

université
PARIS-SACLAY

FACULTÉ DE
PHARMACIE

ANGLAIS

2^{ème} année – UE8

Année universitaire 2024-2025

Nom :

Prénom :

Groupe :

Jour: Lundi / Mardi / Mercredi / Jeudi

Enseignant:

N.B. : Ce recueil de textes est un support qui va être utilisé pendant les cours d'anglais. La lecture de ces documents ne peut, en aucun cas, remplacer la présence aux cours. D'autre part, la sélection des textes a été effectuée selon des critères linguistiques ; leur contenu scientifique ne doit pas être pris comme une référence.

2nd Year English Booklet - Table of Contents

Déroulement des cours d'anglais - DFGSP2.....	5
VACCINE-PREVENTABLE DISEASES.....	7
Vaccine preventable diseases.....	8
“Vaccination campaigns: the example of polio” (<i>video</i>).....	9
Smallpox (<i>videos</i>).....	11
Exam practice – Smallpox (<i>graphs</i>).....	15
A vaccine for Lyme disease? (<i>text</i>).....	16
To get vaccinated or not to get vaccinated (<i>videos</i>).....	20
Dr House and antivaxxers (<i>video</i>).....	22
ENVIRONMENTAL HEALTH.....	23
Exposure to pollutants (<i>webquest</i>).....	24
Impact of climate change on health (<i>graphs</i>).....	25
Impact of climate change on health (<i>video</i>).....	27
Heatwaves and health (<i>graphs</i>).....	29
Heatwaves and health (<i>videos</i>).....	31
HIV / AIDS.....	33
HIV – AIDS (<i>graphs</i>).....	34
HIV – AIDS (<i>webquest</i>).....	36
AIDS (<i>discussion</i>).....	37
HIV treatment (<i>video</i>).....	37
40 years of the AIDS epidemic (<i>videos</i>).....	38
HIV – AIDS (<i>graphs – 2</i>).....	40
SUBSTANCE USE AND ABUSE.....	42
ADHD drugs (<i>graphs</i>).....	43
Stimulant use and abuse in the US (<i>text</i>).....	44
“Prescription stimulants and ADHD” (<i>videos</i>).....	47
The opioid crisis (<i>graphs</i>).....	49
The Opioid crisis in the US (<i>videos</i>).....	50
Cannabis (<i>graphs</i>).....	52
Marijuana around the world (<i>text</i>).....	53
WORKSHEETS.....	56
METHOD: HOW TO ORGANISE YOUR IDEAS FOR THE EXAM.....	57
METHOD: EXAMPLE FOR THE EXAM.....	57
Vocabulary for presentation.....	59
PHONOTICS / ENGLISH SOUNDS.....	61
VOCAB LIST RECAP.....	62
Numbers, dates.....	66
REVISING YOUR GRAMMAR.....	67

Déroulement des cours d'anglais - DFGSP2

La maîtrise de l'anglais est une nécessité, étant donné son importance pour votre carrière professionnelle, que vous souhaitiez vous spécialiser en officine, industrie ou internat. Vos cours d'anglais (1h30) ont lieu entièrement en présentiel. **Les cours ont lieu en fin de journée : assurez-vous donc de bien vérifier vos emplois du temps et de prendre vos dispositions en conséquence.**

❖ Objectifs

Les cours cette année vont constituer une transition entre l'anglais que vous avez étudié au lycée et **l'anglais scientifique à but professionnel**. Voici les compétences travaillées cette année telles qu'elles apparaissent dans le portfolio :

- I am able to describe trends and changes, analyze and comment graphics about infectious diseases and health-related issues.
- I am confident with figures (dates, numbers, percentages, decimal numbers).
- I am confident with the use of English tenses.
- I am able to compare elements appearing in charts and graphs.
- I am able to correctly formulate questions
- I am able to find important information such as numbers in videos about health-related topics.

Ce programme est ambitieux et le nombre d'heures de cours relativement faible (21h). C'est pourquoi nous attendons de votre part que vous fournissiez **un travail personnel régulier**, notamment en profitant des ressources à votre disposition sur internet et au sein du département mais aussi de *English for You* (voir ci-dessous). Nous vous rappelons qu'une langue s'apprend sur le temps long!

❖ Salles de cours et supports de travail

Les cours ont lieu dans le bâtiment Eiffel (CentraleSupélec), au *Centre de Langues* (3e et 4e étage du bâtiment).

Prévoyez un temps suffisant pour être à l'heure en cours d'anglais. Si vous êtes en TP juste avant et que vous vous rendez compte que vous n'aurez pas le temps de finir vos manipulations à temps pour être à l'heure, prévenez votre enseignant de TP qui vous aidera et vous permettra d'être à l'heure en anglais.

La brochure de 2^{ème} année, à imprimer/télécharger depuis eCampus ou à acheter auprès de la Corpo, est le support principal des cours d'anglais, en combinaison avec les vidéos et exercices interactifs sur eCampus. Elle est composée d'articles, d'exercices de compréhension écrite et orale, de fiches de grammaire et de vocabulaire. **VOUS DEVEZ VENIR EN COURS D'ANGLAIS AVEC UNE VERSION PAPIER OU NUMÉRIQUE (tablette, PC) DE CETTE BROCHURE.**

Vous visionnerez régulièrement des reportages vidéo sur des thèmes liés à la santé, aux traitements et à la recherche médicale.

Nous vous conseillons par ailleurs de mettre dans vos favoris un dictionnaire en ligne, tel que www.wordreference.com (application smartphone gratuite).

❖ Ressources à votre disposition

ECAMPUS est la plateforme pédagogique où vous trouverez les vidéos pour les cours, les exercices de grammaires interactifs, des documents pour vous aider dans votre apprentissage de l'anglais : des liens vers des ressources en ligne vous permettant de travailler la lecture, la grammaire, la compréhension orale, la prononciation, ainsi que d'acquérir du vocabulaire. **Ce site vous permettra également de recevoir des messages et des documents de la part de l'enseignant en charge de votre groupe, ainsi que des annonces générales pour l'organisation des examens.** Outil indispensable pour suivre vos cours, il faut **impérativement**, pour y avoir accès, que vous ayez activé votre compte utilisateur (<https://adonis.universite-paris-saclay.fr/activation/>) au préalable.

English 4 You a lieu une fois par semaine (le lundi) à l'heure du déjeuner à Henri Moissan. *English for You* n'est pas un cours, il est accessible à tous les étudiants quelle que soit leur année d'étude et sans inscription préalable. Il vous permet de travailler et d'utiliser librement les ressources du département de langues : documents audio et vidéo, dictionnaires, tests TOEIC, etc. Vous pouvez aussi vérifier votre travail et/ou poser des questions au professeur présent.

❖ Modalités d'évaluation

Votre niveau et votre travail seront évalués de trois façons :

Contrôle continu (60%) comprenant : des devoirs à rendre (compréhension orale, expression écrite, grammaire), des présentations orales, et du vocabulaire. **Toute absence à l'une des évaluations donnera lieu à un zéro, sauf justificatif médical apporté ou envoyé à l'enseignant dans les 3 jours suivant votre retour à la faculté.** Un justificatif vous donne droit à rattraper l'évaluation et ne vous dispense en aucun cas d'être évalué.

Vous conservez votre note de contrôle continu même si vous devez aller en 2^{ème} session : ne négligez donc pas votre travail personnel.

Examen oral (40%) : Après **30 minutes de préparation**, vous devrez présenter devant un examinateur une synthèse de deux documents iconographiques (tableaux, graphiques, diagrammes, cartes...) sur des thèmes traités pendant l'année. Durée = 8 minutes (5 minutes de présentation suivies de 3 min de questions).

2e session: examen écrit (questions sur vidéo, expression écrite, grammaire) + **oral** (même format que l'oral de 1e session).

❖ Organisation globale des cours d'anglais de Pharmacie

L'anglais est une UE de 2e semestre, mais les heures sont réparties sur l'ensemble de l'année afin de vous permettre pratiquer de manière plus régulière. Comme indiqué ci-dessus, les cours d'anglais ne peuvent suffire au vu du nombre d'heures: nous vous encourageons fortement à vous exposer le plus souvent possible à la langue anglaise en-dehors des cours notamment grâce à vos séries ou vos lectures (pour vos études ou vos loisirs).

Les cours d'anglais vous permettront d'aborder et d'acquérir du vocabulaire pharmaceutique et médical à travers des thématiques diverses. Ils vous donneront l'occasion de vous exprimer, donner votre avis, discuter en anglais en petit groupe afin de gagner en aisance et de vous perfectionner dans votre expression.

Voici les thématiques qui seront abordées lors de votre cursus à la Faculté de Pharmacie (des changements mineurs pouvant intervenir d'une année sur l'autre):

- 2^èA: thématiques générales liées à la santé (vaccination et épidémies, santé environnementale, les addictions)
- 3^èA: prise en charge du patient à l'officine, les symptômes, donner des conseils, les médicaments et dispositifs médicaux, alimentation et santé.
- 4^èA: les systèmes de santé US/UK/Inde, les maladies mentales, débats éthiques autour de la santé et de l'industrie pharmaceutique.
- 5^èA: dépend selon la filière choisie:
 - Industrie: préparation pour l'entrée en milieu professionnel en anglais (courriers, CV, entretiens d'embauche,...), préparation à l'oral d'anglais du Cas d'Étude et découverte de l'industrie du médicament.
 - Internat: cours intensif de 2 semaines entre le concours et les résultats.
 - Officine: pas d'anglais dans le cursus

VACCINE-PREVENTABLE DISEASES

Vaccine preventable diseases

Anthrax	Covid-19	Diphtheria
Hepatitis A	Hepatitis B	Hib (Haemophilus influenza type b)
HPV (Human papillomavirus) → Cervical cancer	Influenza / <u>the</u> flu	Japanese encephalitis
Lyme disease	Malaria	Measles
Meningococcal	Mpox (previously known as monkeypox)	Mumps
Pneumococcal	Pertussis / whooping cough <i>medical term / lay term</i>	Polio
Rotavirus	Rubella / German measles <i>medical term / lay term</i>	Shingles
Smallpox (eradicated)	Tetanus	Tuberculosis (TB)
Typhoid fever	Varicella / chickenpox <i>medical term / lay term</i>	Yellow fever

Source: CDC

Your Quizlet link: https://quizlet.com/_b98rkl

“Vaccination campaigns: the example of polio” (video)

1. Warm-up in pairs:

1. Have you ever taken part in a vaccination campaign? If so, how was it organised?
2. In your opinion, what are the challenges of vaccinating the whole population in a developing country?
3. What do you think is the situation like in poorer countries in terms of vaccination and vaccine-preventable diseases?
4. Do you think it is possible to eradicate vaccine-preventable diseases from our planet? Why or why not?

2. Video vocabulary (match the words with their translation):

A drop	To reach	An awareness campaign	Unwilling to
atteindre	Réticent à	Une campagne de sensibilisation	Une goutte

3. Watch the video “Polio vaccination in Afghanistan” and take notes on:

1. the organisation of the campaign in Afghanistan:

2. the situation in Afghanistan and Pakistan:

3. the people involved:

4. Work on language :

Uncountable nouns:

- "there are a few families refusing" => there are not _____ families refusing, only 4 or 5.

Questions:

"We start an awareness campaign ~~2/days/before/we/go/to/an/area~~"

=> _____ ?

"Amran says that ~~it/is/important/that!!~~"

=> _____ ?

Numbers:

122:

2023 (year):

Tenses:

00:12 "Arman, who _____ for polio vaccination _____ in the native district of Mandozayi, also known as Ismail Khel, in Khost province, is trying to make sure he reaches everyone in the region."

"Real English" corner :

00:03 "going door to door"

01:20 "the hard-work of volunteers paid off"

5. Pronunciation:

Listen again to the following words and place the stress on the correct syllable:

00:11 vaccination

00:30 area

01:17 locals

01:23 tribal

Guess the correct stress and pronunciation of the following words (they follow the same pattern as above!): information – infection – global – international – medical

Production work – speaking :

In pairs, rehearse a short campaign speech to promote vaccination in a place where its coverage is too low. Then deliver it to your classmates.

→ Mind your pronunciation and stress pattern, try to re-use the vocabulary and grammar seen in class!

Smallpox (*videos*)

1. Warm-up: discuss in pairs

- Have you ever heard of smallpox? What do you know about this disease?
- Do you know about smallpox evolution and history?
- Give examples of countries working together to fight a disease (give details if you can).

2. Match the words with their translations:

- | | | | |
|--------------|---------------------|--------------------|-----------------------|
| 1. deadly | a. Un furoncle | 7. An outbreak | g. Se débarrasser de |
| 2. blind | b. Léger, bénin | 8. To be immune | h. Une expérience |
| 3. A boil | c. Une cicatrice | 9. An experiment | i. Être immunisé |
| 4. A scar | d. aveugle | 10. A crucial step | j. Une épidémie |
| 5. A blister | e. mortel | 11. To get rid of | k. Une étape cruciale |
| 6. mild | f. cloque / ampoule | | |

3. Listening

→ **Video 1: Take notes on the following points:**

a) *What are the symptoms and consequences of smallpox?*

b) *What did Benjamin Jesty notice?*

c) *What was Benjamin Jesty and Edward Jenner's experiment? What was their conclusion?*

d) *What happened concerning smallpox afterwards? What is the situation today?*

4. Work on language:

Numbers:

-18th c.:

-des millions de gens:

-1980 (year):

Questions:

-“Benjamin Jesty observed ~~that a mild disease affecting his cows~~”

=> _____ ?

-“~~He~~ noticed that cowpox could also affect humans”

=> _____ ?

Tenses: conjugate the verbs between brackets

-02:37 “we got rid of smallpox and (*continue*) _____ now _____ our work to eradicate other infectious diseases, such as polio.”

-01:33 “When Jenner exposed the boy a few days later to the smallpox virus, he (*not-develop*) _____ the disease. Just like Jesty and the milkmaids, his body (*learn*) _____ how to fight the disease. We say he (*become*) _____ immune to the disease.”

“Real English” corner :

00:16 “Those who survived the disease were usually left with deep scars”

01:53 “In fact, the word vaccination thought up by Jenner comes from the Latin word for cow”

02:08 “people got vaccinated in every corner of the world”

Pronunciation and word stress:

disease

mild

contagious, infectious

previously

=> mild, child; disastrous, nervous

Intonation:

What syllables are stressed in each word? Listen again to the end of the video (from 02:02) and underline the stressed syllables. Then practice delivering this excerpt focusing on stressing the correct syllables.

“Following Jenner’s experiment, smallpox vaccines began to be produced in large quantities. Millions of people got vaccinated in every corner of the world until in 1980, the World Health Organization announced that smallpox had been eradicated. Today, we no longer need to use the smallpox vaccine, as the virus is no longer circulating. This story serves as an example of how vaccines can help in the fight against infectious diseases. Thanks to Jenner’s discovery, we got rid of smallpox and are now continuing our work to eradicate other infectious diseases, such as polio.”

Production work – writing task:

Do you think it is possible to eradicate another vaccine-preventable disease ? Why or why not ? Write your arguments.

→ Try to re-use the vocabulary and grammar seen in class!

4. Work on language:

Numbers:

- 20th c.:
- 120m houses:
- in the 1960s:

Questions:

-“it was proposed by the Russians to ~~eradicate~~ eradicate smallpox”

=> _____ ?

-“~~They~~ started with 23 countries in Africa”

=> _____ ?

Tenses: conjugate the verbs between brackets

-01:29 “This is the first time the Russians (be) _____ in the World Health Assembly _____.”

-06:56 “Good news from Geneva! The World Health Organization has made it official : smallpox throughout the world (be) _____ virtually eliminated.”

Use of the auxiliary:

“And that’s why smallpox is such an important virus, because it **did** show people that you could do something about these things, these weren’t visited upon us from an evil god: they were viruses that you could defeat with science. ”

“Real English” corner :

-01:00 “many of them were left blind” / 04:54 “India was the biggest problem left”

-04:09 “the outbreak stopped so fast that it took our breath away”

-04:23 “they simply ran out of enough vaccine”

-04:37 “we out-thought the smallpox virus”

Pronunciation and word stress:

-01:15 Southern / 03:30 Eastern

-01:18 Indian / 01:25 Russian

=> humanitarian; physician; Western, Northern.

Intonation:

1. Is the voice going up ↗ or down ↘ ?

02:18: “how are we gonna do the equivalent of a moon landing with this virus?”

2. What words are stressed in the sentence? Listen again to the beginning of the video and underline the stressed words. Then practice delivering this excerpt focusing on stressing the correct words.

“When you think about virus and diseases, and you think about treatment, it really is a war. That’s a battle for survival, that’s a game of move and counter-move.

And that’s why smallpox is such an important virus, because it **did** show people that you could do something about these things, these weren’t visited upon us from an evil god: they were viruses that you could defeat with science.

The whole story of the World Health Organisation’s smallpox eradication campaign, I think, is one of the most amazing and moving stories in 20th century medicine.”

Production work – writing task :

Do you think it is possible to eradicate another vaccine-preventable disease ? Why or why not ? Write your arguments.

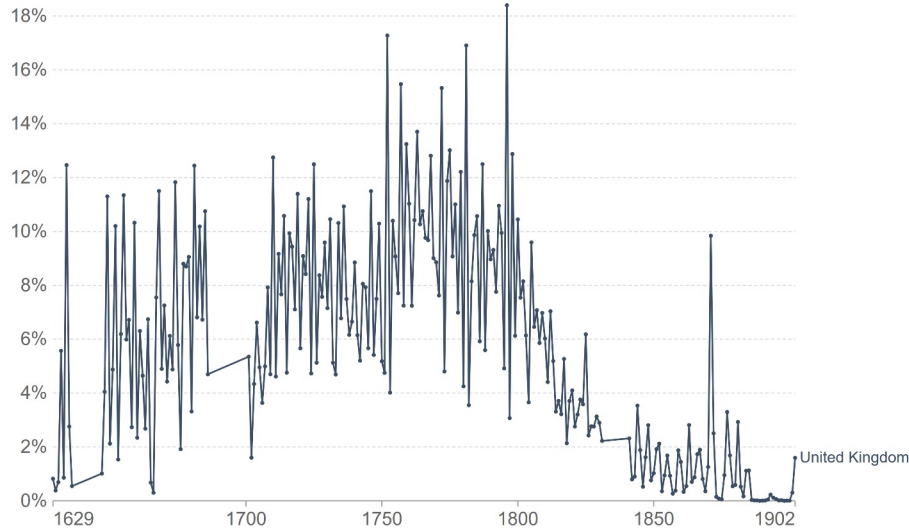
→ Try to re-use the vocabulary and grammar seen in class!

Exam practice – Smallpox (graphs)

DOC 1 -

Deaths caused by smallpox as a share of all deaths in London

In London in the 18th century around 1 in every 13 deaths was caused by smallpox, the majority of which were young children.



Source: Our World in Data (2017)

CC BY

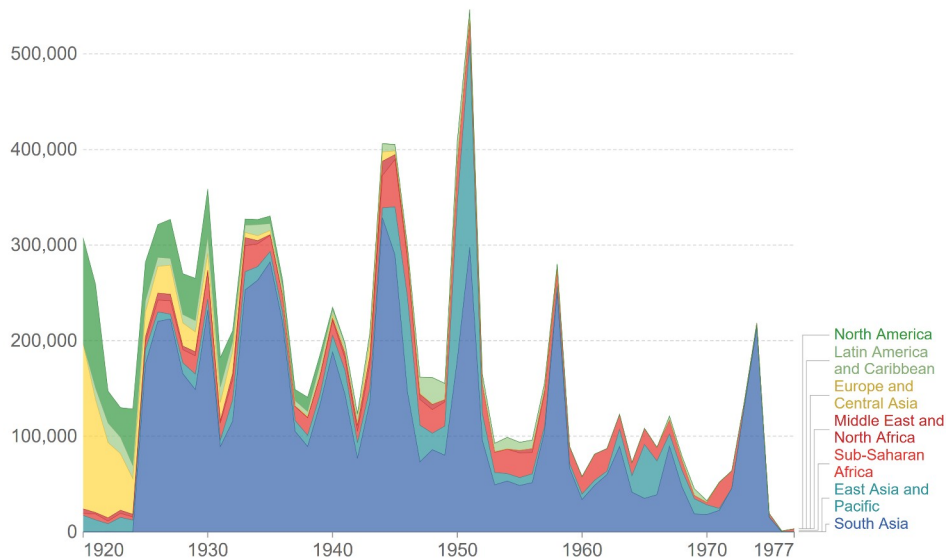
Intro:

Document 1:
Description:

Analysis:

DOC 2-

Reported number of smallpox infections by world region, 1920 to 1977



Source: World Health Organization (1969-1988)

CC BY

Transition:

Doc 2:
Description:

Analysis:

Conclusion:

A vaccine for Lyme disease? (text)

1. Lead-in: discuss with your neighbour before reading the text.

→ What do you know about Lyme disease? Discuss with your neighbour.

