- **study** (v.)
- **take off** / **launch** /'lɔːnʃ/ (v.)

6

- **oxygen tank** (exp.)
- **astronaut** / **spaceman** / **cosmonaut** → **crew** (n.)
- **rover** / exploration device (n.)
- **rocket** / **shuttle** /'ʃʌtl/ / **ship** (n.)
- **space suit** /'suːt/ (jetpacks, helmet, **gloves** /'glʌvz/) (n.)

Serious Game

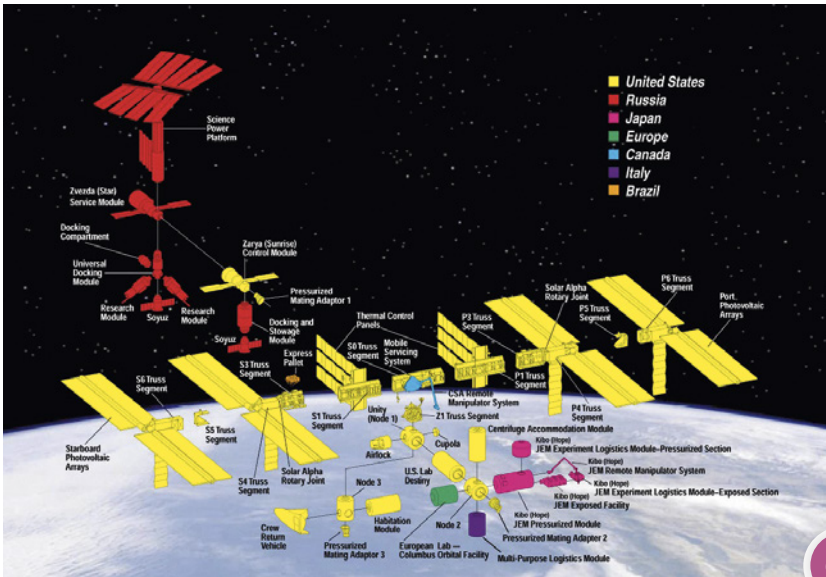
Retrouvez un jeu sérieux en lien avec cette unité sur [LLS.fr/ATSGD](https://lls.fr/ATSGD)

Audios et vidéos

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

1 Nations Exploring Space [DIFFERENTIATION]

Group 1



International Space Station (ISS) Components, Smithsonian Institution, 1998.



webquest

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

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

Toolbox

- ambitious (adj.)
- commercial space programs (exp.)
- manned mission (exp.)
- send into space (exp.)
- stimulate growth (exp.)
- stretch the imagination (exp.)
- launch (n. or v.)
- invest (v.)

Group 2



video

[LLS.fr/ATD2](https://lls.fr/ATD2)

You are in charge of one document.

 p. 81

- 1 a. Study your document and present it.
b. Which superpowers are mentioned here? What for?
- 2 Why is your document representative of space exploration?

Let's talk this out!

[MEDIATION]

Share your findings and learn about the other documents.

- 3 Why are international collaboration and competition important for space exploration?
 - 4 a. Imagine the future of collaborative space programs.
b. Should more countries be aiming for the stars? Why? Why not?
- Useful vocabulary:** I think that they should / shouldn't... because...

Let's learn!

True or false • Prepare three sentences about these documents (two true sentences and one false). Make your classmates guess which one is false and justify.

2 What on Earth Can Space Teach Us?



[DIFFERENTIATION]



NASA Mars InSight Overview, NASA Jet Propulsion Laboratory, 2018.

From French to English

La traduction de « deux »

[MEDIATION]

- **two** : deux
- **both / the two of them** : les deux
- **twice** : deux fois
- **the second of May** : le 2 mai
- **the second** : la / le deuxième
- **double L** : « deux L »
- **two by two** : deux par deux
- **in pairs** : à deux

► Exercices p. 9

Watch the video.

► WJB p. 82

PATH A

- 1-A** Pick out key information to present this mission.
- 2-A** What kind of studies will be done? How?