→ Do you have an idea how vaccines are created and brought to the market? Share your knowledge.

→ Do you know the meaning of the following acronyms?

The FDA:

The CDC:

What country do they operate in?

2. Reading comprehension:

1. Find in the text the English equivalent of the following words :

(se) propager:

Porteur:

Épidémie:

Préventif:

Essai clinique:

Efficace:

Soutenir:

(de) suivi (*adj/n*):

Diagnostiquer:

Une espèce:

! *un diagnostique*:

! *plural*:

Les données:

Actuellement:

Extra #1: do you know other words for "a disease"?

Extra #2: find 3 other words to say "approximately" (in the text):

→ Now work with your teacher on their pronunciation and stress pattern.

2. Read the article below entitled "**A new Lyme disease vaccine will soon be tested on Americans and Europeans**" (*Business Insider* Dec 10, 2016 - abridged*) and answer the question below:

Lyme disease **is** caused by tiny **bacteria** called **Borrelia**, which **is** spread by ticks, which **are** the most common carriers of Lyme disease. A French biotech company just **took** a crucial step toward preventing new cases of Lyme disease, an epidemic that's **spreading** across the United States and Europe.

5 **Valneva**, which **has been developing** a preventative vaccine for the disease, **announced** that the FDA **gave** it permission to start clinical trials of the treatment on people. The European Union's Clinical Trial Application also **gave Valneva** a similar go-ahead.

10 **In 1998** a \$50-a-dose vaccine for adults called LYMERix **was** released, and it **was** nearly 80% effective. But its maker — GlaxoSmithKline — **stopped** selling it **in 2002**, primarily due to a lawsuit backed by anti-vaccine supporters. However, an official and extensive follow-up study **found** nothing abnormal about the vaccine.

Today, Lyme disease vaccines **currently exist** for dogs, but none **have been approved** for humans **in nearly 15 years** — and **in that time** the disease **has grown** into an epidemic.

15 Roughly 300,000 new Lyme disease cases are diagnosed annually in the US, according to the CDC's latest **data**, from 2013. About 85,000 Europeans a year are also infected.

Valneva's new vaccine candidate is based on the same core concept as the now-defunct LYMERix vaccine. But the protein in US **Borrelia** isn't the same as it is in European species of the bacteria, or even from one region to another. There are six different types. That's something LYMERix didn't address, so Valneva-funded researchers based their vaccine on all 6 different species to cover US and European strains of **Borrelia**.

20 The new Phase 1 trial will test the treatment's safety on 180 adults at a US site and one in Belgium.

Dr. Stanley A. Plotkin, a strong advocate of Lyme disease, wrote in a recent *New England Journal of Medicine* editorial that "... perhaps the greatest need is a strong demand by the public health community to drug manufacturers, convincing them that there is a market for a vaccine."

25 **Until** there **is** a preventative vaccine for Lyme disease — **if** there ever **is** one —vigilant prevention and quick treatment with antibiotics **will have** to do until what some researchers call a public-health fiasco can be turned around.

<https://www.businessinsider.com/lyme-disease-vaccine-valneva-clinical-trial-2016-12?r=US&IR=T>

3. Answer the following questions about the text.

a) The development of the Lyme disease vaccine hasn't been a smooth, linear process. Write what each date corresponds to – try to rephrase the text, do not copy it!

1998:

2002:

2013:

b) Three types of Lyme disease vaccines are mentioned in the text. What are they?

-
-
-

c) What has made it more difficult to develop this vaccine? (3 ideas)

4. Work on language :

Look at the underlined words in the text

=> bacteria, data

Tenses:

Observe the verbs in purple in the text and time markers in blue they are associated with.

→ Put the verb in the correct tense and form :

- (*reply*) We won't have this information until he to our email.
- (*fail*) If they the test, they won't be able to enter the school.
- (*arrive*) We will start when they
- (*be*) You will be protected as soon as you vaccinated.

→ Observe the time markers before choosing the appropriate tense:

- (*die*) In 2022, 10,000 people from this disease in the world.
- (*go down*) Vaccination rates dramatically last month.
- (*develop*) He neurological disorders since he got infected with Lyme disease.
- (*try*) The scientific community for years to find a new solution.

Production work – role-play:

You are working for Valneva : make a 90-second promotion of your clinical trial to recruit volunteers to test your vaccine against Lyme (in front of your classmates).

→ Mind your pronunciation and stress pattern, try to re-use the vocabulary and grammar seen in class!

!/! Do not look at your notes while presenting!

Here is your vocabulary list on Quizlet to learn for next time:

https://quizlet.com/_bnrr4i?x=1jqt&i=1sz2ue

***Full article:**

“A new Lyme disease vaccine will soon be tested on Americans and Europeans” - Dave Mosher

A French biotech company just took a crucial step toward preventing vexing new cases of Lyme disease, an epidemic that's spreading across the United States and Europe. Valneva, which has been developing a preventative vaccine for the disease, announced on Friday that the Food and Drug Administration (FDA) gave it permission to start clinical trials of the treatment on people. The European Union's Clinical Trial Application also gave Valneva a similar go-ahead.

"We are committed to finding ways to accelerate the clinical development path to licensure, given that we are conducting the only active vaccine program in the industry," company leaders said in a statement.

A \$50-a-dose vaccine for adults called LYMErix was released in 1998, and it was nearly 80% effective. But its maker — SmithKline Beecham (now GlaxoSmithKline) — stopped selling it in 2002, primarily due to a lawsuit backed by anti-vaccine supporters. GlaxoSmithKline eventually settled out of court. Though the people who fought the company cited adverse reactions, including Lyme disease-like symptoms, an official and extensive follow-up study found nothing abnormal about the vaccine. Today, Lyme disease vaccines currently exist for dogs, but none have been approved for humans in nearly 15 years — and in that time the disease has grown into an epidemic.

Roughly 300,000 new Lyme disease cases happen annually in the US, according to the CDC's latest data, from 2013. (One study estimates as many as 440,000 new infections occurred in 2008.) About 85,000 Europeans a year are also infected. Treating the disease likely racks up more than \$1 billion per year in US healthcare costs alone, according to one recent study. "Primary prevention is something where we're clearly losing the battle on," Dr. Paul Mead, chief of epidemiology and surveillance for the CDC's Lyme disease program, told Business Insider in 2015. "A safe and effective vaccine could help us turn the tide."

The threat of Lyme disease

Lyme disease is caused by tiny bacteria called *Borrelia*, which is spread by ticks as small as a poppyseed. Those infected with *Borrelia* can develop severe, rheumatoid arthritis-like joint and muscle pain. Fatigue and neurological disorders — such as numbness, tingling, weakness, and cognitive impairment — can set in too.

The best, first-line treatment is two to four weeks' worth of antibiotics, usually doxycycline or amoxicillin, within a few days of infection — before the bacteria can get too cozy in joints, nerves, and other tissues. Manufacturers of these drugs charge anywhere from \$20 to thousands of dollars per treatment, according to Wired.com.

"The longer you go without treatment, the more serious your symptoms can be," Emily Adrion, a public-health researcher at Johns Hopkins University, told Business Insider in 2015. Even then, she previously said, there's "a lot of overlap" with other conditions — so doctors don't always think to order a test for Lyme disease. That's why Lyme disease is sometimes called the "great imitator" or "great masquerader."

Left untreated, infections can lead to brain inflammation or heart problems. At least a handful of such cases have proven fatal. Infections don't just go away on their own. And even though "the vast majority of cases are treatable and short-lived," Dr. Mead previously said, symptoms don't always vanish with antibiotics. Some patients insist on long-term antibiotic injections, which are expensive, frequently harmful, sometimes deadly, and only rarely help someone feel better. Others turn away from licensed doctors altogether and pursue dubious alternative treatments. Vaccination could help avoid these and other issues, if a new one that works comes to market.

A promising but perilous road toward prevention

Just because a Lyme vaccine like Valneva's is approved for a clinical trial doesn't guarantee it will be safe and effective in people. The FDA granted a phase 1 clinical trial of the vaccine, which means it's being evaluated for safety — not how effective it is, or if it even works at all. Still, it's an important test that relatively few proposed treatments undergo. If the phase 1 trials show the vaccine is safe to use in people, it will have to clear two other hurdles before Valneva could sell and market it: a phase 2 trial, which would test how well it works in preventing cases of Lyme disease, and a phase 3 trial, which more broadly tests effectiveness by using different dosages on larger and more diverse populations.

Getting a treatment all the way through phase 3 trials can cost more than a billion dollars; in fact, about 86% don't pass the final two stages. Valneva's new vaccine candidate, unceremoniously named VLA15-101, may have an easier time, though: It's based on the same core concept as the now-defunct yet already FDA-approved LYMERix vaccine. That vaccine worked by injecting people with an outer surface protein of Borrelia, called OspA. This taught the body's immune system to recognize the bacteria — and launch an attack if they showed up after a bite from an infected tick.

But the protein in US Borrelia isn't the same as it is in European species of the bacteria, or even from one region to another. There are six different types. That's something LYMERix didn't address, so Valneva-funded researchers based their vaccine on all different kinds of OspA to cover US and European strains of Borrelia.

Their 2014 study in the journal PLoS ONE showed that most mice given the vaccine were protected from Lyme disease by wild ticks infected with many different kinds of Borrelia. The new phase 1 trial will test the treatment's safety on 180 adults at a US site and one in Belgium. Despite relying on a previously successful strategy, however, VLA15-101 faces tough odds: 94% of all drugs that pass animal trials fail to pass in human clinical trials.

Also, seemingly effective Lyme disease vaccines have a habit of dying on the vine due to market forces. A promising one by the Vienna-based company Baxter, for example, is no longer being developed, according to a recent New England Journal of Medicine editorial written by Dr. Stanley A. Plotkin, an emeritus pediatrics professor at the University of Pennsylvania and Lyme disease vaccine advocate.

"To promote the licensure of a new vaccine against Lyme disease, perhaps the greatest need is a concerted demand by the public health community, which would convince manufacturers that there is a market for such a vaccine," Dr. Plotkin wrote.

Until there is a preventative vaccine for Lyme disease — if there ever is one — vigilant prevention and quick treatment with antibiotics will have to do until what some researchers call a public-health fiasco can be turned around.

Questions on the full article:

a) The development of the Lyme disease vaccine hasn't been a smooth, linear process. Write what each date corresponds to – try to rephrase the text, do not copy it!

1998:

2002:

2013:

b) Three types of Lyme disease vaccines are mentioned in the text. What are they?

-

-

-

c) What has made it more difficult to develop this vaccine? (5 ideas)

d) Work on language : See p17

“Real English” corner :

"A safe and effective vaccine could help us turn the tide."

"At least a handful of such cases have proven fatal."

"Others turn away from licensed doctors altogether"

"[...] until what some researchers call a public-health fiasco can be turned around."

To get vaccinated or not to get vaccinated (videos)

1. Warm-up: discussion in pairs:

- Do you know people who are reluctant* to get their vaccines?
- What argument(s) against vaccination have you already heard?
- What fear(s) does vaccination sometimes trigger?
- During the Covid pandemic, there was a strong trend against vaccination in the US as well as in France. Why, in your opinion?

*reluctant = réticent à

2. Listening

In pairs, one of you watches video 1, the other video 2. Answer the questions below the video and then explain to your neighbour what you have understood.

3. Work on language

Questions:

"The measles virus commonly travels through ~~the~~/air"

=> _____ ?

"~~Things~~ to look out for: [...]"

=> _____ ?

"175 people have been exposed to ~~it~~/so far"

=> _____ ?

Numbers:

34/48 cases:

2014:

175:

10,000:

16%:

Giving two options (video 2):

"that usually gets the alarm bells ringing for anybody, whether or not they've been recently homeless"

→ I don't know _____ he is willing to get vaccinated.

→ Children must be up-to-date with their vaccines before going to school, [parents / understand why it is better for them] _____

"a patient who might have risk factors for either exposure or infection."

→ You should get your children vaccinated _____ now ____ before they start going to school.

→ Students should watch (video 1 / video 2): _____.

→ *Negative form*: I want my kids to get _____ the MMR ____ the BCG vaccine.

Pronunciation (video 1):

Note the pronunciation of the word ending in "autism" in video 1.

→ infer the correct pronunciation of: racism / tourism / mechanism

“Real English” corner :

1. Video 1:

00:32 “they’re given a mask to cover up”

02:25 “she waited until they were older”

03:08 “[those diseases] can take children's lives”

2. Video 2:

00:45 “alarm bells go off” / 03:53 “that gets the alarm bells ringing” / 04:04 “(it) sets off alarm bells”

02:53 “things to look out for”

Dubbing exercise:

Here is the transcription of **video 1** until 00:52. Listen carefully to the speakers’ pace: underline the emphasised words, and write / where the pauses are placed.

Then practice on this bit, before delivering it to your classmate.

Your challenge is to sound as native and as fluent as possible. If you want extra challenge, try to do it while the video is playing without sound!

“Health officials in Minnesota are tackling the worst measles outbreak in nearly 30 years. Most of those with the disease are unvaccinated Somali-American children. Minnesota has the largest Somali population in this country. The State health commissioner says the community has been targeted with misinformation about vaccine risk. Jamie Yuccas is in Minnesota Children’s Hospital, and joins us now with this story. Jamie, good morning.

- JY: Good morning! Here at Children’s Minnesota doctors have treated 34 of the 48 confirmed cases. When patients visit, they’re given a mask to cover up. That’s because the virus is so contagious that if you’re exposed to it, and you don’t have the vaccine, there’s a 90% chance you’ll contract it.

(to the doctor) Have you gone a day without having a new case?

- Doctor: We have gone zero days without having a new case.”

Production work – discussion or writing task :

– Why do you think there was so much resistance to vaccination during Covid time? Do you think it is the same for other diseases and vaccines? Do you think the controversies surrounding Covid vaccines has negatively impacted the vaccination rates for other diseases?

– Imagine a discussion with a patient of yours believing that vaccines cause autism.

→ Try to re-use the vocabulary and grammar seen in class!

Dr House and antivaxxers (video)

Young Mother: No formula*, just mommy's healthy natural breast milk.

House: Yummy.

Young Mother: Her whole face just got swollen like this overnight.

House: Mmhmm. No fever, glands normal, missing her vaccination dates.

5 **Young Mother:** We're not vaccinating.

Young Mother: [Takes a toy frog and starts to make frog sounds] Gribbit, gribbit, gribbit. [Giggles]

House: Think they don't work?

Young Mother: I think some multinational pharmaceutical company wants me to think they work.
Pad* their bottom line.

10 **House:** Mmmm. May I?

Young Mother: Sure.

House: Gribbit, gribbit, gribbit. [The baby laughs] All natural, no dyes. That's a good business: all-natural children's toys. Those toy companies, they don't arbitrarily mark up their frogs. They don't lie about how much they spend in research and development. The worst a toy company can be
15 accused of is making a really boring frog.

House: Gribbit, gribbit, gribbit. You know another really good business? Teeny tiny baby coffins. You can get them in frog green or fire engine red. Really. The antibodies in yummy-mommy only protect the kid for 6 months, which is why these companies think they can gouge* you. They think that you'll spend whatever they ask to keep your kid alive. Want to change things? Prove them
20 wrong. **A few hundred parents** like you decide they'd rather let their kid die than cough up 40 bucks* for vaccination, believe me, prices will drop REALLY fast. Gribbit, gribbit, gribbit, gribbit, gribbit.

Young Mother: Tell me what she has.

House: A cold !

Role-play :

You are a pharmacist, and one of your patients is reluctant* to get their kids vaccinated. Play the conversation.

(reluctant = réticent)

Formula (milk) = powdered milk

Pad = rembourrer

→ pad their bottom line = remplir leurs poches

to gouge = escroquer

bucks = \$ (colloquial)

Your Quizlet link: https://quizlet.com/_b98rkl?x=1jq&i=1sz2ue

ENVIRONMENTAL HEALTH

Exposure to pollutants (*webquest*)

1. Warm-up: discussion in pairs:

→ what type of pollutant or contaminant do you know of?

→ do you know how they can impact our health?

2. Webquest in pairs:

Research the health risks of prolonged exposure to one of the following pollutants / contaminants:

Chlordecone & other pesticides
Asbestos
PM2.5 (fine particulate matter)
Antibiotic waste
PFAS (“persistant organic pollutant”)

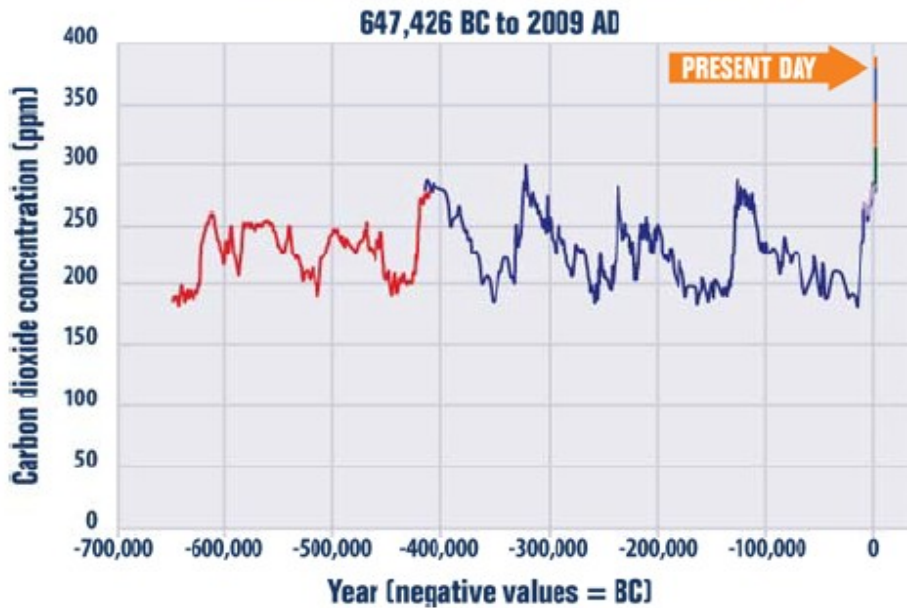
Production work – dialogue:

With your classmate, prepare a dialogue between a journalist interviewing a doctor on the topic you have just researched, in order to raise awareness about the danger of that contaminant / pollutant. Then play it in front of half of the class (*interview: around 2 min*).