Useful vocabulary: This mission is designed to... The general idea seems to be...

PATH B

- 1-B** What is the goal of this mission?
- 2-B** Why is the mission called InSight?

Useful vocabulary: The goal of this mission is... The mission aims at + V-ing... InSight means...

Let's talk this out!

[MEDIATION]

Share your findings with your classmates.

- 3** What can the InSight mission teach us about Earth?
- 4** Do you agree that we should explore other planets to learn about our own?

Useful vocabulary: I think we should... We have a lot to learn because... What is at stake is... It will enable us to...

Activities 1 2

Over to you!


Space Day Contribution



For Space Day (first Friday of May), you present and share your personal view on one of these documents on social media or on your school's website. It can be a video or an interactive presentation (you can use [Genial.ly](https://genial.ly) or [Prezi.com](https://prezi.com) for example).

3 What's Next? [DIFFERENTIATION]

Group 1

 “**Sending** humans to the moon changed the future of the human race in ways that we don't yet understand. It hasn't solved any of our immediate problems on planet Earth, but it has given us new perspectives on them and caused us to look both outward and inward. I believe that the long term future of the human race must be space and that it represents an important life insurance for our future survival, as it could prevent the disappearance of humanity by colonising other planets.”

Stephen Hawking, 2015.



Stephen Hawking giving a lecture for NASA's 50th anniversary, 2008.

Group 2



We Go As The Artemis Generation, NASA, 2019.

Grammar in Progress

V-ing

Observez le mot en gras dans le texte. La forme **V-ing** (appelée aussi gérondif) transforme le verbe en nom. On passe d'une idée très générale à une action concrète : « le fait de... ». Dès lors, on peut se servir de **V-ing** comme sujet ou complément.

► Exercices p. 9

Group 3



Launch Lander, Mars One.

Toolbox

- ambitious (adj.)
- long-term / short-term (adj.)
- sound breaking (adj.)
- sustainable (adj.)
- solve a problem (exp.)
- necessity (n.)
- pioneer (n.)
- survival (n.)
- anticipate (v.)
- explore / conquer (v.)

Group 4

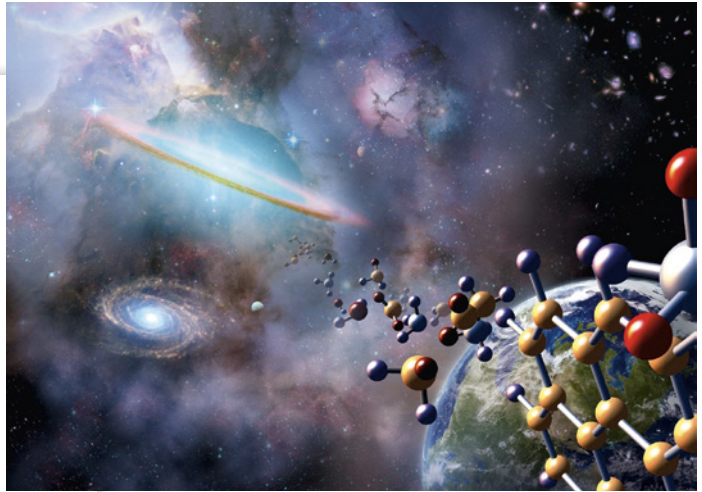
There's a plan to send microbial life to habitable alien worlds. [...]

[R]obotic missions equipped with gene factories (or cryogenic pods) could be used to distribute microbial life to "transiently habitable exoplanets". [...]

Exoplanets come in all sizes, temperatures and compositions. The purpose of the Genesis Project is to offer terrestrial life alternative evolutionary pathways on those exoplanets that are potentially habitable but yet lifeless. The basic philosophy of most scientists nowadays is that simple life is common in the universe and complex life is rare. We don't know that for sure, but at the moment, that is the consensus.

If you had good conditions, simple life can develop very fast, but complex life will have a hard time. At least on Earth, it took a very long time for complex life to arrive. The Cambrian Explosion only happened about 500 million years ago, roughly 4 billion years after Earth was formed. If we give planets the opportunity to fast forward evolution, we can give them the chance to have their own Cambrian Explosions.

"The Genesis Project Plans To Use Robots To Seed The Galaxy With Life", Universe Today, Futurism.com, 2017.



Astrochemistry representation, by NASA / Jenny Mottar.

You are in charge of one group of documents.

WB p. 83

- 1 Look at the picture. What do you expect to learn about?
- 2 a. What does your document offer as a plan for the future? What do you think of this vision?
b. Go online to learn more about the project.

Useful vocabulary: The idea is to... The project was created in... The core mission is... It focuses on... The ultimate goal would be to...

Let's talk this out!

MEDIATION

Share your findings and learn about the other documents.

- 3 a. Why should we colonize other planets?
b. Discuss as a group to decide which project seems the most viable.
- 4 Would you be prepared to spend the rest of your life on another planet? Under what circumstances?

Useful vocabulary: I think / don't think we should... I would love to... No way would I... I reckon the most viable project is...

Let's learn!

Slap the board • Which words belong to which documents?

America moon manifest problem space
robot Apollo module seed step settlement
goddess explore 2023 two years fifty years
future mission crew media rover

Activity 3

Over to you!

Have Your Say!



As a student, you share your reaction to one of these projects by posting a comment on the project or event website. You can support or oppose it and consider the future of space exploration.

4 Screen Corner DIFFERENTIATION



The Martian, by Ridley Scott, 2015.

Selection

- *2001: A Space Odyssey*, movie by Stanley Kubrick, 1968.
- *Red Planet*, movie by Antony Hoffman, 2000.
- *Mission to Mars*, movie by Brian de Palma, 2000.
- *Gravity*, movie by Alfonso Cuarón, 2013.
- *Interstellar*, movie by Christopher Nolan, 2014.
- *The Martian*, movie by Ridley Scott, 2015.
- *The Expanse*, TV series by Mark Fergus and Hawk Ostby, 2015 - present.
- *Ad Astra*, movie by James Gray, 2019.
- *Another Life*, TV series by Aaron Martin, 2019 - present.

You are in charge of one movie or TV series from the selection.

- 1 a. Search the Internet to learn more about your movie / TV show.
b. What vision of the space conquest is given in it?
- 2 Go to LLS.fr/SpaceMovies and find another movie you like the look of. Be ready to present it and justify your choice.

Let's talk this out!

MEDIATION

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

- 3 What do the films or TV series you presented have in common? What are the differences between them?
- 4 Have you seen them? Which one do you feel like watching? Why?

Grammar in Progress

Le superlatif

- 1) "The Expanse is the most scientifically accurate TV series on space."
 - 2) "Voyager 1 is the man-made object which traveled the farthest distance in space."
- a. Observez les phrases ci-dessus. Comment le superlatif est-il formé ?
- b. À quoi sert-il ? Qu'est-ce qui change par rapport à l'utilisation de l'adjectif seul ?

► Exercices p. 9

► Précis grammatical p. 268

Let's learn!

List challenge • Make a list of ten to fifteen words that could summarize any one of these movies or TV series. Pair up and share your list with your classmates.

Activity 4

Over to you!

Interview a Movie Director

You are a journalist interviewing the director of one of these movies or TV series about the relevance of their production to today's scientific progress in space exploration. Imagine the interview.

Digital

Go online to watch the video clip of each version.

a) Who are Ground Control and Major Tom? What happens to Major Tom?

b) Explain "the papers want to know whose shirts you wear" (l. 11-12).

c) Why are they both "floating in a most peculiar way" (l. 17)?

d) What is the difference between the two songs at this stage? Why?

e) How does the story end for each Major Tom? Why?

f) Why is Chris Hadfield's version different from David Bowie's version?