Impact of climate change on health (*graphs*)

Doc 1-

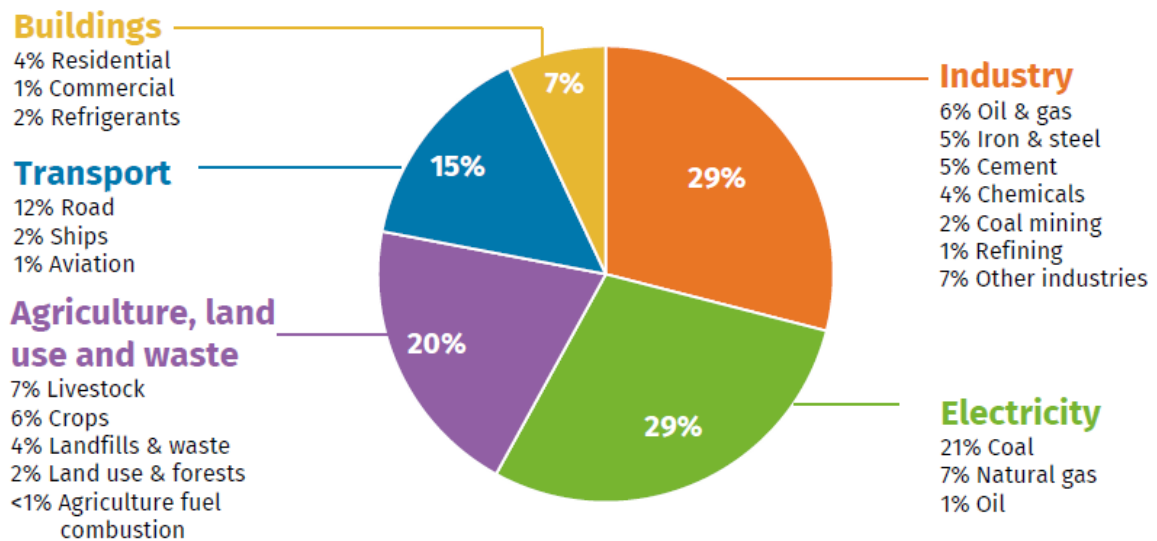
Concentrations of Carbon Dioxide in the Atmosphere from 650,000 Years Ago to Present Day



Doc 2-

Global emissions by sector

Percent share of 2021 net GHG emissions

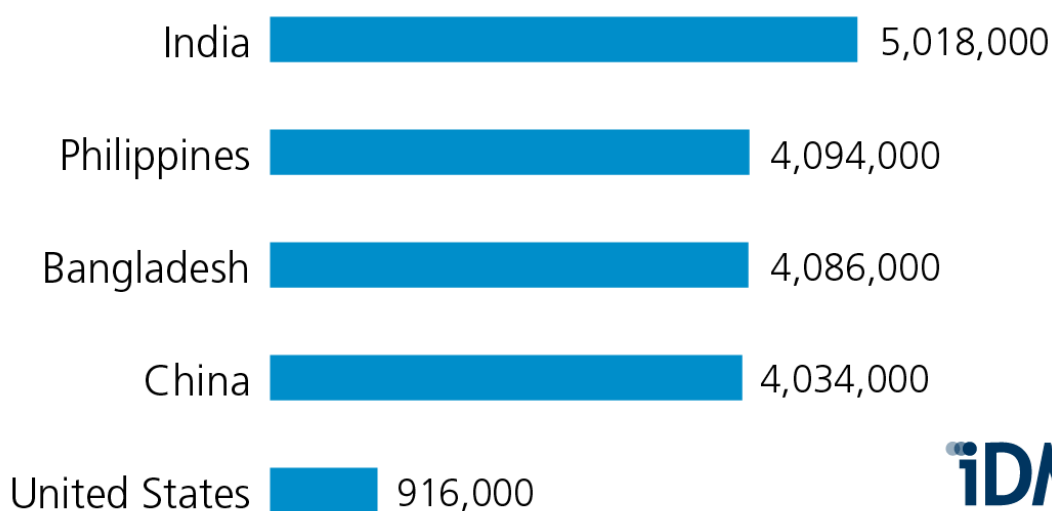


Source: Rhodium Group

global = in the world
GHG = greenhouse gas

Doc 3-

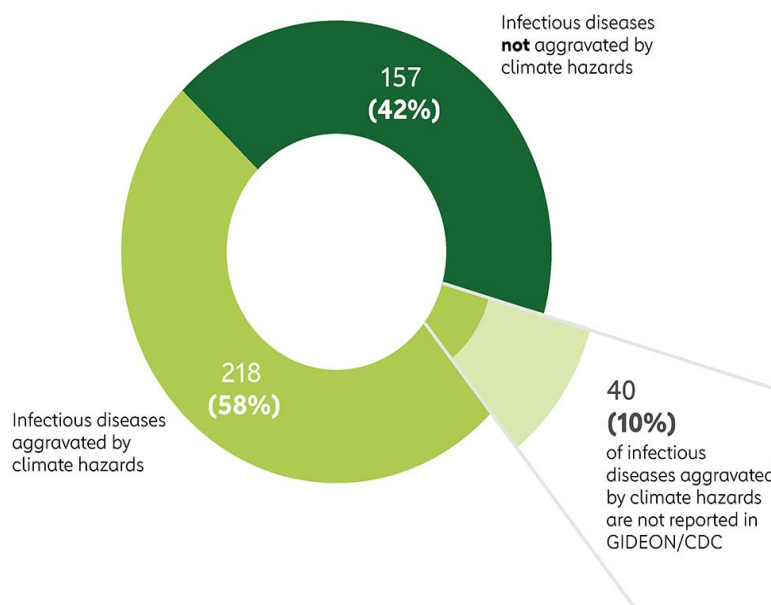
Five countries with the most new displacements by disasters in 2019



<https://www.weforum.org/agenda/2021/06/climate-refugees-the-world-s-forgotten-victims/>

Doc 4-

Infectious diseases affected by climatic hazards



Adapted from Figure 4. Mora, C., McKenzie, T., Gaw, I.M. et al. Over half of known human pathogenic diseases can be aggravated by climate change. *Nat. Clim. Chang.* (2022). <https://doi.org/10.1038/s41558-022-01426-1>

<https://www.gavi.org/vaccineswork/over-half-infectious-diseases-made-worse-climate-change>

Impact of climate change on health (*video*)

1. Warm-up: discussion in pairs:

- What are the different impacts climate change can have on our health?
- Do you think doctors and health specialists should speak up more on that topic?

2. Listening:

Write what you have understood about:

1. The man's situation:

2. The different types of impact climate change has (on the planet, on humans):

3. What doctors and scientists say on the topic:

3. Work on language :

“More and more”:

“I’m seeing that my kids are getting sicker and sicker with their asthma. They’re showing up with asthma at a younger and younger age, needing more and more medications”

The weather is getting increasingly warm → ...

This problem will affect an increasing number of people → ...

The situation is increasingly challenging → ...

Uncountable nouns: (also see Worksheet p.69-70)

“one of the world’s most prestigious medical journal says they found the evidence.”

The evidence they found ___ undeniable.

They found a lot of evidence → they found ...

They didn’t find enough evidence → they found ...

That’s ___ evidence of what I am saying.

Whether: (also see Worksheet p74)

“The question is whether we can prove it’s already affecting our health.”

I don’t know if I can do it / I don’t know

_____ he can do it is not the question here.

I have doubts about _____ this problem can be solved at all.

Asking questions:

“Dr Lynn Ringenberg has been talking to her patients about climate change for ~~years~~.”

→

“That could be ~~distracting~~.”

→

“Real English” corner :

00:47 *“no matter how hard you try breathing, you’re just not getting it”*

00:50 *“He doesn’t remember who brought it up first”*

02:06 *“some say that’s a long shot”*

Stress-pattern:

Where is the stress placed on the following words from the video?

Clinician – global – environment – conversation – question – prestigious

Production work – dialogue:

a) *“He doesn’t remember who brought it up first, but he’s had the conversation with his doctor”:*

With your neighbour, play the conversation when Ken Conklin and his doctor realised that his asthma was related to climate change.

b) *“Doctor Lynn Ringenberg has been talking to her patients about climate change for years and trying to get other doctors to do the same”:*

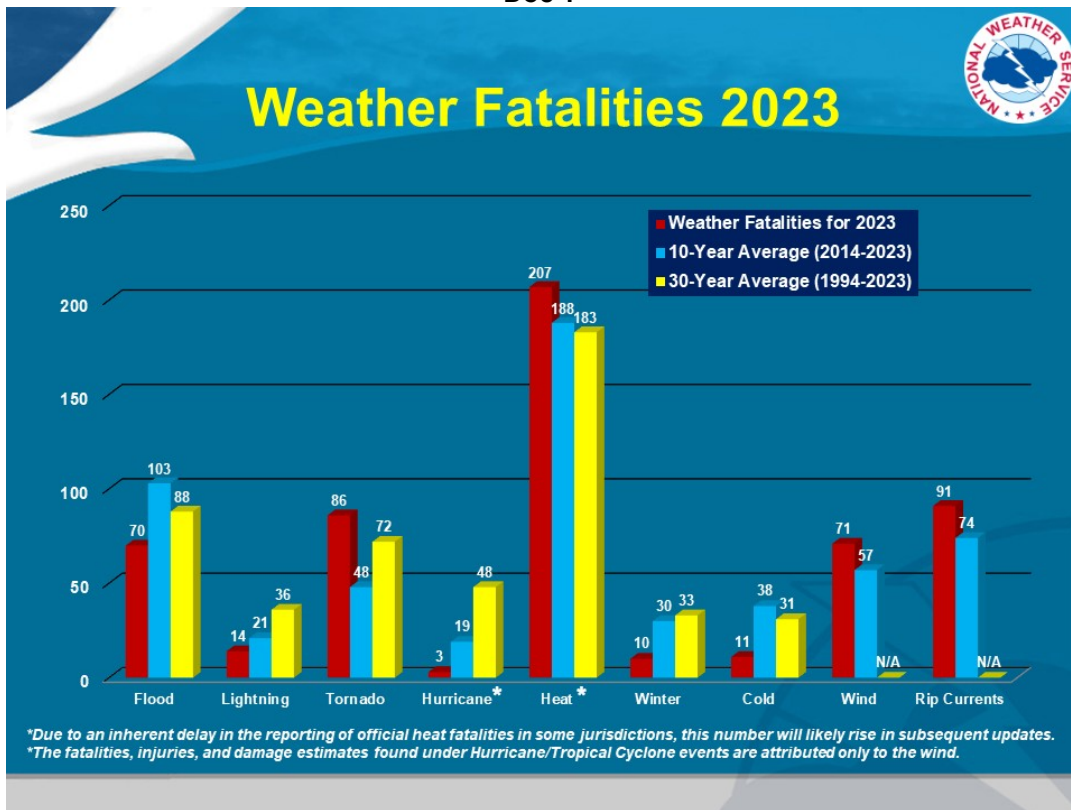
With your neighbour, imagine the conversation between Dr Ringenberg and another doctor about whether or not doctors should raise awareness on the topic (Dr Ringenberg in favor, the other doctor against).

→ Mind your pronunciation and stress pattern, try to re-use the vocabulary and grammar seen in class!

Your quizlet link: https://quizlet.com/_bqzsqr?x=1jqt&i=1sz2ue

Heatwaves and health (graphs)

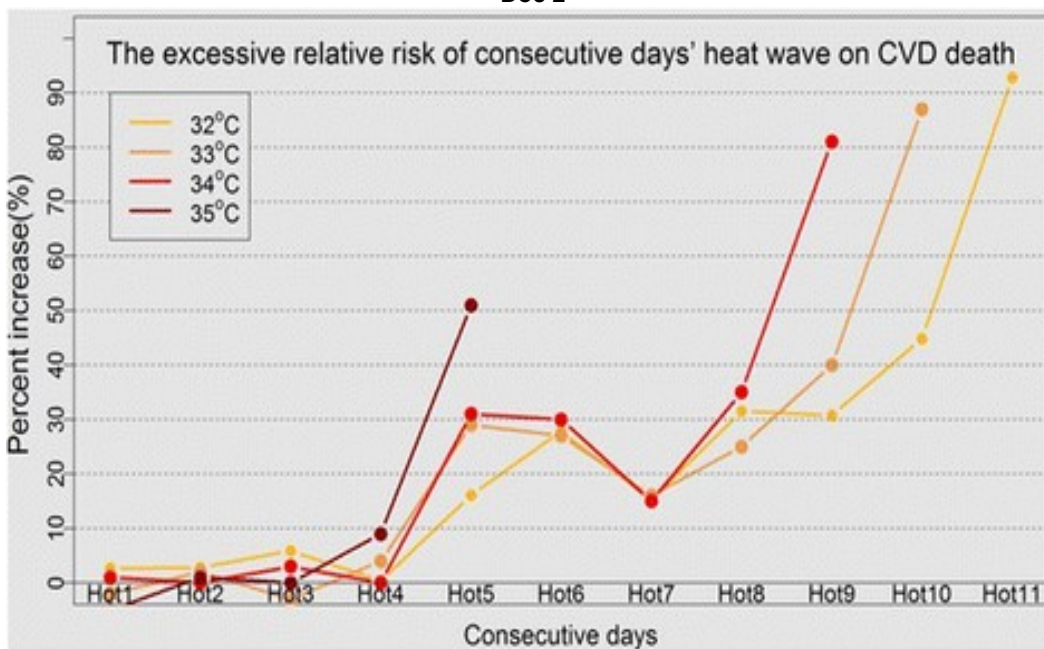
Doc 1-



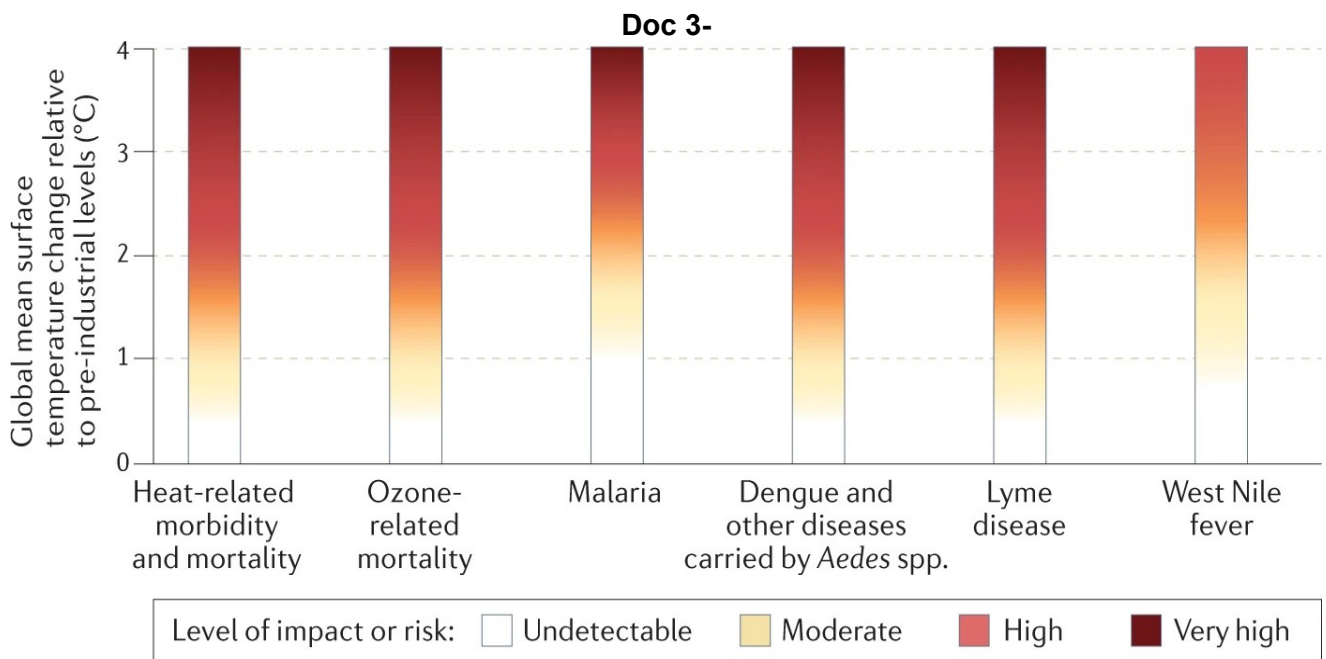
Vertical axis: number of deaths in the US
Fatalities = the number of deaths

Source: <https://www.weather.gov/hazstat/>
 US National oceanic and atmospheric administration

Doc 2

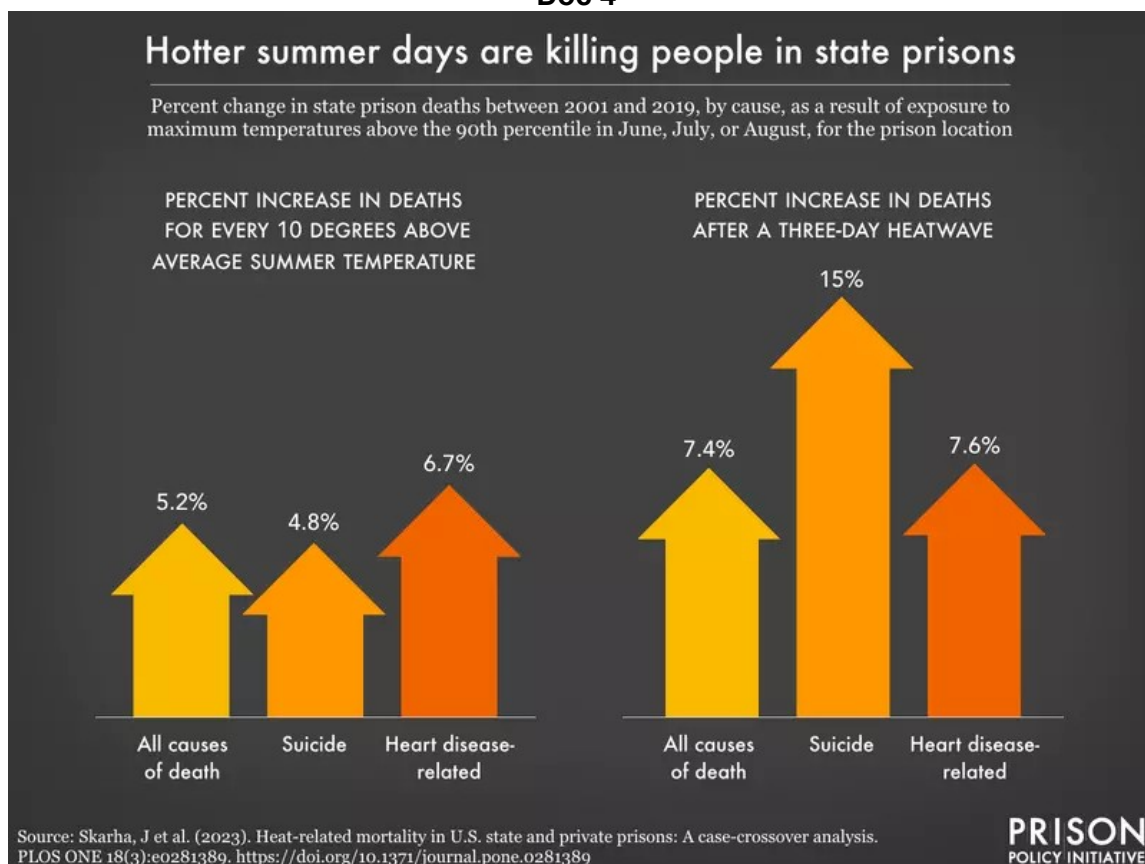


“The association between consecutive days' heat wave and cardiovascular disease (CVD) mortality in Beijing, China”, British Medical Journal.



<https://www.nature.com/articles/s41581-021-00523-2>

Doc 4-



https://www.prisonpolicy.org/blog/2023/07/19/climate_change/

Heatwaves and health (videos)

1. Warm-up: discussion in pairs:

- What are the effects of excessive heat on the body?
- What geographical areas are more impacted by increasing temperatures?
- Are people equally impacted by increasing temperatures? Explain why or why not.

2. Vocabulary

First, revise some useful vocabulary.

Your quizlet link: https://quizlet.com/_br0c5x?x=1qq&i=1sz2ue

3. Listening

Then, watch one of the following video on eCampus (different from your neighbour):

1. “Heatwave in the US” (PBS, 18 June 2022)
2. “Heatwave in India” (PBS, 8 May 2022)

Take notes and prepare the game “2 truths and one lie” about the information given in your video for your neighbour:

Write 3 sentences, two of which are true, and one that is a lie. Your classmate has to guess which one is the lie.

Write at least 5 or 6 series of truths and lies.

You have to cover the key information given in the video.

Your notes:

“Real English” corner :

1. **US** → 01:24 “[they] have really brought it into focus”
01:38 “it’s the prolonged exposure to temperature and humidity that’s really taken its toll”
04:19: “infants who primarily are at the beck and call of parents”
2. **India** → 00:42: “Help us understand what India is enduring”
00:48 “There are really two things to keep in mind.”
02:40: “so much of this seems like a race against time”

4. Work on language :

Numbers and temperatures:

100s people =

100,000,000s people =

100M Americans =

1B people =

Ms Indians =

120°F = _____ = _____ °C

“triple-digit temperature”= a temperature of at least _____ °F (= _____ °C).