Ground Control to Major Tom (x2)

Take your protein pills and put your helmet on (ten, nine, eight, seven, six)

Ground Control to Major Tom

5 Commencing countdown, engines on (five, four, three)

Check ignition¹ and may God's love be with you (two, one, liftoff)

This is Ground Control to Major Tom

10 You've really made the grade

And the papers want to know whose shirts you wear

Now it's time to leave the capsule if you dare²

15 This is Major Tom to Ground Control

I'm stepping through the door

And I'm floating in a most peculiar way

And the stars look very different today

For here am I sitting in a tin can³

20 *Far above the world*

Planet Earth is blue

And there's nothing I can do

Though I'm past one hundred thousand miles

25 I'm feeling very still

And I think my spaceship knows which way to go

Tell my wife I love her very much she knows

30 Ground Control to Major Tom

Your circuit's dead, there's something wrong

Can you hear me, Major Tom? (x3)

Can you...

35 Here am I floating 'round my tin can

Far above the moon

Planet Earth is blue

And there's nothing I can do

Space Oddity, David Bowie, 1969.

1. when you turn on the engine 2. have the courage 3. metal container for beverages

Ground control to Major Tom (x2)

Lock your Soyuz¹ hatch and put your helmet on (ten, nine, eight, seven, six)

Ground control to Major Tom

Commencing countdown, engines on (five, four, three)

Detach from station and may God's love be with you (two, one, liftoff)

This is Ground Control to Major Tom

You've really made the grade

And the papers want to know whose shirts you wear

But it's time to guide the capsule if you dare²

This is Major Tom to Ground Control

I've left for ever more

And I'm floating in a most peculiar way

And the stars look very different today

For here am I sitting in a tin can³

Far above the world

Planet Earth is blue

And there's nothing left to do

Though I've flown one hundred thousand miles

I'm feeling very still

And before too long I know it's time to go

A commander comes down back to Earth and rolls

Ground Control to Major Tom

The time is near, there is not too long

Can you hear me, Major Tom? (x3)

Can you...

Here am I floating in my tin can

Last glimpse⁴ of the world

Planet Earth is blue

And there's nothing left to do

Space Oddity, Chris Hadfield (astronaut), 2015.

1. spacecraft designed for the Soviet Space Program 2. have the courage 3. metal container for beverages 4. brief look

A. Grammar at Work

Final project

1 La possibilité • Observez ce texte.



We don't yet know for sure if there is life on other planets. There **could** be, and there **probably** is, if we consider the whole of outer space. There **might** even be life elsewhere in our solar system. But **whether** there are aliens or not, astronauts and robots will keep looking for life everywhere they go. And of course, from an outer space perspective, **we would** be the aliens.

- Observez les différentes manières de présenter la possibilité dans ce texte.
- Combien de manières différentes remarquez-vous ? Ont-elles la même valeur ?
- Classez ces expressions de possibilité du plus probable au moins probable.

Tips

- ☐ Si nécessaire, prenez le temps de réviser le point de grammaire. ► [Précis gram. p. 275](#)
- ☐ Retrouvez de l'aide pour répondre aux questions et d'autres exercices. ► [WB p. 85](#)

2 La possibilité • Choisissez une expression de la possibilité adaptée puis complétez les phrases suivantes. ► [Précis gram. p. 275](#)

- humanity goes to Mars,
- India becomes a space superpower or not,
- Mars turn out to be just like Earth. If so,
- we explore space for fun, for money or for survival,
- India be the latest nation to collaborate on the ISS. If so,
- there are inhabitants on planets other than Earth,

B. Grammar in Progress

3 La forme V-ing comme sujet de phrase • Traduisez ces phrases en commençant par V-ing. ► [Activité 3](#)

- Envoyer des hommes sur Mars pourrait sauver l'humanité.
- Commencer une telle mission est risqué.
- Il est économiquement très intéressant de miner des astéroïdes.
- Commercialiser l'espace est devenu normal.

4 Le superlatif • Transformez les adjectifs ci-dessous en superlatifs et complétez les phrases. ► [Précis gram. p. 268](#) • [Activité 4](#)

- To me, the (wild) (colossal) space mission is
- The (expensive) space colonization project is
- The (time-consuming) space colonization project is
- I think the (good) space colonization project is

C. From French to English [MEDIATION]

5 La traduction de « deux » • Traduisez les phrases suivantes. ► [Activité 2](#)

- Mars One* et *The Artemis Generation* veulent tous les deux envoyer des humains sur Mars.
- L'Inde a déjà tenté d'atteindre la Lune deux fois.
- Deux missions sont déjà en cours pour emmener les hommes dans l'espace.
- Le deuxième film *Lego* se nomme *L'Espace*.
- Regardez les films à deux, vous en discuterez après.

D. Vocabulary in Progress

► [WB p. 85](#)

6 Placez six de ces mots de vocabulaire sur cette image pour former un dictionnaire visuel.

helmet gloves spaceship visor
shuttle boots jetpack suit
oxygen tank cap headlamp



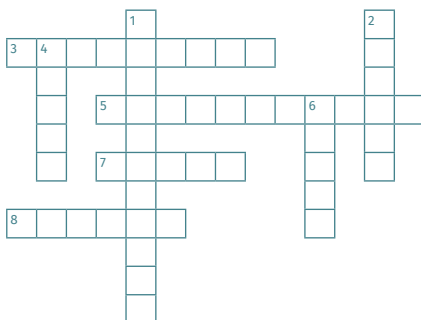
7 Crossword • Complétez la grille de mots-croisés avec des mots de l'unité.

Down

1. the act of working together (n.)
2. send into space (v.)
4. examine (v.)
6. a robot which explores the Moon or Mars (n.)

Across

3. a person who goes into space (n.)
5. said of a nation which is present in space (adj.)
7. revolve around (v.)
8. a document covering how the different nations will work together (n.)



E. Phonology in Progress

► p. 85 • Précis phono. p. 262

La prononciation des lettres th

Il est possible de prononcer les lettres **th** de trois façons en anglais :

- /θ/ → comme un /s/ mais en zézayant (c'est-à-dire en plaçant la langue contre ses dents). On dit que c'est un son non voisé car il ne fait pas vibrer les cordes vocales.

Ex : *theory, authorize, method*

- /ð/ → comme un /z/ mais en zézayant, c'est un son voisé.

Ex : *weather, together, breathe*

- /t/ dans certains noms propres.
- Ex : *Thompson, Theresa, Thames...*

8 Déterminez pour chaque **th** s'il se prononce /ð/ ou /θ/.

► Précis phono. p. 262

- 1) They travelled much **further** **than** **other** missions.
- 2) What do you **think** about going to Mars?
- 3) Artemis Generation and Mars One could send humans **together**. **These** missions could start soon.
- 4) **Three** astronauts were **thrown** **through** the airlocks.
- 5) Is Earth the **third** planet from **the** sun or the fourth?

F. Let's Practice Subtitling

- 9 Vous devez écrire les sous-titres de la bande-annonce de ce film. Écoutez et notez tout ce que vous entendez. Vous pouvez ensuite vous entraîner à enregistrer la présentation de l'exploration de l'espace.



Exploration, by Ryan J Thompson with NASA footage, 2015.

G. Collaborative Learning

Link Up!

Allez sur la page LLS.fr/ATUnitDLang. Vous y trouverez des amorces de phrases ainsi que des fins de phrases dans lesquelles les points abordés dans les exercices de cette page ou de la page ci-contre sont présents. Individuellement, en binôme ou en petit groupe, reliez-les pour former des phrases complètes. La première personne, binôme ou groupe qui a terminé gagne !



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LLS.fr/LaboDeLangues

The scenario

You are attending the International Astronautical Congress. You decide to express your opinion on space conquest.

Get ready!

► **WB** p. 86

- 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

Let's do it!