2030 =

Tenses: put the verb at the correct tense:

“We (*study*) _____ the effects of heat stress and dehydration on human health and performance for a long period of time”.

We (*work*) _____ on a solution for two decades now, and there’s still a lot to be done.

“You and your colleagues (*chronicle*) _____ the cascading effects of the heat.”

The situation (*worsen*) _____ with time.

Dubbing exercise:

Here is the transcription of video 1 until 00:52. Listen carefully to the speakers’ pace: underline the emphasised words, and write / where the pauses are placed.

Then practice on this bit, before delivering it to your classmate.

Your challenge is to sound as native and as fluent as possible. If you want extra challenge, try to do it while the video is playing without sound!

(00:48) There are really two things to keep in mind. First, many parts of India are hot in the summer. But at a time when global average temperatures are going up, heat waves are more intense, more frequent, and that’s what we are seeing now. They’re also more dangerous for the second reason, which is that millions of people lack basic protections. They work outdoors and if they don’t work, they don’t get paid. Children go to school in school buses that are not air conditioned. People come home to houses that may not be insulated well enough. Certainly hundreds of millions of people don’t have access to air conditioning. This makes intense heat waves like this exacerbated by climate change, deadly and dangerous to the health and well-being of hundreds of millions of Indians.

Production work – writing task :

a. Write an email to a friend of yours living in the US or India, asking for news after you saw the report, especially about their vulnerable family members. Send the email to your neighbour, then proofread his/her email together to correct his/her grammar or spelling mistakes. Call your teacher if you are not sure !

→ Try to re-use the vocabulary and grammar seen in class!

b. You are Somini Sengupta, the International Climate reporter for the New York Times, also the anchor of the Climate Forward newsletter. The journalist mentioned that “You and your colleagues have been chronicling the cascading effects of the heat.”: Write one of those chronicles for the New York Time. You are free to re-use the information you have just learnt in the two videos.

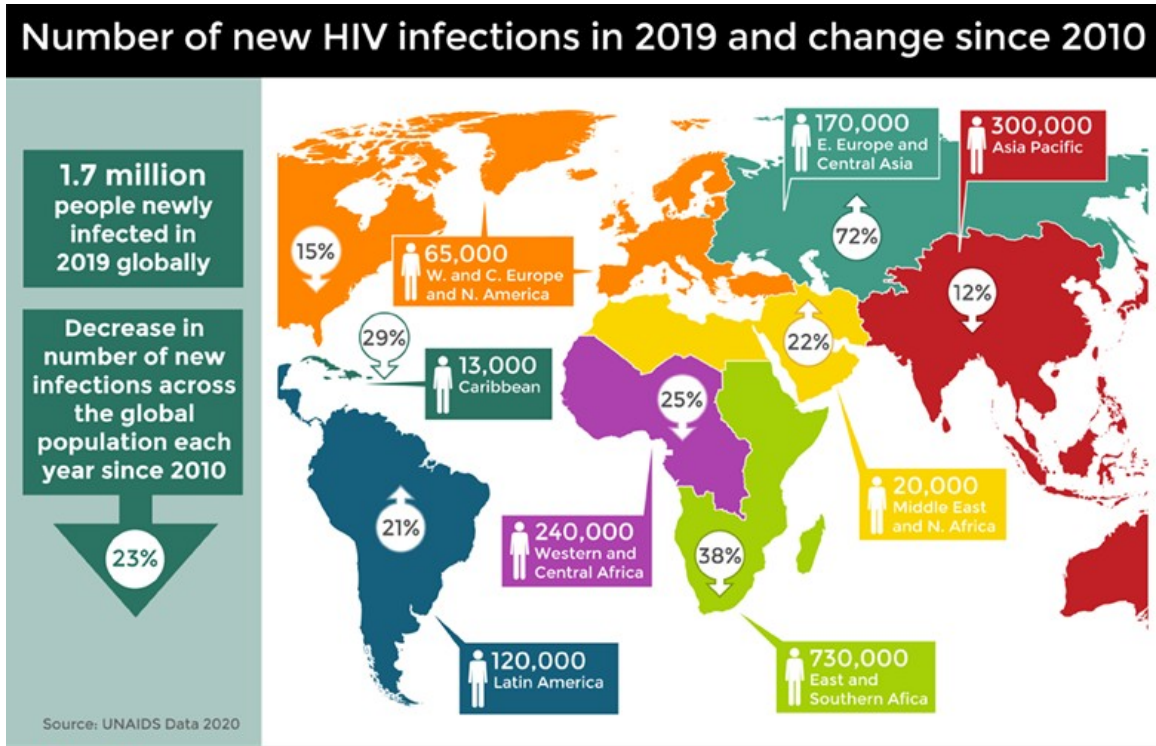
→ Try to re-use the vocabulary and grammar seen in class!

HIV / AIDS

HIV – AIDS (graphs)

Note: "HIV" is pronounced as the 3 individual letter H-I-V (same as in French), whereas "AIDS" is pronounced [eidz], as though it was a word (... same as in French!)

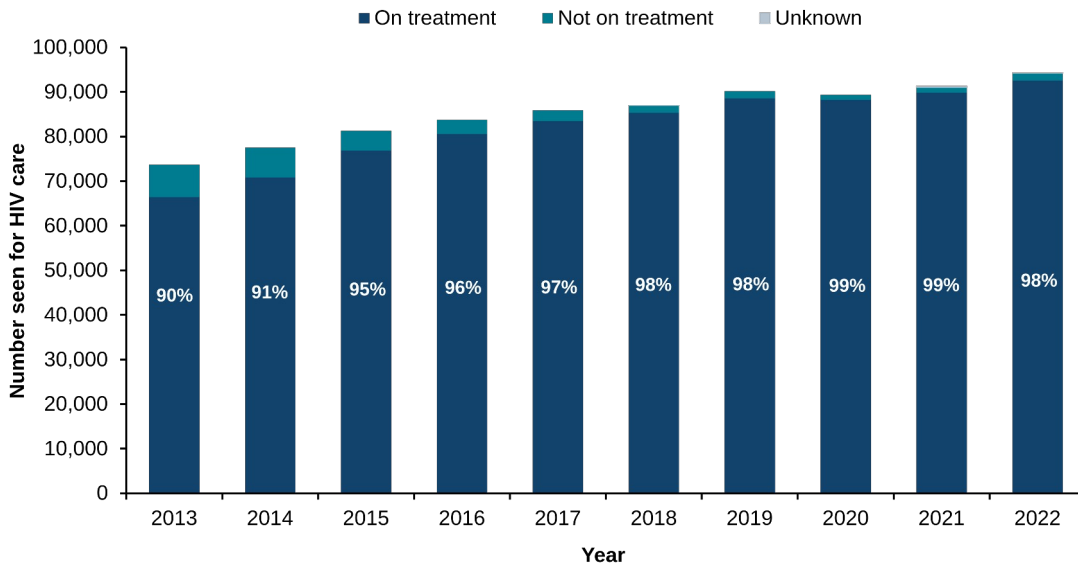
Doc 1-



Avert www.avert.org

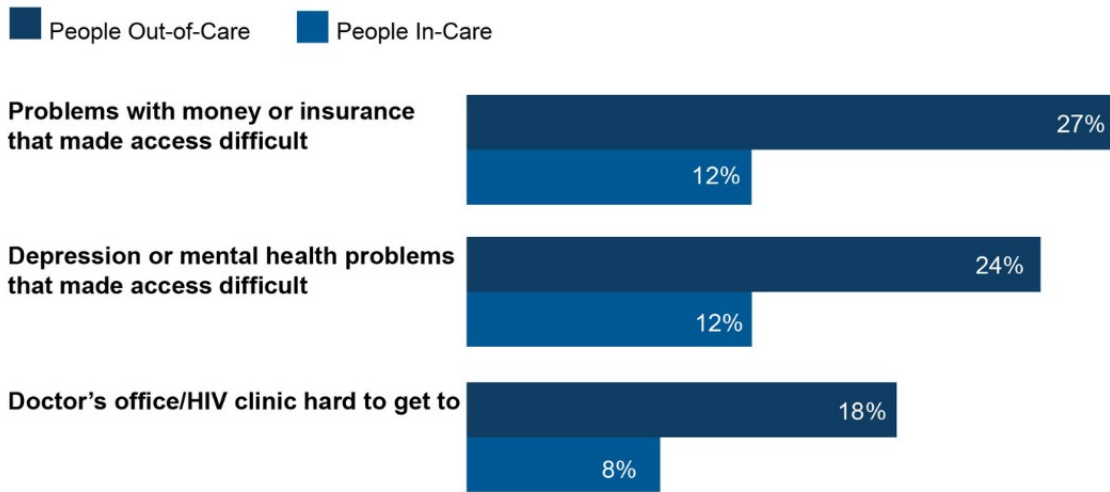
Doc 2-

Number of adults seen for HIV care by treatment status, England, 2013 to 2022



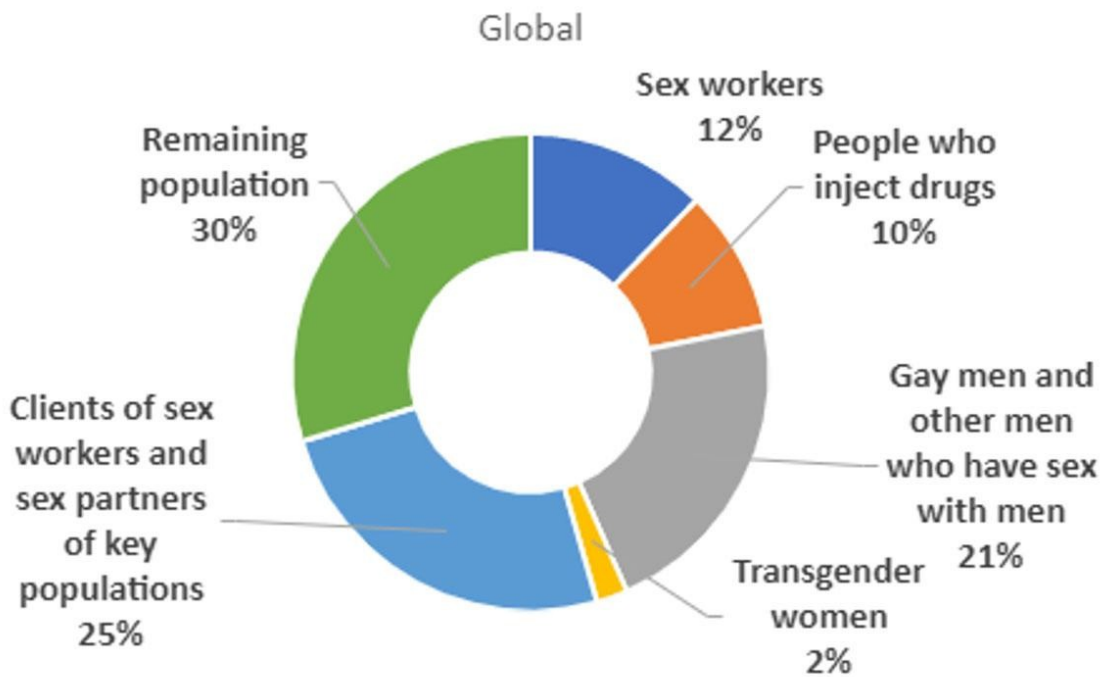
<https://www.gov.uk/government/statistics/hiv-annual-data-tables/hiv-testing-prep-new-hiv-diagnoses-and-care-outcomes-for-people-accessing-hiv-services-2023-report>

Key Barriers to Care for People with HIV



<https://www.kff.org/hivaids/>

Distribution of new HIV infections by population group, global | 2021



<https://news.un.org/en/story/2022/07/1123332>

HIV – AIDS (webquest)

1. Warm-up:

→ What do you know about HIV/AIDS? Share with your neighbour.

2. Pair activity

Student A

Go to: <https://www.who.int/news-room/q-a-detail/hiv-aids>
https://www.who.int/health-topics/hiv-aids#tab=tab_1

Take notes to fill the table below:

HIV definition vs. AIDS definition	
HIV & AIDS symptoms	
HIV & AIDS prevention	
HIV testing	

Student B

Go to: <https://www.unaids.org/en/resources/fact-sheet>
<https://www.niaid.nih.gov/diseases-conditions/hiv-vaccine-development>

Take notes to fill the table below:

The HIV /AIDS pandemic: key data and statistics (<i>pick just a few and say why you have chosen them</i>)	
HIV & AIDS treatments	
Investments for HIV & AIDS	
Landmarks* in research about HIV & AIDS <i>* a landmark = un point de repère, une date majeure</i>	

Each student should then use their **notes** to prepare a short talk to present the collected information to their partner.

AIDS (*discussion*)

Discussion

Work in pairs. Answer the questions below (explain your answers):

1. How much do you know about HIV?

1.1. HIV can be passed on by... :

- a heterosexual intercourse
- a homosexual intercourse
- kissing
- using infected injection material

1.2. Mark the following true (T) or false (F):

- AIDS and HIV are the same thing.
- An HIV test will show immediately after exposure to the virus if someone is infected with HIV.
- Current treatment can eliminate the HIV infection in some people.

2. Discuss the following questions in pairs or in small groups:

1. What is done in your country to help prevent the spread of HIV?
2. Do you think more could be done ? If so, what?
3. What is the attitude of most people towards HIV sufferers?
4. How could the large drug companies do more to help?

3. How far do you agree or disagree with the following?

1. HIV positive people are responsible for their fate: they should have been more cautious.
2. Too much money is spent on research into HIV. Cancer is more important.
3. Developed countries only care about their own HIV infected population. They are doing nothing to help the developing world.

Your Quizlet link: https://quizlet.com/_bqtx8k?x=1jqt&i=1sz2ue

HIV treatment (*video*)

1. Warm-up:

- What do you know about HIV treatments and how they work?
- Are there examples of these treatments not working ?

2. Watch the video "HIV resistance" and answer the questions below:

- What is HIV resistance?

- How does it happen?

- What advice is given in the video regarding HIV treatments?

3. Work on language :

Ce que / ce qui:

- [What you need] is an effective HIV treatment by your side.
- It can mutate, [which means the virus can create whole new versions of itself].

Direct and indirect questions: Transform direct questions into indirect questions, and vice-versa:

1. it's important to understand HIV resistance, what it is, how to avoid it and how the HIV treatment you take may help fight against it.

→ What ...

How ...

How ...

2. How does resistance happen ? → Let me explain to you ...
3. How will you know ? → This is ...
4. [this is] when HIV resists your treatment → When ...
5. If your HIV treatment isn't right for you [...] → (yes/no question)

"Real English" corner :

00:28 "What you need is an effective HIV treatment by your side"

01:11 "it takes a steady level of medicine in your bloodstream for it to work"

01:59 "stick with your HIV treatment"

02:37: "When your treatment works the right way..."

Production work - dialogue:

You work as an assistant pharmacist. A new patient comes to start on an HIV treatment. Re-use what you have learnt in this video and your personal knowledge to counsel this new patient. Give as many details as you can.

Play the discussion in pairs, then switch the roles.

40 years of the AIDS epidemic (videos)

1. Discuss with your neighbour(s):

→ Do you know how knowledge about this disease has evolved? If not, try to make guesses.

2. Listening:

3 videos on eCampus

In groups of 3, listen each to a different video while taking notes on the points given. Those videos are longer than usual, so do not write down 100% of what is said!

Then share what you have understood with your 2 classmates.

- Video 1: (1982)

<https://www.youtube.com/watch?v=Pn2FcxGdYLA>

Take notes on:

- the symptoms, the death rates and numbers given;
- the state of knowledge at the time: what they knew, what they didn't know, what they believed but that we now know is false;
- the perception, the fears about this disease and the changes that it brought.

- Video 2: (2021)

<https://www.youtube.com/watch?v=ETsCtPDMzoA>

Take notes on:

- the symptoms and the population affected;
- the social and psychological consequences of AIDS;
- the historical timeline of the fight against HIV, the changes in the medical care;
- the role of the gay community in the epidemics.

- Video 3: (2011)

https://www.youtube.com/watch?v=ULrql_aYoW0

- What event is the report telling us about?
- What numbers and symptoms are reported?
- What is the perception of the disease and of HIV positive people?
- How has the epidemic affected the gay community?

Recap

Compare what you have understood from those 3 videos and the evolution of the perception of HIV.

3. Discuss

- Are there elements you think are noteworthy* and were not mentioned in the videos?
**noteworthy = notable, remarkable*
- Are there things you did NOT know that you learnt with those videos?
- What do you think is the level of discrimination against HIV-positive people nowadays?
- Do you think there are *misconceptions* (inaccurate/false beliefs) about AIDS that are widespread in the population? Or things that the public should be more *aware* of*?
**be aware of something = know that something exists*

4. Work on language

Pronunciation:

Note the pronunciation of: *HIV* vs. *AIDS*

Word stress:

Stigma / acknowledgement / awareness / addict / infant / finding / balance, imbalance / potent / viral / rampant / level / handle

Note that prefixes and suffixes are rarely stressed.

Production work – interview:

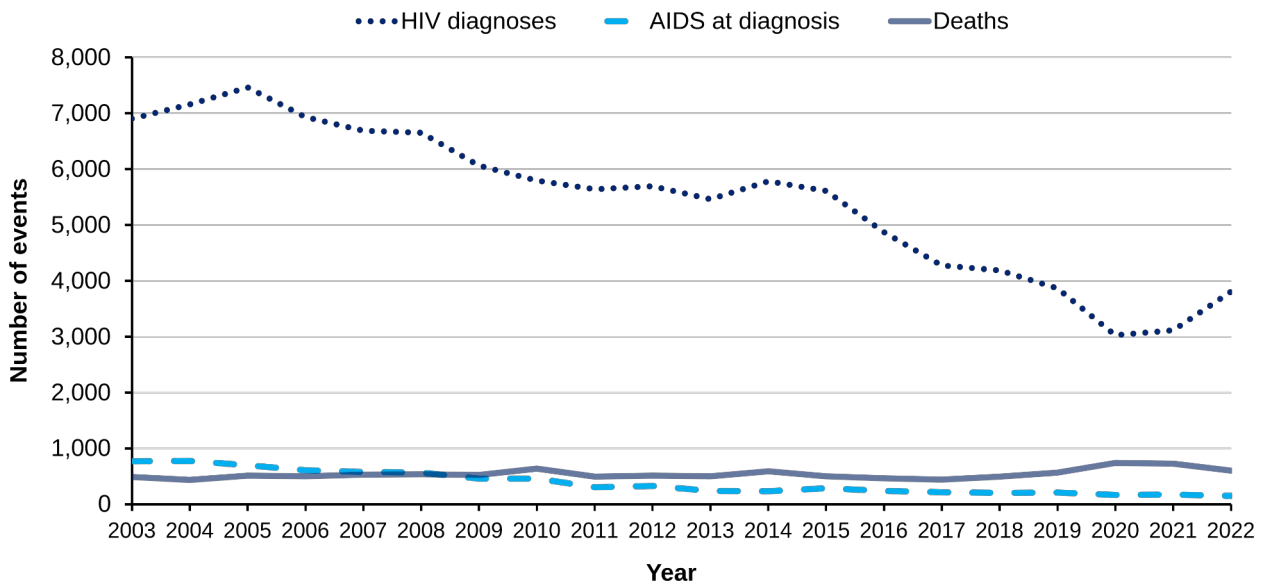
You are the film-maker from the last video. With a classmate, imagine the interview of an HIV positive person who lived in San Francisco in the 1980s. You can have a few notes, but do not script the entire exchange!

→ Mind your pronunciation and stress pattern, try to re-use the vocabulary and grammar seen in class!