Option 1

Space Article



You are a junior journalist in your school newspaper. Write an article entitled "Space conquest: a way to make money, a competition, or a necessity?".

200 words



Postage stamp, around 2000.

Action!

- Prepare and organize your arguments.
 - Make a list of the pros and cons of each project.
 - Choose one project that you particularly like or dislike and take detailed notes about it.
 - Compile some statistics: cost, duration, manpower, government regulations, feasibility of the mission(s).
- Write your article.
 - Think about all the possibilities: what amazing things could happen, but also what could go wrong.
 - Explain your point of view.

	Niveau 1 (A1)	Niveau 2 (A2)	Niveau 3 (B1)	Niveau 4 (B2)	Vers C1
Réalisation de la tâche	<input type="checkbox"/> Contenu très pauvre, hors sujet ou plagiat.	<input type="checkbox"/> Texte court. Des éléments descriptifs.	<input type="checkbox"/> Article assez long. Des justifications.	<input type="checkbox"/> Article complet et argumenté.	<input type="checkbox"/> Utilise l'humour, l'implicite.
Cohérence / organisation	<input type="checkbox"/> Pas ou peu d'organisation de l'écrit.	<input type="checkbox"/> Des efforts d'organisation mais un seul argument principal. Pas ou peu de paragraphes.	<input type="checkbox"/> Discours assez articulé. Utilisation des mots de liaison. Au moins deux arguments et un exemple. Des paragraphes distincts.	<input type="checkbox"/> Discours structuré en paragraphes. Des arguments différents avec des exemples. Hiérarchisation des idées.	
Recevabilité linguistique	<input type="checkbox"/> Langue 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.
Contenus culturels	<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

Press Conference



You belong to the Youth Space Association.
Give a speech at a press conference to present
a project of the future.



Postage stamp *First Man on the Moon*, 1969.

Action!

→ Prepare and organize your arguments.

► **Méthode p. 244**

- Select the project you want to present.
- Give a clear view of its pros and cons.
- Make sure you are convincing by working on your pronunciation and intonation.

► **Précis phono. p. 260-265**

→ Give your speech.

- Use your notes but do not just read them word-for-word. Look at your audience.
- Express your opinion (you can be for or against space exploration).

	Niveau 1 (A1)	Niveau 2 (A2)	Niveau 3 (B1)	Niveau 4 (B2)	Vers C1
Réalisation de la tâche	<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. S'appuie sur les exemples pertinents.	<input type="checkbox"/> Utilise l'humour, l'implicite. Langue fluide. Jeu d'acteur convaincant.
Aisance à l'oral	<input type="checkbox"/> Des hésitations et des faux démarrages rendent la compréhension difficile.	<input type="checkbox"/> Des hésitations. Lit ses notes sans ou en regardant peu son auditoire.	<input type="checkbox"/> Ton enthousiaste. Utilise ses notes de manière modérée. Une anecdote pertinente.	<input type="checkbox"/> Ton enthousiaste, regarde son auditoire et le fait interagir. Les notes sont consultées ponctuellement.	
Prononciation / fluidité	<input type="checkbox"/> Débit haché. Prononciation francisée.	<input type="checkbox"/> Prononciation compréhensible mais francisée (-th, -h, diptongues...).	<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. Structures complexes. Expressions idiomatiques. S'auto-corrige.
Recevabilité linguistique	<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.	
Contenus culturels	<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.	

Digital @ challenge

Alternative option

Interview Elon Musk



You are a journalist. Interview Elon Musk over Twitter about his project to colonize Mars. Make sure you cover both sides of the argument and give several pros and cons for him to respond to!

► **Méthode p. 249**



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

Compréhension de l'oral



Numérique

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

Elon Musk's Vision of Life on Mars

[LLS.fr/ATD7](https://lls.fr/ATD7)

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 / entre 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.).

humanity colonization
Elon Musk
Red Planet Mars shuttle
hotel tourism rocket travel
space leap SpaceX
money sustainability life



Expression écrite



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

SUJET A : Texte p. 14 • A journalist interviews James S. A. Corey and asks: "Is space conquest a way to make money, a competition or a necessity?" Imagine Corey's answer.

SUJET B : Texte p. 14, vidéo p. 13 • You talk about Mars colonization with a friend. Do you share Elon Musk's vision or James S. A. Corey's?

SUJET C : Vidéo p. 13 • At the beginning of the 22nd century, you make a speech to commemorate Elon Musk's life and work.

Tips

- ☐ Assurez-vous de lier vos réponses en utilisant des mots de liaison.
► **Méthode p. 246**
- ☐ Donnez votre avis et illustrez-le avec des exemples.
► **Précis de communication p. 256-259**
- ☐ Utilisez vos connaissances concernant l'exploration spatiale.

Compréhension de l'écrit



On Mars, it was a generally accepted fact that Earth was a civilization in decay. Lazy, coddled citizens who lived on the government dole. Fat, corrupt politicians who enriched themselves at the expense of the colonies. A degrading infrastructure that spent close to 30 percent of its total output on recycling systems to keep the population

5 from drowning in its own filth. On Mars, there was virtually no unemployment. The entire population was engaged either directly or indirectly in the greatest engineering feat in human history: the terraforming of a planet. It gave everyone a sense of purpose, a shared vision of the future. Nothing like the Earthers, who lived only for their next government payout and their next visit to the drugstore or entertainment malls.

10 Or at least, that was the story. Suddenly Bobbie wasn't so sure.

Repeated visits to the various information kiosks scattered through the complex eventually got her to an exit door. A bored guard nodded to her as she passed by, and then she was outside.

Outside. Without a suit. [...] [S]he did as Chuck had recommended and looked down

15 at the ground for a few moments. This helped reduce the feeling of massive sensory overload. But only a little. A thousand scents hit her nose, competing for dominance. The rich aroma of plants and soil she would expect in a garden dome. The oil and hot metal from a fabrication lab. The ozone of electric motors. All of them hit her at once, layered on top of each other and mixed with scents too exotic to name. And the sounds

20 were a constant cacophony. People talking, construction machinery, electric cars, a transorbital shuttle lifting off, all at once and all the time. [...]

When her ears and nose had gotten more accustomed to the barrage of inputs, she opened her eyes again, looking down at the concrete of the walkway. Slowly, she lifted them till the horizon was in view. [...]

25 Buildings rose around her like walls of steel and glass, moving the dizzying skyline far enough up that she no longer saw it. Small electric cars whizzed down the streets, trailing a high-pitched whine and the scent of ozone.

And people were *everywhere*.

[...] That relatively modest number was the greatest number of humans Bobbie had

30 ever seen in one place at one time. [...] Millions of people, probably in just the buildings and streets she could see.

And if Martian propaganda was right, most of the people she could see right now didn't have jobs. [...]

Only here on Earth, where food grew on its own, where air was just a by-product

35 of random untended plants, where resources lay thick on the ground, could a person actually choose not to do anything at all. There was enough extra created by those who felt the need to work that the surplus could feed the rest. A world no longer of the haves and the have-nots, but of the engaged and the apathetic.

[...] Bobbie wondered if Mars would become like this after the terraforming. If

40 Martians didn't have to fight every day to make enough resources to survive, would they turn into this? A culture where you could actually choose if you wanted to contribute?

Caliban's War (The Expanse, Book 2), James S. A. Corey, 2012.

a) List various problems faced by people living on Planet Earth. What does it show you about the opinion of the narrator?

b) What can you guess about Bobbie? Where does the scene take place?

c) What is the problem with Bobbie's senses? Why does she experience a "massive sensory overload" (l. 15-16)?

d) What does Bobbie reproach Earth inhabitants with? Why?

e) What does Bobbie fear about the future of Mars?

f) Compare Elon Musk's vision of life on Mars with Bobbie's. How are they similar or different?