Quizlet link: https://quizlet.com/_bpl5k2?x=1jqt&i=1sz2ue

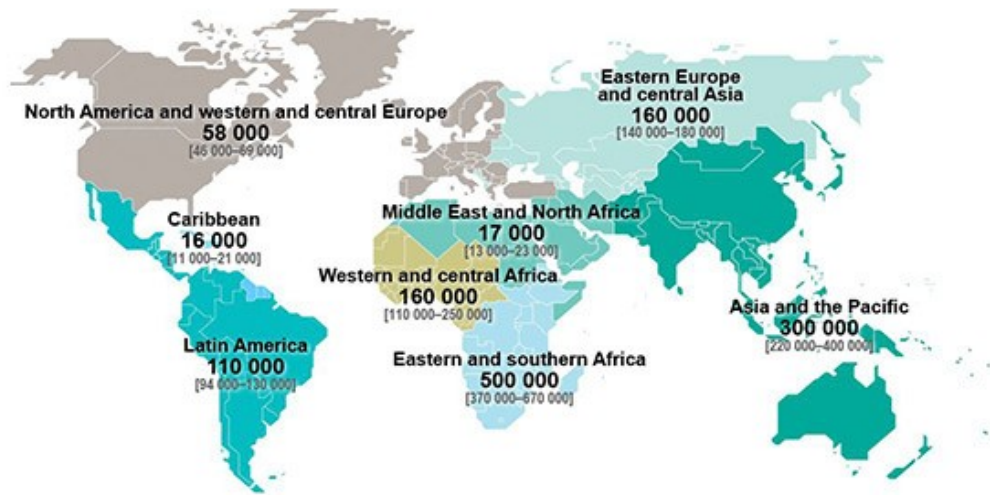
HIV – AIDS (graphs – 2)

HIV diagnoses, AIDS at diagnosis, and all-cause deaths in people with AIDS, England, 2003 to 2022



Source: <https://www.gov.uk/government/statistics/hiv-annual-data-tables/hiv-testing-prep-new-hiv-diagnoses-and-care-outcomes-for-people-accessing-hiv-services-2023-report>

Estimated number of adults and children newly infected with HIV | 2022



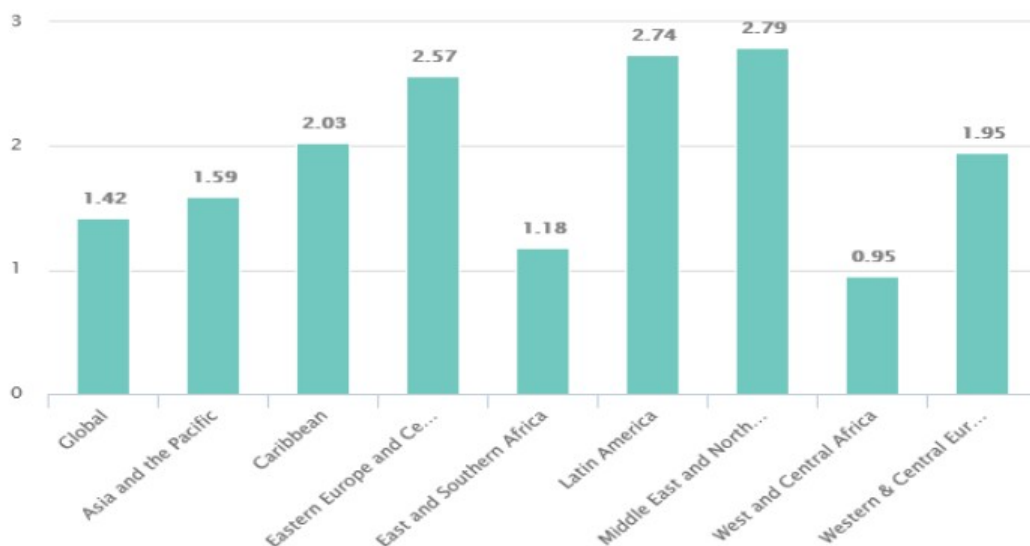
Total: 1.3 million [1.0 million–1.7 million]



<https://www.amfar.org/about-hiv-aids/statistics-worldwide/>

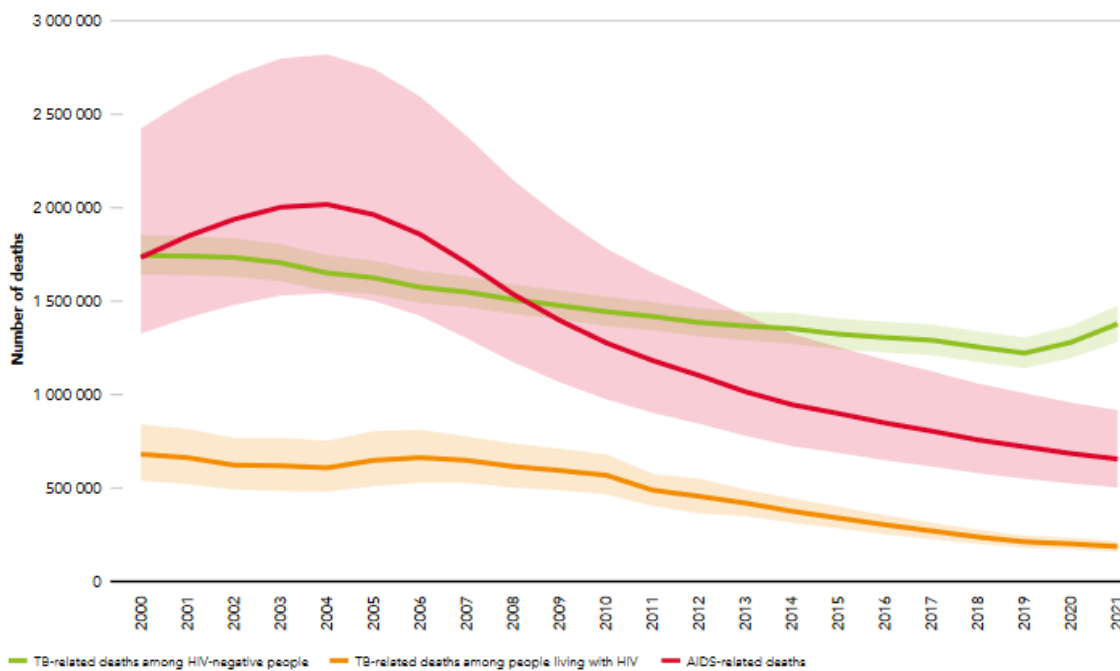
Epidemic transition metrics _ Incidence:mortality ratio

Incidence:mortality ratio



<https://aidsinfo.unaids.org/>

Figure 1.10 Numbers of TB-related deaths among people living with HIV and HIV-negative people, and AIDS-related deaths, global, 2000–2021



Source: Global tuberculosis report 2022. Geneva: World Health Organization; 2022 (<https://apps.who.int/iris/handle/bitstreams/1474924/retrieve>).

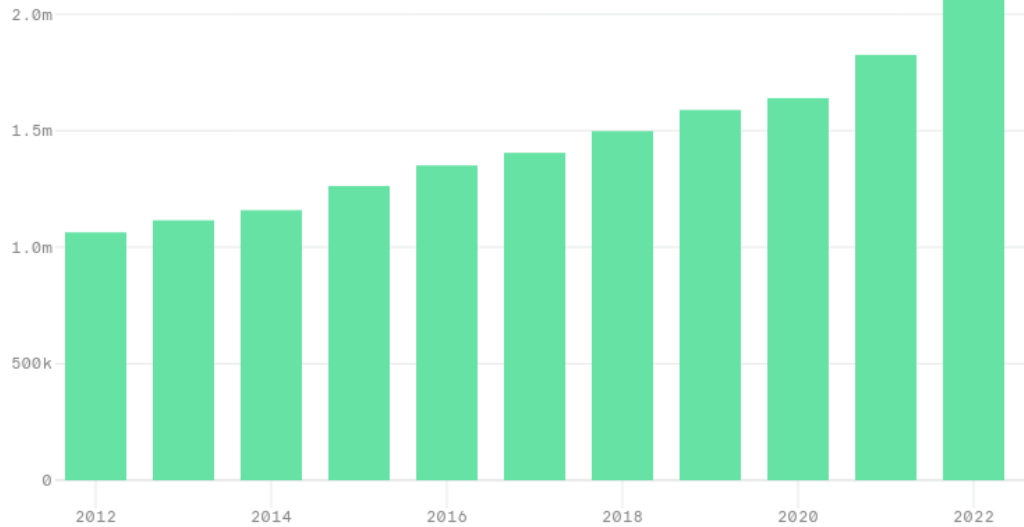
https://www.unaids.org/sites/default/files/media_asset/2023-unaids-global-aids-update_en.pdf (p42)

SUBSTANCE USE AND ABUSE

ADHD drugs (graphs)

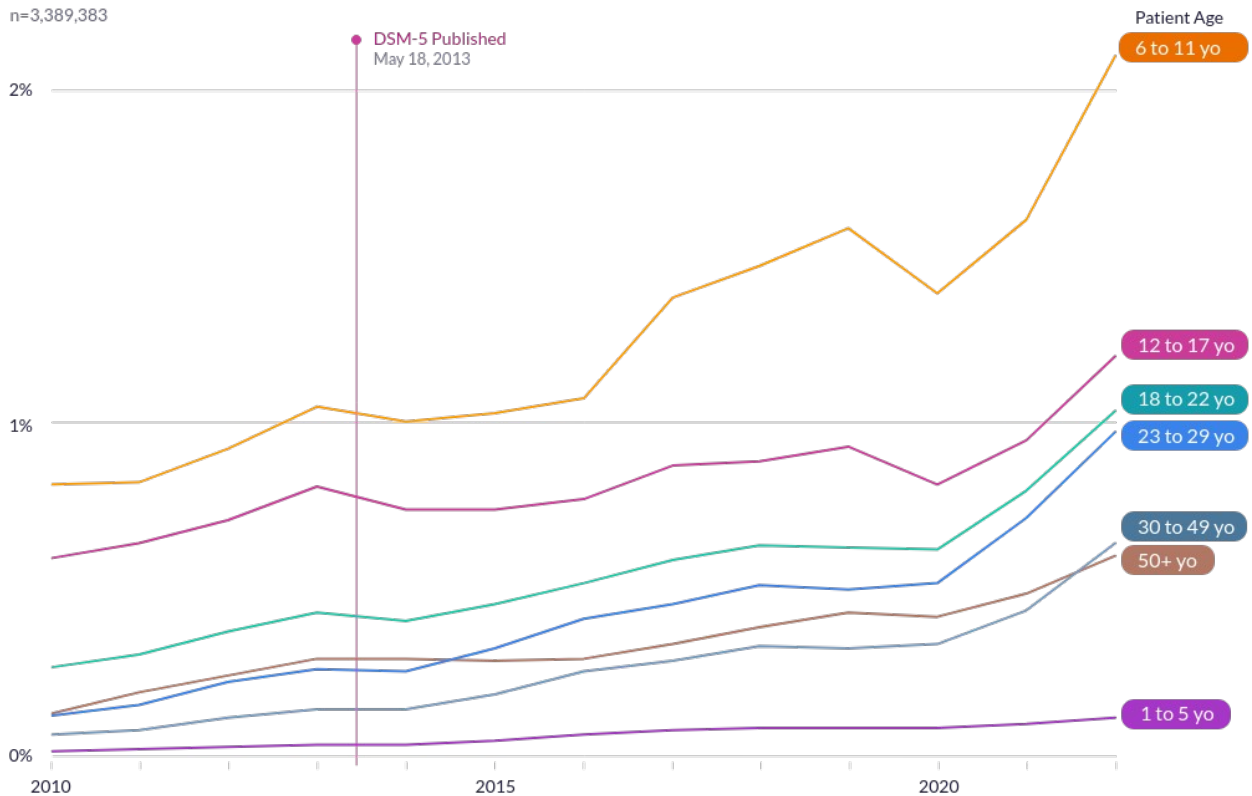
Prescriptions of drugs used to treat ADHD in Washington

Total prescriptions by year; 2012-2022



Includes drugs classified as amphetamine, lisdexamfetamine or methylphenidate. Data: Washington State Department of Health Prescription Monitoring Program; Chart: Axios Visuals

Source: <https://www.axios.com/local/seattle/2023/09/25/adhd-prescriptions-up>



"Age at Initial ADHD Diagnoses Over Time," 2023, EpicResearch.org

Incidence of patients with initial ADHD diagnosis by year stratified by age. *The Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5)*, updated diagnostic guidelines for ADHD.

<https://www.epicresearch.org/articles/number-of-adhd-patients-rising-especially-among-women>

Stimulant use and abuse in the US (text)

PAIRWORK

STUDENT A: read the following document and sum it up to your neighbour

HEADS UP REAL NEWS ABOUT DRUGS AND YOUR BODY

PRESCRIPTION STIMULANTS

WHEN USED AS PRESCRIBED, PRESCRIPTION STIMULANTS ARE SAFE DRUGS THAT HELP MILLIONS OF TEENS. BUT ABUSING THEM IS DANGEROUS AND CAN BE ADDICTIVE.

The most recent *Monitoring the Future* survey shows a disturbing fact: Prescription stimulants such as Adderall® and Ritalin® are two of the drugs most frequently abused by high school seniors, with 6.5 percent reporting nonmedical use of Adderall® in the past year.¹ Doctors prescribe stimulants to treat attention deficit hyperactivity disorder (ADHD), narcolepsy (a sleep disorder), and, occasionally, depression.



When taken as prescribed, these medications help a lot of people. Unfortunately, they are too often abused by being taken in doses and/or in ways other than intended, or by being used by someone for whom they were not prescribed. Prescription stimulants are powerful drugs, and when they are abused there can be serious health consequences, including addiction. Read on to get the facts about prescription stimulants and why abusing them is dangerous.

¹ "Monitoring the Future survey, Overview of Findings 2010," National Institute on Drug Abuse, <http://drugabuse.gov/newsroom/10/mtf10overview.html>.

What Are Prescription Stimulants?

Prescription stimulants include medications such as methylphenidate (Ritalin® and Concerta®) and amphetamines (Dexedrine® and Adderall®). These medications, which are in the same class of drugs as cocaine and methamphetamine ("meth"), increase alertness, energy, and attention. Like all stimulant drugs, prescription stimulants increase levels of dopamine in the brain. Dopamine is a neurotransmitter associated with pleasure, movement, and attention.

How Do Prescription Stimulants Treat ADHD?

People with ADHD have problems maintaining attention (e.g., fidgeting or trouble concentrating), and may be more hyperactive and impulsive than others of the same age. For teens, this can result in difficulty with completing schoolwork or other tasks. Doctors prescribe stimulants such as Concerta® and Adderall®, sometimes in combination with counseling, to treat these symptoms. These stimulants can have a calming effect on people with ADHD that helps them focus, dramatically



improving their ability to stay organized and complete tasks.

When prescribed, stimulant medications are usually started at a low dose and gradually increased until symptoms subside, or until side effects become problematic. When taken as directed, prescription stimulants produce slow, steady increases of dopamine in the brain. Scientists think that these gradual increases may help to correct abnormal dopamine signaling that may occur in the brains of people with ADHD.

Why Do They Require a Prescription?

Prescription stimulants are strong medications, and their proper use needs a doctor's supervision. The first step is an accurate diagnosis of a physical or mental disorder, such as ADHD, by a qualified doctor. Then, if appropriate, stimulants may be prescribed. A doctor should monitor both the positive and possibly negative effects of the medication to make sure it's treating symptoms as intended.

FROM SCHOLASTIC AND THE SCIENTISTS OF THE NATIONAL INSTITUTE ON DRUG ABUSE, NATIONAL INSTITUTES OF HEALTH, U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

PAIRWORK

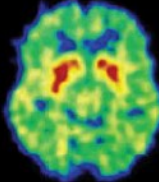
STUDENT B: read the following document and sum it up to your neighbour

WWW.SCHOLASTIC.COM/HEADSUP

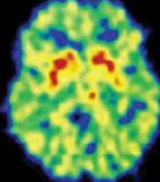


Prescription Stimulants and Cocaine Act on the Same Parts of the Brain

The two brain scans below show how cocaine and methylphenidate (Ritalin®) both act on the same dopamine sites in the brain. Dopamine is a brain chemical associated with attention and pleasure.



Cocaine



Methylphenidate

Note: In this study, both drugs were given intravenously to demonstrate that they affect similar mechanisms in the brain. However, when taken orally, methylphenidate causes a much slower increase in dopamine levels, and does not create the same euphoria experienced with cocaine.

Why Are Prescription Stimulants Abused?

Many teens report abusing prescription stimulants to get high because they mistakenly believe that prescription drugs are a “safer” alternative to illicit drugs. Teens also report abusing prescription stimulants to try to lose weight or increase wakefulness and attention. Some even abuse them to get better grades. Research, however, shows that stimulant abuse is actually linked to poorer academic performance. Why? Because people who abuse stimulants often take other drugs and engage in behavior that puts their academic performance at risk (e.g., skipping classes).

Is Abusing Prescription Stimulants Dangerous?

Yes. In fact, taking prescription stimulants in high doses, or by injection, smoking, or snorting, can affect the brain in ways similar to cocaine or other drugs of abuse (see above right). Prescription stimulant abuse can result in abnormally

You are abusing prescription stimulants if . . .	Risks
. . . you take them to cram for a test.	Stimulants can help you stay awake, but they can also make you feel jittery, anxious, irritable, and even paranoid. Stimulants may improve certain skills (e.g., focused attention) at the expense of others (e.g., creative thinking). There is no evidence that stimulants improve academic performance in someone who does not have ADHD.
. . . you take them to try to lose weight.	Abusing stimulants can decrease appetite, which can lead to weight loss and malnutrition. Plus, when a person stops taking the stimulants, he or she usually gains the weight back, and sometimes puts on a few more pounds. Thus, stimulants do not provide a long-term weight-loss solution, and chronic use increases the risk of addiction and other health consequences.
. . . you take them to get high.	To get high on stimulants, people may take them in higher doses than prescribed or by routes other than oral (e.g., snorted, smoked, or injected). This practice increases the risk of serious health consequences. High doses can cause blood vessels to narrow, forcing the heart to work harder, and possibly lose its normal rhythm. This could lead to a heart attack or a stroke.

high levels of dopamine, producing euphoria, an intense feeling of happiness. This increases the risk for abusing again, and ultimately for becoming addicted.

Abusing prescription stimulants can also result in increased blood pressure, heart rate, and body temperature, as well as nausea, headaches, anxiety, psychosis, seizures, stroke, and heart failure. Individuals who chronically abuse prescription stimulants may experience withdrawal symptoms when they stop using them. These

symptoms can include fatigue, depression, and disturbed sleep patterns. Although not life threatening, these symptoms often prompt a return to drug use.

Important Resources

- For more information on drugs, go to <http://teens.drugabuse.gov> or www.scholastic.com/headsup.
- For immediate help with a crisis, call 1-800-273-TALK.
- To locate a treatment center, call 1-800-662-HELP or visit <http://findtreatment.samhsa.gov>.

FROM SCHOLASTIC AND THE SCIENTISTS OF THE NATIONAL INSTITUTE ON DRUG ABUSE, NATIONAL INSTITUTES OF HEALTH, U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES

Check what you've learned from your discussion with your partner by filling in this questionnaire:



Name _____ Date _____

What Do You Know About Prescription Stimulants?

Answer the questions below to find out what you learned about prescription stimulants.

1. Prescription stimulants and cocaine are from the same class of drugs.
(A) True
(B) False
2. Many people use prescription stimulants to safely and effectively treat ADHD, narcolepsy, and sometimes depression.
(A) True
(B) False
3. Using someone else's prescription stimulants to help you study for a test is not drug abuse.
(A) True
(B) False
4. Which of the following is a prescription stimulant?
(A) dopamine
(B) methylphenidate
(C) amphetamine
(D) A and B
(E) B and C
5. According to the 2010 *Monitoring the Future* survey, what percent of high school seniors have reported nonmedical use of Adderall® in the past year?
(A) 22.6 percent
(B) 85 percent
(C) 6.5 percent
(D) 1 percent
6. Which of the following is NOT an effect of stimulants on the body?
(A) increased energy
(B) increased alertness
(C) increased appetite
(D) increased attention
7. Prescription stimulants are prescribed to treat ADHD because they:
(A) can decrease appetite so that people with ADHD can lose weight.
(B) can have a calming effect on people with ADHD that helps them focus.
(C) can help with feelings of anxiety, irritability, and paranoia.
(D) all of the above
8. Which of the following is NOT an example of abusing prescription stimulants?
(A) taking a prescription stimulant per doctor's orders
(B) taking a prescription stimulant not prescribed to you to help you lose weight
(C) taking a prescription stimulant that was prescribed for your friend
(D) taking a prescription stimulant to get high
9. Taking high doses of prescription stimulants can result in _____.
(A) a stroke
(B) death
(C) a heart attack
(D) all of the above
10. People who repeatedly abuse prescription stimulants may experience withdrawal symptoms when they stop using them, including:
(A) depression.
(B) disturbed sleep patterns.
(C) fatigue.
(D) all of the above

“Prescription stimulants and ADHD” (videos)

1. Listening:

Watch one of the video on eCampus while your neighbour watches the other and take notes on the points indicated below:

Video 1:

- why 1 in 4 students in the US use those drugs (elements all through the video);

- which categories of students they are mostly talking about;

- the signs and risks of ADHD drug misuse;

- what adults can do about it.

Video 2:

- What does Adderall do in children with ADHD?

- Why are millions of Americans unable to fill their prescription at the moment? (elements all through the video)

- What solution does the lady have in mind for herself and her son?

- How long has the problem been going on? What role have the authorities played in this situation?

2. Discussion:

- What link can you see between the two videos?
- What do you think can be done to avoid this situation?
- Can you think of a similar situation with other drugs? Have you heard of cases of drug shortages? What are the solutions in those situations?

3. Work on language:

Questions: Ask the question to get the crossed out information from the texts:

1. The most recent *Monitoring the Future* survey shows ~~a disturbing fact~~.
→
2. ~~The most recent Monitoring the Future survey~~ shows a disturbing fact.
→
3. Adderall and Ritalin are two of the drugs most frequently abused by ~~high school senior~~.
→
4. Adderall and Ritalin are two of the drugs most frequently abused by high school senior, with ~~61%~~ reporting nonmedical use.
→
5. A doctor should monitor ~~both the positive and possibly negative~~ effects.
→
6. Prescription stimulant abuse can result in ~~abnormally high levels of dopamine~~.
→

Real English corner:

1. Student misuse

00:27 "which groups are most prone to misuse and why?"

01:11 "what are the signs parents should look out for?"

03:13 "thank you for bringing some info to us and shedding light on this issue."

2. ADHD drug shortage

00:40 "be in short supply"

00:58 "demand seems to be outstripping supply"

Production work – dialogue:

You work as an assistant pharmacist and you notice that one of your ADHD patients seems to consume their Adderall faster than they should. Play out the discussion with your neighbour.

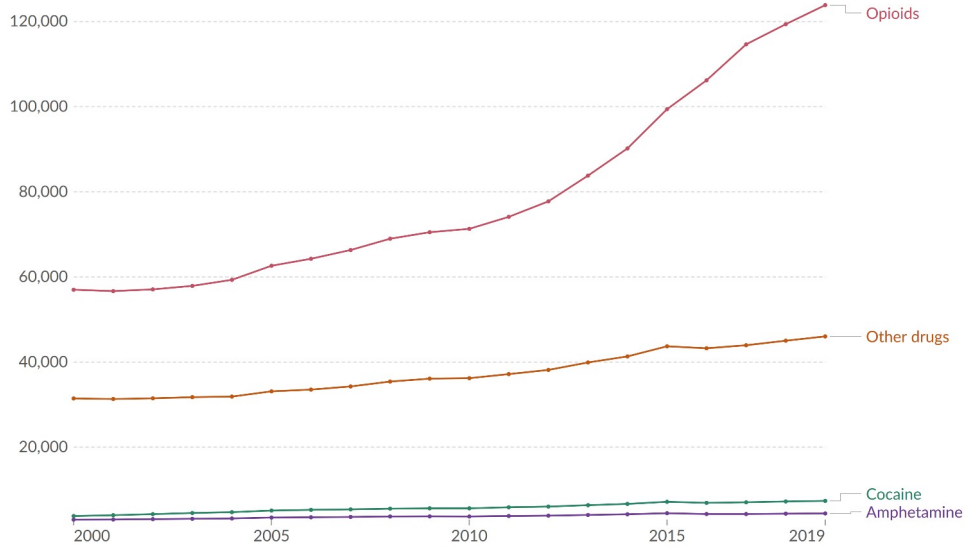
Your Quizlet link: https://quizlet.com/_bsnycg?x=1jqt&i=1sz2ue

The opioid crisis (graphs)

Drug use disorder deaths, World, 2000 to 2019

Estimated annual number of deaths from drug use disorders¹, by type of drug.

Our World in Data



Data source: WHO, Global Health Estimates (2020)

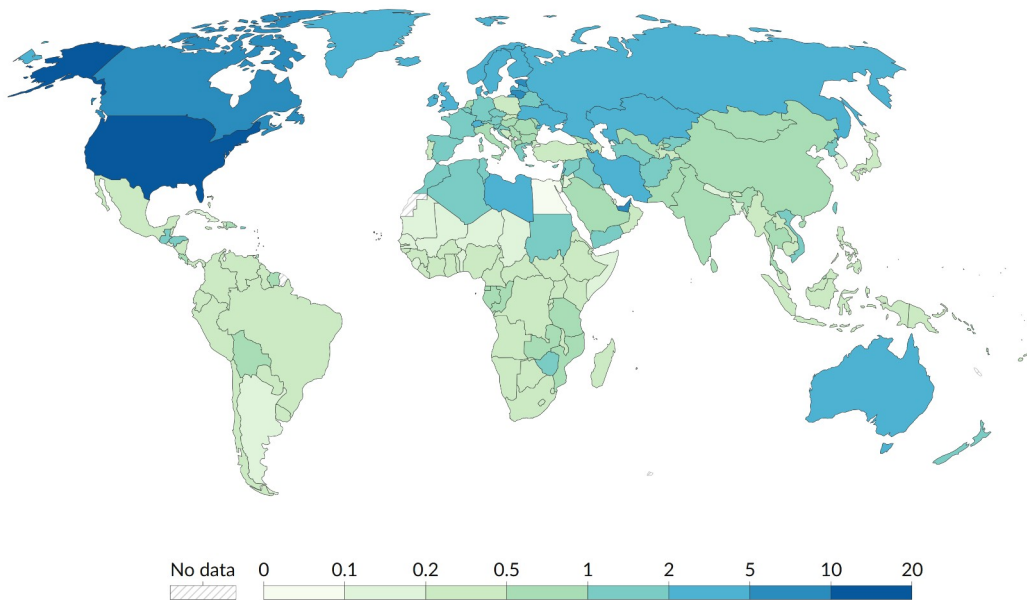
OurWorldInData.org/illicit-drug-use | CC BY

1. Drug use disorders: Drug use disorders are the continued use of drugs such as opioids, amphetamines, cocaine, and cannabis leading to impairments in health, social function, and control over substance use.

Drug use disorder death rate, 2019

Estimated annual number of deaths from drug use disorders¹ per 100,000 people.

Our World in Data



Data source: IHME, Global Burden of Disease (2019)

OurWorldInData.org/illicit-drug-use | CC BY

Note: To allow for comparisons between countries and over time, this metric is age-standardized².

1. Drug use disorders: Drug use disorders are the continued use of drugs such as opioids, amphetamines, cocaine, and cannabis leading to impairments in health, social function, and control over substance use.

2. Age standardization: Age standardization is an adjustment that makes it possible to compare populations with different age structures by standardizing them to a common reference population. [Read more: How does age standardization make health metrics comparable?](#)

The Opioid crisis in the US (*videos*)

1. Warm-up:

- What illegal drugs do you know of?
- Which one of them are the most addictive?
- What impact does addiction to those drugs have on people's lives?
- How difficult do you think it is to get off those drugs?

2. Listening:

You will find 2 videos on eCampus explaining the origin and the extent / the scope of the problem (the first from 2017 and the second from 2023).

Work in groups of 4, with 2 students per video:

2.1. Watch video in pairs.

2.2. Write & ask questions to your classmates:

GROUP 1 : - Student 1 asks 3 questions to Student 2 on video 1 part 0:00 to 2:20
 - Student 2 asks 3 questions to Student 1 on video 1 part 2:34 to the end

GROUP 2 : - Student 3 asks 3 questions to Student 4 on video 2 part 0:00 to 1:40
 - Student 4 asks 3 questions to Student Student 3 on video 2 part 1:40 to the end

2.3. Ask questions to neighbour group!

- GROUP 1 ask their 6 questions to GROUP 2 about video 1
- GROUP 2 ask their 6 questions questions to GROUP 1 about video 2

Then, in your group of 4, create a timeline of the opioid crisis describing its 3 waves, from its origin up to now.



3. Work on language :

Tenses (Video 1): Present perfect, preterit and past perfect

- Almost half a million Americans **have died** in the last 15 years from an overdose. [...] In that same period, the rate of addiction to opioids **has shot up** by almost 500%.

- This crisis **began** in the 1990s, when some doctors and medical associations **argued** that for generations their profession **had ignored** the problem of chronic pain, which **had caused** unnecessary suffering for millions of patients.

- But studies **have now clearly shown** that opioid medications can lead to dependency within just a matter of days.

Exercise: use the same tenses as above to write about the opioid crisis (use each at least twice). Use them in a context where they cannot be replaced by another tense.

Real English corner:

1. Video 1

00:19 "how opioids are affecting communities throughout the country, from its toll on one city [...]"

01:07 "the availability of addiction treatment has not kept up at all."

02:43 "enough pills were being prescribed for every American to be medicated around the clock for three straight weeks."

2. Video 2

01:43 "It's claimed more than a million lives and it's come in waves"

01:53 "when [...] the prescription ran out, [...]"

02:54 "That's a miracle cure but a short-term fix"

4. Discussion:

In groups (3-4 people):

You are a member of Maryland Administration (NB: Baltimore – in video 2 – is in the state of Maryland). Discuss and decide in your group of 3-4 what measures you want to put in place to help the victims of the opioid crisis in your city.

Here are a few ideas to help you: do you think they are good or bad ideas?

You **must** add your own ideas!

Health professionals organising prevention days in schools

Supervised and medicalised drug injection rooms for addicts

TV prevention campaigns

More police controls on the street

Free Naloxone in pharmacies

(...)

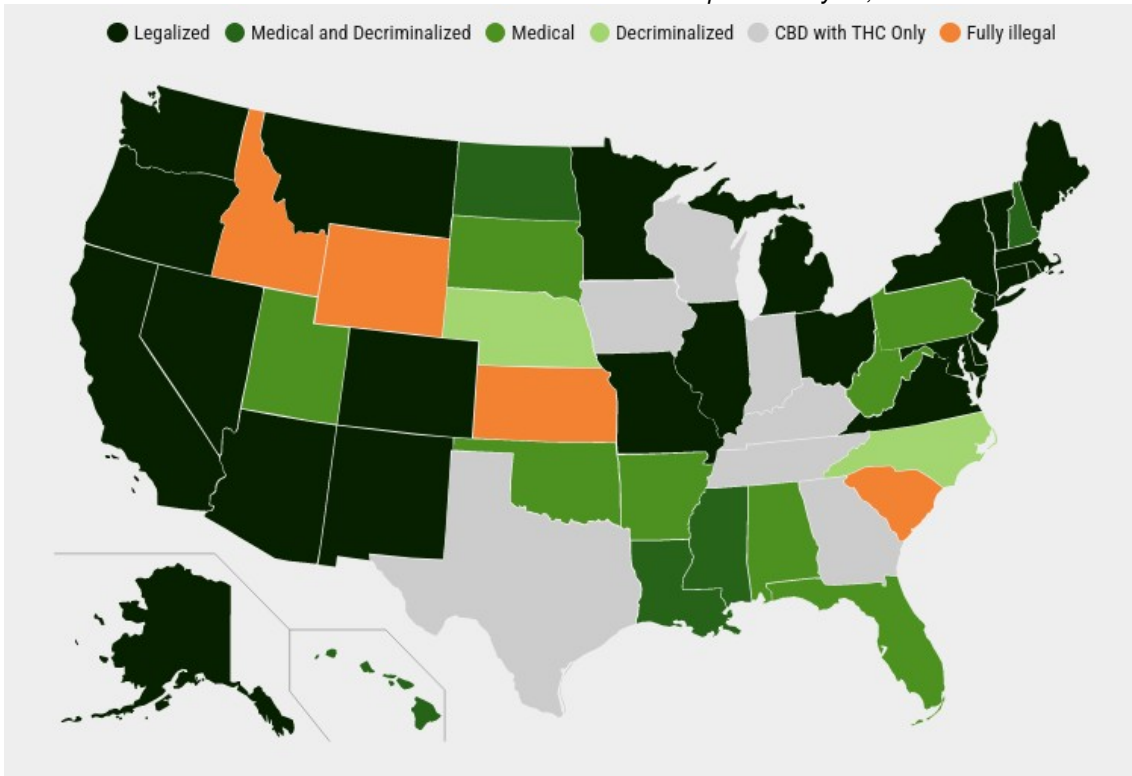
Organise your ideas in the 3 following categories and define your priorities.

Prevention	Enforcement* *to enforce the law = to make sure it is applied	Treatment

Your Quizlet link: https://quizlet.com/_bvqqnu?x=1jq&i=1sz2ue

Cannabis (graphs)

USA - MARIJUANA LEGALITY BY STATE - Updated May 13, 2024



Source: <https://disa.com/marijuana-legality-by-state>

Sales of legal recreational cannabis in the United States from 2022 to 2028*

(in billion U.S. dollars)



*Data for 2023 to 2028 are estimates

<https://www.statista.com/statistics/933384/legal-cannabis-sales-forecast-us/>

Marijuana around the world (text)

The legality of cannabis—also called weed, pot, marijuana, and many other names—is a controversial subject. Although classed alongside drugs such as LSD by the US DEA, cannabis has proven medical benefits. It is an FDA-approved treatment for some forms of epilepsy, and mounting evidence suggests it can help reduce the side-effects of chemotherapy (pain, nausea) and manage afflictions including glaucoma, MS, Alzheimer's disease, and general pain or anxiety.

Cannabis is also highly valued by recreational users. Many advocates maintain that cannabis is less harmful and addictive than legal drugs such as alcoholic beverages and tobacco products and should therefore be legalized for recreational use. However, opponents believe that cannabis is a gateway drug that can lead to abuse of other drugs, including heroin and cocaine. Globally, government leaders lean toward a conservative stance on cannabis, so it is still illegal in a majority of the world's UN-recognized countries. However, global support for both recreational and (more commonly) medicinal use of cannabis is growing.

Explaining the difference between cannabis, marijuana, and hemp (as well as THC and CBD)

There is considerable confusion regarding the terms cannabis, marijuana, and hemp and how they differ from one another.

- **Cannabis** is the botanical name of a genus of plants, which is usually thought of as having three distinct species: *Cannabis sativa*, *Cannabis indica*, and *Cannabis ruderalis*. However, the word "cannabis" is also used as a more polite synonym for marijuana. Both "hemp" and "marijuana" are types of cannabis.
- **Marijuana** is a general term used to describe cannabis plants (usually strains of *C. sativa*, but sometimes *C. indica*) that contain more than 0.3% (usually 10%-25%) of the compound Tetrahydrocannabinol (THC) by dry weight. Marijuana's recreational appeal stems from THC's psychoactive intoxicating effect when ingested. Use of the word "marijuana" is historically rooted in anti-Mexican racism and is viewed by many people as insensitive. As a result, the genus name, cannabis, has largely—and somewhat confusingly—replaced the term marijuana in most cases.
- **Hemp** is a general term used to describe *C. sativa* strains that have a THC content of less than 0.3% by dry weight. Because of its low THC content, hemp lacks the psychoactive effect of marijuana. However, hemp is high in the non-intoxicating compound Cannabidiol (CBD), which is used to treat ailments including epileptic seizures, anxiety, and depression. Hemp is also used for industrial purposes such as the manufacture of cloth or rope.

Illegal, legal, decriminalized, and industrial: deciphering cannabis laws

Cannabis is available in dozens of forms, from live plants to gummy candies, and its uses range from recreational intoxication to the manufacture of rope and fabric. Because cannabis has so many forms and functions, laws regulating its use can be remarkably complex, convoluted, and misleading, and may not always do what they initially appear to do.

For example, in some countries, cannabis is technically illegal, but has been *decriminalized*, which means the law carries little to no penalty for those caught breaking it (typically just a monetary fine rather than arrest or prosecution). So, while it may still be advisable to maintain a low profile while purchasing or ingesting cannabis-based products, getting caught in the act is unlikely to result in substantial legal complications.

On the other hand, a few countries that appear to have legalized cannabis have actually legalized only hemp-derived products with minimal THC (but ample CBD), or "industrial" cannabis (hemp again, typically for the manufacture of textiles). In these cases, it is unlikely that any legal form of cannabis will contain enough THC to have the effect recreational users seek.

Countries with interesting cannabis laws:

The below list is a sample of countries with unusual laws regarding the legalization of cannabis. (For full details, see the table further down this page.)

- 50 • **Cambodia** — Illegal, but inconsistently enforced. "Happy" restaurants freely offer marijuana cooked into food or used as a garnish.
- **Georgia** — Technically legal but logistically impossible. Recreational possession and consumption are legal, but sales are not. Similarly, medical use of cannabis is legal, but no network exists to dispense it.
- 55 • **Jamaica** — Despite the country's reputation and culture, cannabis is technically illegal in Jamaica. However, it is highly decriminalized, as up to 2oz or cultivation of 5 plants is a petty offense. Also, Rastafarians can use cannabis for spiritual purposes.
- **Netherlands** — Illegal but decriminalized. Licensed coffee shops can freely sell up to 5g per customer per day.
- 60 • **Slovenia** — Possession of personal amounts is a misdemeanor. Medically, cannabis-based drugs were legalized in 2013 ... but cannabis itself was not.
- **Spain** — Illegal but decriminalized. Marijuana cannot be used publicly but hundreds of non-profit "cannabis social clubs" exist where members can partake freely.
- 65 • **Zambia** — Medical cultivation legalized in 2017, but requires a license—which the health minister publicly declared he would never grant.

Countries Where Recreational Marijuana is Legal

Marijuana laws are changing. As of 2022, approximately half of the world's countries have legalized some form of medical marijuana. Moreover, a growing number of countries are establishing legal guidelines for recreational marijuana use. Approximately 30 countries have decriminalized recreational cannabis, and roughly a dozen have specifically legalized it.

Country	Notes
Canada	Both THC and CBD cannabis products are heavily regulated in Canada, including their marketing and advertisements. For example, Canada does not permit celebrity endorsement of CBD products, and marketing cannot make CBD look "cool."
Georgia	Georgia was one of the first countries in the world to legalize recreational cannabis. However, while possession and consumption are legal, cannabis sales are still prohibited, so the industry as a whole remains largely underground.
India	Most forms of cannabis are illegal, but the edible processed form bhang is legal in many states and is sold in government-owned shops.
Malta	Malta was the first EU country to legalize recreational cannabis (in Dec. 2021). Users may possess up to 7g and cultivate up to 4 plants.
Mexico	Mexico's Supreme Court ordered the Congress of Mexico to legalize recreational cannabis within 30 days on 31 Oct. 2018. After legislators repeatedly failed to meet its deadlines, the Supreme Court itself officially legalized adult use of cannabis on 28 June 2021. However, lawmakers must still pass new laws to replace the old, unconstitutional ban.
South Africa	Like Georgia, legality here is not what it seems. Possession and consumption are legal, but selling cannabis is still outlawed, so there are no legal ways to purchase recreational or even medical cannabis.

Sri Lanka	Legal to purchase through traditional Ayurveda herbal shops. Cannabis is part of Sri Lankan culture and is part of many traditional medical treatments.
Thailand	Users may cultivate up to 6 plants for personal use. Oils and tinctures with more than 0.2% THC are still illegal unless prescribed.
United States	Legality varies by state. Some have robust legal dispensaries and a vast range of cannabis products available, and others have zero-tolerance policies.
Uruguay	Fully legalized cannabis for recreational use in 2013, becoming the first country in the world to do so. Cannabis is reportedly only available at pharmacies and requires registration, which is not available to tourists, but pharmacies still often sell out.

Marijuana laws in the United States

In the United States, marijuana laws differ by state and run the full gamut from fully legal to completely prohibited. In many states, marijuana and cannabis products are legal for medical use but not yet for recreational use.

75

Medical CBD only:	Georgia, Indiana, Iowa, Kentucky, Wisconsin
Any medical, mixed recreational:	Arkansas, Connecticut, Delaware, Florida, Hawaii, Kansas, Louisiana, Maryland, Minnesota, New Hampshire, New Mexico, New York, North Dakota, Ohio, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Texas, Utah, West Virginia
Any medical or recreational:	Alaska, Arizona, California, Colorado, District of Columbia, Illinois, Maine, Massachusetts, Michigan, Montana, Nevada, New Jersey, Oregon, Vermont, Virginia, Washington.
Prohibited:	Alabama, Idaho, Nebraska (decriminalized), North Carolina (decriminalized), South Carolina, Tennessee, Wyoming

Legality of marijuana/cannabis may change with little notice and may also be regulated at the local/regional level. It is advised to confirm legality with local authorities.

Source: <https://worldpopulationreview.com/country-rankings/countries-where-weed-is-illegal>

Your Quizlet link: https://quizlet.com/_bvqr7x?x=1jqt&i=1sz2ue

WORKSHEETS

METHOD: HOW TO ORGANISE YOUR IDEAS FOR THE EXAM

1. Intro:

- introduce yourself
- introduce the topic and say why it is interesting to talk about it
- say you will discuss 2 documents tackling this topic

2. Description and analysis:

Document 1:

- give a short description (type of graph, topic, place, distribution, population concerned, **evolution**, ...)
- and comment on it (Causes? Consequence? Is it surprising or not, and why ? ...)

Transition: 1 short sentence to transition to document 2

Document 2:

- give a short description (type of graph, topic, place, distribution, population concerned, **evolution**, ...)
- and comment on it (Causes? Consequence? Is it surprising or not, and why ? ...)
- Link doc 1 and doc 2 if it is relevant

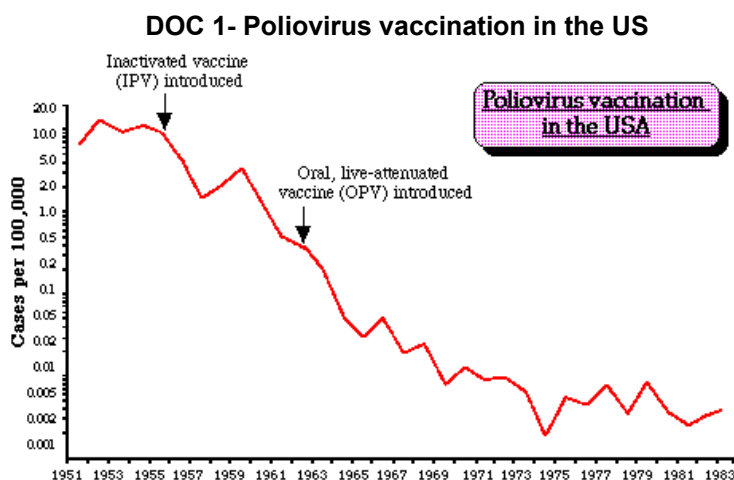
3. Short conclusion:

Summarise briefly what you have said, and give an opening if you have ideas for it (for example: data not given in the documents that would be relevant to the topic, or future perspectives, etc.)

!/! Frequent mistakes:

- A trend is not a commentary. Saying “*There is an upward trend*” is only a description, you need to comment on that trend, for instance why the numbers are going up (you are allowed to make hypothesis of course)
- Do not go too much into detail in the description: you do not need to read out each number or peak on the graph. We advise you to focus in your description on the interesting points that you want to comment on afterwards.

METHOD: EXAMPLE FOR THE EXAM



DOC 2- Countries affected by polio in 1988 and 2010 in the world



An example of what you should do for your speaking exam (*commenting on the two graphs above*)

SHORT INTRODUCTION

My name is XX, I am a 2nd-year Pharmacy student, and today, I will tell you about Polio vaccination. Polio is the perfect example of the effectiveness of vaccines: this disease has indeed almost been eradicated from the planet, as shown on the two documents I am going to comment on.

DESCRIBING BRIEFLY AND COMMENTING ON EACH DOCUMENT

The first one is a line graph showing the number of cases of polio in the US per 100,000 inhabitants depending on the year between 1951 and 1983, and the second is a world map showing the distribution of countries affected by polio in 1988 and in 2010.

On the line graph, we can see that the number of cases of polio decreased over the studied period. However, the arrows give us additional information, with the arrival of the inactivated vaccine in 1956 and the oral, live-attenuated vaccine in 1963 (approximately). The former started the decline of polio cases in the US, nevertheless, it is the introduction of the second vaccine that caused the number of cases to drop at a significant pace. We can conclude that the two vaccines have helped curb the polio infections in the US. Besides, we can suppose that the second vaccine being an oral vaccine, it may have helped reach a larger share of the world population: as it does not require any needle, people are more likely to accept being vaccinated. Nonetheless, other factors may be at play and distort the analysis of this graph, such as the evolution of the population coverage, which is not indicated here.

This first graph only focused on the US, so let's now move on to the second document that gives us a global/worldwide overview of the situation.

On this map, we can see that the extent of polio infections has shrunk dramatically in the world in just over two decades: the number of countries affected by polio went from 125 down to just 4 in 2010, which means that this disease is now very close to being eradicated from the surface of the earth. We can note that the studied period starts 3 decades after the introduction of the first polio vaccine in the US, which was enough to wipe this illness from this country, as well as from a good number of developed countries. The other countries just needed 2 extra decades to rid themselves of polio, with the only exception of Nigeria, India, Pakistan and Afghanistan. Unsurprisingly, those four exceptions are poorer nations where the health system is not as well established as in wealthier countries, and where some part of the population might be more difficult to reach.

SHORT CONCLUSION

To conclude, those two documents show the tremendous impact and effectiveness of vaccines on an illness like polio in the world. They may even allow us to hope for a future eradication of this disease in the coming years or decades.

Vocabulary for presentation

In your introduction:

a) Word of welcome / introduce yourself

- *Good morning/afternoon (everyone/ladies and gentlemen, dear classmates and teacher/...)*
- *Good morning! I'd first like to thank you for coming here today...*
- *I am ... and this is my classmate ...*
- *My team today is composed of ..., ... and myself.*

b) Give your subject

- *My classmate and I / My team and I will talk about... / will present my/our work on...*
- *The topic of my/our presentation/talk this morning is...*

c) Explain why your subject is relevant

- *This is a very hot topic at the moment with the current situation...*
- *This is quite a topical issue [un sujet d'actualité] due to the recent events...*
- *This topic is crucial/central/paramount/of utmost importance/... in this day and age / in our society because...*

d) Give the outline to your presentation

- *I've divided my talk into four parts. First, Secondly, ...*
- *I will be dealing with three aspects of this problem. First, Then, Finally,*
- *In this presentation, I aim to answer three questions: first, what ... ? Second, who... ? Third, how ... ?*

While you are presenting:

a) Moving from one part to the next (signposting)

- *Moving on to the next part...*
- *This brings me to the second part of...*
- *That point ends the second part, now let's move on to the question of...*

b) Sequencing

- *There are five different strains of this disease: they are 1st ..., 2nd ..., 3rd ..., 4th ..., 5th*
- *There are two main factors to consider: the first one is ... the second one is... .*

c) Using your visual aids

- *If you look at the screen you can see...*
- *This slide shows...*
- *Here, on the screen, is an example of...*
- *The graph shows...*
- *Looking at the next slide, you can see...*

Concluding:

- *To conclude, I would like to point out... [point out that... /point out something]*
- *The conclusion we can draw is that...*
- *This brings me to my conclusion...*

Link words

When you are making comparisons you will often need link words to articulate your sentence. Below are some examples

Contrast

Although sales were down by ten percent last year, we made a good profit.

Despite there being more jobs on the market, unemployment will rise by two percent next year.

In spite of the fact that there are more jobs, unemployment has risen.

Whereas inflation went down in Japan in 1990, in all other countries it increased.

Last year production rose by 11%; however, this was not reflected in increased sales.

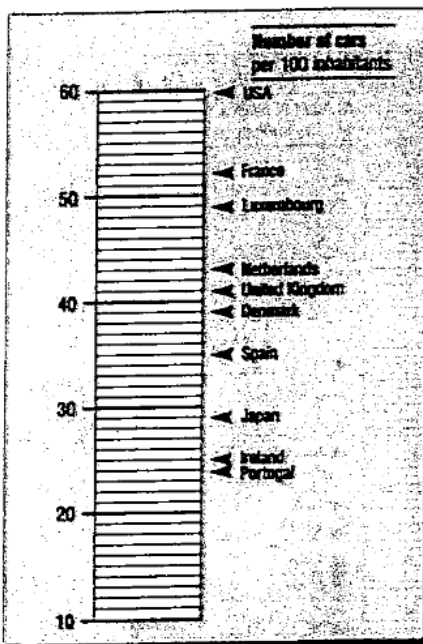
Last year's trading figures were very satisfactory. Nevertheless, we mustn't become complacent.

Other phrases to indicate contrast include:

- In contrast (to) while*
- On the other hand against*
- On the contrary compared to*
- In comparison (to)*

Write a short paragraph about the numbers of cars per 100 inhabitants in the countries named on the chart.

Use some of the following words: *whereas compared to while despite although*.



Similarity

We can express similarity in several ways:

The steel industries of both Britain and France are facing a difficult period.

Like most other European countries, Germany has a well-established social security system.

Tourism in Greece has increased dramatically in the last few years. The same is true for other Mediterranean countries.

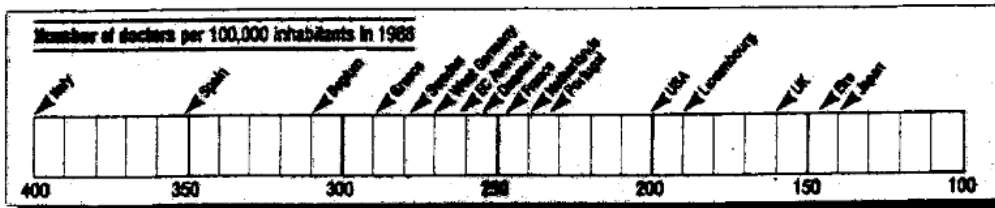
The British government's attitude to solving unemployment is similar to that of the US government.

Neither the British nor the other European Community countries wish to set up high tariff barriers against Far Eastern imports for fear of retaliation.

Ireland has a rather low number of cars per 100 inhabitants – the precise figure is 25 cars for every 100 people.

Similarly, Japan with a ratio of 29 cars to every 100 people has a relatively low number of cars on its roads.

Use the vocabulary you have just studied to comment on the chart below



PHONOTICS / ENGLISH SOUNDS

NB : the symbol ':' indicates that a vowel is long

Vowels					
Sound in the International Phonetic Alphabet	Model word	Words that are often mispronounced	Sound in the International Phonetic Alphabet	Model word	Words that are often mispronounced
æ	back	man <u>a</u> ge	ju:	you	Molec <u>u</u> le, ac <u>u</u> te
ɑ:	art	he <u>a</u> rt	auə	hou <u>r</u>	ou <u>r</u> , pow <u>e</u> r
ɒ	lot	qual <u>i</u> ty	ouə	low <u>e</u> r	
ɔ:	For, wall		aiə	fire	Tri <u>a</u> l, diag <u>n</u> osis
e	bed	Breath, sweat, rare	Specific consonents		
ə	Americ <u>a</u> , letter, ag <u>o</u>	Sug <u>a</u> r, ide <u>a</u> , foc <u>u</u> s, obvi <u>o</u> us, caut <u>i</u> ous, glob <u>a</u> l	ʃ	su <u>r</u> e	Sug <u>a</u> r, caut <u>i</u> ous, thresh <u>o</u> ld
ʌ	du <u>ck</u>	Bloo <u>d</u> ,	tʃ	ch <u>a</u> in	
ɜ:	hur <u>t</u>	sur <u>g</u> ery	ʒ	Français: ja <u>u</u> ne	Meas <u>u</u> re, seiz <u>u</u> re, expos <u>u</u> re
ʊ	foot	sug <u>a</u> r	dʒ	je <u>a</u> ns	
u:	bo <u>o</u> m		ð	bo <u>th</u>	All the 'th'! (never 's' or 'z' or 'f' or 't'!)
ɪ	tick	Damag <u>e</u> , liv <u>e</u> r, kidney	θ	th <u>i</u> s	
i:	se <u>a</u>	Breathe, diabet <u>e</u> s, diseas <u>e</u>	ŋ	Hang on, Français: "gn <u>a</u> ng <u>n</u> an"	All the -ing endings!
eɪ	fac <u>e</u>	AID <u>S</u>	h	Hi!	Heal <u>th</u> , high, ...
oʊ	no <u>o</u>	diag <u>n</u> osis	w	wol <u>f</u>	Liqu <u>i</u> d, qual <u>i</u> ty
aɪ	pr <u>i</u> ce	Psychology, vir <u>a</u> l, ot <u>i</u> tis, mil <u>d</u>	j	yellow	Fail <u>u</u> re [jə]
ɔɪ	cho <u>i</u> ce	Thyroid, steroid, op <u>i</u> oids	f	fi <u>v</u> e	Cough, cough <u>i</u> ng
aʊ	hou <u>s</u> e	Now, mouth, drought, allow			

To check the pronunciation of a word, you can use :

<https://www.wordreference.com/enfr>

<https://howjsay.com/>

VOCAB LIST RECAP

1. Vaccine preventable diseases : https://quizlet.com/_b98rkl
2. Smallpox : https://quizlet.com/_bomep3
3. Lyme : https://quizlet.com/_bnrr4i
4. Vaccination and health : https://quizlet.com/_bksnz5
5. Graphs : https://quizlet.com/_bksm4q
6. Graphs (nouns and verbs) : https://quizlet.com/_dgysmp
7. Pollutants : https://quizlet.com/_bqntd9
8. Climate change and health : https://quizlet.com/_bqzsqr
9. Heat waves : https://quizlet.com/_br0c5x
10. AIDS : https://quizlet.com/_bqtx8k
11. AIDS (2) : https://quizlet.com/_bsnycg
12. Prescription stimulants : https://quizlet.com/_bsnycg
13. The opioid crisis : https://quizlet.com/_bvqqnu
14. Cannabis : https://quizlet.com/_bvqr7x

1. Vaccine preventable diseases

measles - la rougeole
 mumps - les oreillons
 Rubella (German Measles) - la rubéole
 Chickenpox (Varicella) - la varicelle
 cervical cancer - le cancer du col de l'utérus
 smallpox - la variole
 hepatitis B - Hépatite B
 shingles - le zona
 influenza (the flu) - la grippe
 Pertussis (whooping cough) - la coqueluche
 encephalitis - l'encéphalite
 an illness / a sickness / a disease - une maladie
 serious, severe - grave
 mild - doux, léger
 to die out (for a disease) - s'éteindre, disparaître
 to recur - se répéter, réapparaître (maladie)
 to resurface - refaire surface, ressurgir
 bird flu - la grippe aviaire
 a complaint - une plainte
 flu-like symptoms - symptômes grippaux
 Tuberculosis (or TB) - tuberculose
 the strain (of a virus) - une souche (d'un virus)
 compulsory / mandatory - obligatoire
 a drop - une goutte
 an outbreak - le début d'une épidémie

2. Smallpox

to tackle / to address (a problem) - s'attaquer à, aborder (un problème)
 target (verb/noun) / aim (verb/noun) - cibler
 deafness - la surdité
 blindness - la cécité
 a dry cough - une toux sèche
 a loose / productive cough - une toux grasse
 to sneeze - éternuer
 damage (uncountable) - les dégâts
 a scab - une croûte
 a rash - une éruption cutanée, des boutons
 to prevent (someone, something) from (doing, happening) - empêcher qqn, qqch de
 preventative / preventive - préventif
 preventable / avoidable - évitable
 to treat - traiter, soigner
 the brain - le cerveau
 to recover - se remettre, se rétablir
 to trigger - déclencher, provoquer
 a household - un ménage, un foyer
 to gauge [PR: eɪ] - jauger, estimer
 to assess - évaluer
 airborne droplets - gouttelettes en suspension
 a scar - une cicatrice
 a cell - une cellule
 the bone marrow - moelle osseuse
 healthy - en bonne santé

3. Lyme

a carrier - un porteur
a clinical trial - un essai clinique
effective - efficace (qui a de l'effet)
to back - soutenir
(a) follow-up (noun / adj) - (un) suivi
current - actuel
currently - actuellement
to diagnose - diagnostiquer
a diagnosis - un diagnostic
(a) species - (une/des) espèce(s)
data (uncountable) - les données
accurate - précis, exact
inaccurate - inexact
on average - en moyenne
the average - la moyenne
to curb (the progression of a disease) - ralentir (la progression d'une maladie)
a survey - une enquête, un sondage
to focus on - se concentrer sur
research (uncountable) - la recherche
a manufacturer - un fabricant
deadly - mortel
available - disponible
exposure to - l'exposition à

5. Graphs

a graph - un graphique
a chart - un tableau, un graphique
a bar chart, a bar graph - un histogramme
a pie chart - un camembert
a line graph - un graphique linéaire, une courbe
the distribution - la répartition
steady - stable, constant
a table - un tableau
a trend - une tendance
an axis (pl: axes) - un axe
a map - une carte
an infographic - un schéma, une infographie
a technical drawing - dessin technique
a flow chart, an organizational chart - un organigramme
a downward trend - une tendance à la baisse
an upward trend - une tendance à la hausse
to fluctuate - fluctuer, varier
a curve / a line - une courbe
a peak - un pic, un sommet
to reach a peak - atteindre un sommet
at its peak - à son point culminant
a series - une série
a hashed / shaded zone - une zone hachurée
a dotted line - une ligne en pointillés
a curved line - une ligne courbe
a straight line - une ligne droite
a solid / full / plain line - une ligne continue
a thick line - un trait épais
a thin line - un trait fin
a double line - Un trait double
the horizontal axis - l'abscisse
the vertical axis - l'ordonnée
the trend was reversed - La tendance a été inversée

4. Vaccination and health

a threat - une menace
to threaten - menacer
a threshold - un seuil
herd immunity - l'immunité de groupe
evidence (uncountable) - des preuves
harmful - néfaste
concern - inquiétude
to delay - retarder
(to) spread (verb and noun) - (se) propager (/la propagation)
a shot, a jab, an injection - une piqûre
a booster shot - un rappel (de vaccination)
an outbreak - le début d'une épidémie
MMR - ROR
a rate - un taux
widespread - répandu, généralisé
a preservative - un conservateur
to blame - accuser, reprocher
to be affected by a disease - être touché par une maladie
an epidemic driven by... - une épidémie propagée / alimentée par...
benign - bénin, bénigne
acute (disease) - aigüe
to be reluctant / unwilling to do sth - être réticent à faire qqch
a needle - une aiguille
the lungs - les poumons
anti-vax, an anti-vaxxer - anti-vaccin (adj, nom)

6. Graphs (nouns and verbs)

to rise, a rise - s'élever, une hausse
to increase, an increase - augmenter, une augmentation
to jump, a jump - sauter, un saut
to grow, a growth - croître, la croissance
skyrocketing (adj) - qui grimpe en flèche
a record high or a record low - un niveau record
to climb (up to a point) - grimper (jusqu'à un point)
up to / down to - jusqu'à (quantité, lieu)
until - jusqu'à (temporel)
to keep on growing - continuer à croître
to pick up again - remonter, monter de nouveau
to soar, to skyrocket - monter en flèche, s'envoler
to expand - s'étendre
to double - doubler
to drop, to decrease, to go down, to fall - baisser, chuter
a drop, decrease, fall - une baisse
a decline, a wane - déclin
to decline, to wane - décliner
to fall to a low point - chuter jusqu'à un bas point
to hit a low - atteindre le point le plus bas
to plunge, to plummet, to collapse - plonger, dégringoler, s'effondrer
to remain stable, to stabilize, to level off - se stabiliser
to stagnate - stagner
to stay the same - rester pareil
to reach a plateau - atteindre un palier
a plateau - un plateau, un palier
levelling off, stabilization - la stabilisation
stagnation - la stagnation

7. Pollutants

a pollutant - un polluant
to pollute - polluer
a fungus - un champignon
an inhabitant - un habitant
inhabited - habité
uninhabited - inhabité, désert
sustainable - durable
the soil - le sol, terre (agricole)
a balance - un équilibre
the exposure to - l'exposition à
a crop - une récolte, une culture
a landfill / a dump - une décharge
starvation - la famine
coal - le charbon
an oil slick - une marée noire
a windmill - une éolienne
a dam - un barrage
fossil fuels - les énergies fossiles
wildfires - des feux de forêt
a rainforest - une forêt tropicale
a plant / a factory / a mill - une usine, une fabrique
a powerplant - une centrale électrique
asbestos - l'amiante
a fertilizer - un engrais
waste - les déchets

9. Heat waves

a heatwave - une canicule, une vague de chaleur
a drought - une sécheresse
a storm - un orage, tempête
lightning - la foudre
indoors / outdoors - à l'intérieur / à l'extérieur
deadly - mortel
the shade - l'ombre
exhaustion - épuisement
a heatstroke - une insolation (exposition prolongée au soleil)
insulation - isolation (contre le froid ou le bruit)
an infant - un nourrisson
to sweat, the sweat - suer, la sueur
to perspire - transpirer
perspiration - la transpiration
a shortage, a dearth, a lack of - un manque, pénurie
the electricity grid - le réseau électrique
pregnant - enceinte
the heart - le cœur
the throat - la gorge
the fatalities - les morts, les victimes
a water table - une nappe phréatique
the carbon footprint - l'empreinte carbone
to endure the heat - supporter la chaleur

8. Climate change and health

a pollutant - un polluant
to pollute - polluer
a fungus - un champignon
an inhabitant - un habitant
inhabited - habité
uninhabited - inhabité, désert
sustainable - durable
the soil - le sol, terre (agricole)
a balance - un équilibre
the exposure to - l'exposition à
a crop - une récolte, une culture
a landfill / a dump - une décharge
starvation - la famine
coal - le charbon
an oil slick - une marée noire
a windmill - une éolienne
a dam - un barrage
fossil fuels - les énergies fossiles
wildfires - des feux de forêt
a rainforest - une forêt tropicale
a plant / a factory / a mill - une usine, une fabrique
a powerplant - une centrale électrique
asbestos - l'amiante
a fertilizer - un engrais
waste - les déchets

10. AIDS

HIV - VIH
AIDS - SIDA
an STD (a Sexually Transmitted Disease) - une MST
to be (un)likely to - être (peu) susceptible de
worldwide - dans le monde entier
to raise (a child) - élever (un enfant)
to support - soutenir, aider
to be aware of - être conscient de
to be made aware of - être sensibilisé à
a condom - un préservatif
a (sexual) intercourse - un rapport (sexuel)
the behaviour - le comportement
a prejudice - un préjugé
a low-income country - un pays à faible revenu
available - disponible
the availability - la disponibilité
the death toll - le nombre de morts
an IV (intravenous) drip / line - une intraveineuse
a blood pouch (for transfusions) - une poche de sang (à transfuser)
cautious - prudent
the fate - le sort, le destin
a syringe - une seringue

11. AIDS (2)

potent - puissant, fort
the potency (of a drug) - la puissance
stigma - la stigmatisation, honte
to speak up - élever la voix, s'exprimer
to raise awareness of / to make (sb) aware of - sensibiliser à, faire prendre conscience de
a drug addict - un toxicomane
a figure (n.) - un chiffre
an imbalance - un déséquilibre
a finding - une découverte
to handle (v.) - manipuler
to draw blood - faire une prise de sang
rampant - endémique, incontrôlé
the viral load - la charge virale
a level - un niveau
the acknowledgement - la reconnaissance
a blood sample - un échantillon de sang
semen - le sperme
saliva - la salive
a gown - une blouse
to avoid - éviter
to stand up to something - résister à quelque chose
the amount - la quantité
the bloodstream - la circulation sanguine

13. The opioid crisis

an illegal drug - une drogue (illicite)
a prescription drug - un médicament sur ordonnance
addicted to - accro à
injured - blessé
an injury - blessure (physique)
a wound - plaie, blessure (sens propre ou figuré)
consumption - consommation
to consume - consommer
intoxicated - ivre ou drogué
spirits - les spiritueux, les alcools forts
to vomit, throw up - vomir
beverage - boisson
to pass out - s'évanouir
to pass away, to decease - décéder
low mood - la déprime
ICU (intensive care unit) - les soins intensifs, la réa
a hazard - un danger
hazardous - dangereux, risqué
to bury - enterrer
the scale - l'échelle (de grandeur)
a testimony - un témoignage
law enforcement - l'application de la loi
a rehabilitation (or rehab) centre - un centre de désintoxication
to be in rehab - être en désintox
OD - overdose

12. Prescription stimulants

potent - puissant, fort
the potency (of a drug) - la puissance
stigma - la stigmatisation, honte
to speak up - élever la voix, s'exprimer
to raise awareness of / to make (sb) aware of - sensibiliser à, faire prendre conscience de
a drug addict - un toxicomane
a figure (n.) - un chiffre
an imbalance - un déséquilibre
a finding - une découverte
to handle (v.) - manipuler
to draw blood - faire une prise de sang
rampant - endémique, incontrôlé
the viral load - la charge virale
a level - un niveau
the acknowledgement - la reconnaissance
a blood sample - un échantillon de sang
semen - le sperme
saliva - la salive
a gown - une blouse
to avoid - éviter
to stand up to something - résister à quelque chose
the amount - la quantité
the bloodstream - la circulation sanguine

14. Cannabis

weed, pot, dope, grass (slang) - herbe, cannabis (argot)
hemp - chanvre
a spliff, blunt - un joint
a fine - une amende
a ban, to ban - interdiction / interdire
a penalty - une sanction
an offense - une infraction, un délit
to implement - mettre en oeuvre
implementation - la mise en oeuvre
customs - les douanes
detrimental - néfaste
a bill (law) - un projet de loi
to purchase - acheter
prosecution - les poursuites (judiciaires)
an addict, a drug addict - un toxicomane
to be hooked on - être accro à
to come off a drug - se sevrer d'une drogue
to regulate - réguler
controversial - controversé, polémique
debatable, questionable - discutable, contestable

Numbers, dates ...

Numbers

0 = nought (UK), zero
a pair, a couple of
a dozen

332 = three hundred and thirty-two (UK)
three hundred thirty-two (US)
two hundred people
hundreds s of people
two thousand, five hundred (and) twenty-four
a billion (*un milliard*)
a zillion, a gazillion (*des millions et des millions – not a real number!*)

fivefold (x5)
hundredfold (x100)
20-odd (*20 et quelques*)
last but one (*avant dernier*)

once (*une fois*)
twice (*deux fois*)
three times
every other person = one person in two (1 sur 2)
every three weeks (*toutes les 3 semaines*)
once every 20 years (*une fois tous les 20 ans*)
twice a year

Fractions and decimals

threefifths (3/5)
five hundredths (5/100)
point (e.g. 12.5) = *virgule* (12,5)
=> three point nine (3.9)
zero point six five or just “point six five” (0.65)
three point o/zero two (3.02)

→ Write decimals as a point (.) not a comma (,)
→ after the point, say numbers separately
→ before the point, say numbers together
→ after the point, 0 is zero or o
→ before the point, 0 is zero or not said orally.

Dates

in 1901 = in nineteen o'one
in 1853 = in eighteen fifty-three
in 2000 = in the year two thousand
in 2010 = in twenty ten / in two thousand and ten
in 2004 = in twenty o'four / in two thousand and four.
in the early/mid/late 60s (sixties) (*au début / milieu / à la fin des années 60*).
May twenty-fifth / the twenty-fifth of May (25 mai)

Maths

plus (+)
minus (-) *pronunciation: [mainəs]*
multiplied by (x)
divided by (/)
equals / is (=)
as a function of X = en fonction de X (*in maths*)

Ordinals

first (1st)
second (2nd)
third (3rd)
fourth (4th)
fifth (5th)

five squared (5²)
nine cubed (9³)
square root ($\sqrt{\quad}$)
cube root ($\sqrt[3]{\quad}$)

1 out of 4 / 1 in 4 (1 sur 4)
ninety percent / per cent (90%)
5:10,000 / 5 per 10,000 (*5 pour 10 000*)

REVISING YOUR GRAMMAR

LE PLURIEL DES NOMS / LES INDÉNOMBRABLES

- Pluriels irréguliers :
child → *children* ; *ox* → *oxen* ; *tooth* → *teeth* ; *wolf* → *wolves* ; *knife* → *knives* ; *mouse* → *mice* ; *fish* → *fish* ; *man* → *men* ; *person* → *people* ; *sheep* → *sheep*.

- Pluriels d'origine latine ou grecque (très courants dans l'anglais médical) :
 -um/-on → -a ; -is → es
bacterium → *bacteria* ; *datum* → *data* (le singulier est peu usité à l'heure actuelle)
phenomenon → *phenomena*
crisis → *crises* ; *analysis* → *analyses*.
 Notez la prononciation : -is = i court vs. -es= i long.

- Certains noms tels que *species* ou *series* peuvent être à la fois singulier ou pluriel.
One series, two series.

- Il existe des noms qui ne peuvent jamais se mettre au pluriel. On les appelle les noms indénombrables (*uncountable nouns*). Il s'agit surtout de substance (*glucose, insulin*), de matériaux (*cotton*), d'aliment (*bread*), d'activité (*care*), de notion abstraites (*knowledge, science, progress*), ou de champ d'étude (*physics, mathematics, politics,...*). Vous trouverez une liste (non-exhaustive) à la page suivante.

- On utilise des déterminants différents selon que le nom est dénombrable ou indénombrable :

Dénombrables	Indénombrables
<i>I've got a book for you.</i> <i>I haven't got many books for you.</i> <i>I've got a few books for you.</i>	<i>I've got (some) information for you.</i> <i>I haven't got much information for you.</i> <i>I've got a little information for you.</i>

- Quant on a quand même besoin de désigner une quantité précise, on peut utiliser des expressions comme 'a *piece of*', dont il existe beaucoup d'équivalent selon les contextes.
 Ex :
This piece of intelligence appears in an F.B.I. file on him and an investigative report.
Let me give you a word of advice.
The latest survey shows signs of progress.

UNCOUNTABLE NOUNS

!! this type of list can never be exhaustive

data / bacteria : Latin plurals now used as uncountable nouns (i.e. always in the singular)

ex: "There isn't much data available about this bacteria."

advice (about)

aid

assistance (with)

attention (to)

behaviour

childhood

content

damage / harm (to)

equipment

evidence / proof (of)

genetics (*and most subjects of studies in -ics*)

help (with)

information

intelligence (about)

knowledge (of/about)

money

news

obesity

old age

pollution

poverty

progress (in)

research (in, on, into)

safety

sleep

stress

trouble (with)

work (on)

Reminder:

much + singular (uncountable nouns) many + plural (countable nouns)	(a) little + singular (uncountable nouns) (a) few + plural (countable nouns)
---	--

A few examples:

"That's too much work, I can't take it."

"No news is good news."

"There is enough evidence that stress causes damage to our health."

"They gave you good advice, you should pay attention to it."

L'ABSENCE D'ARTICLE / L'ARTICLE Ø

On ne met pas d'article (~~a~~, ~~an~~, ~~the~~) (*liste non-exhaustive*) :

- lorsque le nom renvoie à une généralité :
Ø Life is beautiful.
Ø Knowledge is power.
- Devant un titre suivi d'un nom ou devant un nom déjà déterminé (souvent par un chiffre) :
Ø Prince William, Ø King Charles, Ø room 25, Ø chapter 12, Ø Operation Overlord
- devant les noms de pays :
Ø Poland, Ø South Africa, Ø India.
Exceptions: the UK, the US, the Netherlands
- devant les noms de **maladie** :
Ø diabetes, Ø AIDS, Ø cancer, Ø tuberculosis, Ø Covid
Exceptions: the flu, a cold

L'EMPLOI DES TEMPS EN ANGLAIS

En anglais, contrairement au français, il n'existe que deux temps : le présent et le passé. Pour les autres temps, on a recours à des **auxiliaires** ou des **modaux** (comme *will* pour l'expression du futur). Attention, en anglais, le temps grammatical se dit *tense*, à ne pas confondre avec *time* (le temps qui passe).

1. Les temps du présent

LE PRESENT SIMPLE

Formation : Base Verbale // on ajoute -s ou -es à la 3^e sg // formes négatives et interrogatives construites avec *don't/doesn't/do/doesn't*

En anglais, on utilise le présent simple pour exprimer :

- une vérité générale, une caractéristique permanente
Pollutant damages child immunity.
- des actions répétées, des habitudes (souvent avec des adverbes de fréquence : *always, often, ...*)
This journal often publishes articles in English.
- un jugement, un goût, une perception
I don't think it is good.
- une narration (dont le commentaire sportif)
Here comes the champion ! / He looks at her and says : '...'
- une activité programmée
My plane takes off at 10 o'clock tomorrow morning.
- dans une subordonnée de temps après *when / as soon as / until / ...*
As soon as I get married I will go to America.

LE PRESENT EN BE+-ING (PRESENT CONTINUOUS)

Formation : auxiliaire BE (*am, is, are*) au présent + BV+*-ing*

- Il permet de décrire une action en cours.
He is living in London (at the moment).

Notez la différence entre : *You are silly* (= une caractéristique de la personne : « Tu es bête ») et *You are being silly* (= action en cours, donc comportement de la personne : « tu fais l'idiot »)

- Il peut exprimer une action programmée dans le futur :
I am moving next week.
- Il permet s'exprimer l'agacement (souvent avec un adverbe comme *always*)
She is always answering back.

LE PRESENT PERFECT

Attention, comme son nom l'indique, le *present perfect* est un temps du présent. Il met en avant l'existence d'un lien entre passé et présent.

Formation : auxiliaire *have* au présent (*have, has*) + participe passé (verbes réguliers +-ed ou 3^e colonne du tableau des verbes irréguliers)

- Il s'emploie pour une action qui n'est pas terminée ou qui est valable jusqu'à présent (*up to now, so far...*) :
 - They **have never been** to the US (up to now).*
 - I **have studied** pharmacy for 2 years.*
 - Or : *I **have been studying** pharmacy for 2 years.*
- **FOR** et **SINCE**, dans le sens de **DEPUIS**, s'emploie toujours avec le *present perfect*.
 - **SINCE + date ou point de départ de l'action** :
 - I **have been living** in London since 2023.*
 - **FOR+ durée** :
 - I **have been living** in London for three years.*
- Dans certains cas, on peut utiliser la tournure **IT IS/HAS BEEN... SINCE...**, qui met en relief en tête de phrase le complément de temps.
 - He bought his house four years ago.*
 - *It **has been** four years **since** he bought his house.*
- Le *present perfect* s'emploie quand les circonstances d'une action passée compte moins que ses **résultats présents** :
 - I have missed my the bus (= I'll have to walk).*
 - He has forgotten his umbrella (= He'll get all wet).*

NB : Le *present perfect* exclut toute datation passée (on emploie alors le prétérit – voir section suivante).

2. Les temps du passé

LE PRETERIT

Formation : verbes réguliers : base verbale +-ed // verbes irréguliers : 2^e colonne du tableau

Il s'emploie pour une action située à un **moment précis du passé** (marqué par : une date, une proposition subordonnée de temps, *ago, last year, ...*). La datation peut également être implicite.

Le prétérit signale une **rupture entre le passé et le présent**.

*They **started** to produce the substance in 1949.*
*I **met** my husband when I **was** in Africa.*

LE PAST PERFECT

Formation : auxiliaire *have* au prétérit (*had*) + participe passé (verbes réguliers +-ed ou 3^e colonne du tableau des verbes irréguliers)

Il s'emploie pour souligner qu'une action est antérieure à une autre action dans le passé. Il exprime « le passé dans le passé ».

*They could not do the experiment because someone **had taken** all the apparatus away.*

NB : De façon générale, il ne s'emploie que lorsque l'on veut clairement indiquer l'ordre chronologique de deux actions dans le passé. Quand le sens de la phrase reste clair, il peut être remplacé par un prétérit.

*He (**had**) **lived** in Germany before he moved to Italy.*
*He said that he (**had**) **met** her once before in London.*

1. Le schéma des questions

1.1. les questions fermées (yes/no questions)

En général, en anglais, on ne se contente pas de répondre par 'yes' ou 'no', on donne des réponses courtes, soit en reprenant le sujet et l'auxiliaire ('Yes, I do' ou juste 'I do'), soit comme en français en utilisant une expression courte comme 'of course' ou 'not at all'.

NB : à la fin des questions fermées, l'intonation est généralement montante.

Schéma des *yes/no questions* : auxiliaire + groupe sujet + verbe (+autres éléments) ?

<i>Do</i>	<i>you</i>	<i>speak</i>	<i>English fluently ?</i>
<i>Have</i>	<i>you</i>	<i>taken</i>	<i>your pills ?</i>

1.2. les questions ouvertes (wh- questions)

Une *wh-question* commence par un mot interrogatif en WH- (*who, whose, where, which, what, what time, when, why*) ou par *how*, éventuellement suivi d'un djectif ou d'un adverbe (*how long, how much, how many, how old, how often, how high, ...*).

NB : à la fin des questions ouverte, l'intonation est généralement descendante.

Schéma des *wh-questions* : gp interrogatif + aux. + gp sujet + verbe (+autres éléments) ?

<i>What time</i>	<i>do</i>	<i>you</i>	<i>get up</i>	<i>at weekends ?</i>
<i>When</i>	<i>did</i>	<i>you</i>	<i>start</i>	<i>looking for a job ?</i>

NB 1 : les questions portant sur le sujet

Si la question porte sur le sujet, le schéma de la question est alors le même que celui d'une phrase déclarative (donc parfois sans auxiliaire) :

gp interrogatif + verbe (+autres éléments) ?				
<i>Who</i>	<i>operated</i>	<i>on him ?</i>		
<i>What</i>	<i>has happened</i>	<i>to your left eye ?</i>		

NB 2 : les auxiliaires et modaux

Pour former une question en anglais, on utilise le plus souvent un auxiliaire ou un modal (l'exception principale étant décrite ci-dessus).

Auxiliaires : *do, be, have*

Auxiliaires modaux : *can, could, may, might, must, will, would, shall, should*.

Should I tell him to stop ?

What can we do to help ?

Il est possible de trouver deux fois *have, be* ou *do* dans une question (une fois comme auxiliaire et une fois comme verbe) :

Did you do the laundry ?

Have you had lunch yet ?

Why are you being mean to me ?

2. Les questions indirectes

2.1. les questions fermées

l'interrogative est introduite par *if* ou *whether* (plus soutenu).

I wonder whether / if they will come.

He asked me whether / if I was tired.

Note : après une préposition, *whether* est la seule option possible.

I am thinking about whether it is possible to solve this problem at all.

My doctor was interested in whether my diet was healthy enough.

2.2. les questions ouvertes

L'ordre des mots est similaire à ce que l'on peut avoir en français :

Nobody knows where that type of medicine can be found.

They are discussing when he should be operated on.

2.3. concordance des temps

Comme en français, si le verbe introducteur est au passé, il faut respecter la concordance des temps (et adapter les marqueurs temporels).

*I **wonder** whether they **will** come **today**. → I **wondered** whether they **would** come **on that day**.*

*I **don't** know where they **moved** last year. → I **didn't** know where they **had** moved **the year before**.*

3. Les questions-tags

On appelle **question-tags** les petites questions qui viennent parfois clore une phrase en anglais, équivalent du français « n'est-ce pas ? ». Le plus souvent, une phrase affirmative est suivie d'un **question-tag** négatif, et vice-versa .

Phrase affirmative, tag négatif :

*It **was** very cold, **wasn't** it ?*

*They **will** carry out a new experiment, **won't** they ?*

*This pharmacy **closes** at 6pm, **doesn't** it ?*

*She **died** of cancer, **didn't** she ?*

Phrase négative, tag négatif :

*This drug **can't** be sold without a prescription, **can** it ?*

Cas particuliers :

- *I'm* est repris par 'aren't I ?' → *I'm very late, aren't I ?*
- *let's* est repris par 'shall we ?' → *let's go, shall we ?*
- L'impératif est repris par 'will you ?' → *Stop that noise, will you ?*
- *Everybody, nobody, etc.* est souvent repris par 'they'
→ *Nobody wants to take part in a clinical trial now, do they ?*