English: Semester 6 – L3 Sciences de la vie – TD3

1. Brainstorming: What are a stereotype and a misconception?

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2. What are the clichés/stereotypes scientists may suffer from?

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3. Linking words express beliefs, contrast between ideas, and possibility or uncertainty

These expressions are useful in academic writing, debates, and structured arguments to present different perspectives clearly and logically.

   a) Phrases for expressing beliefs or opinions (often in passive voice)

• "It is commonly believed that…" → Introduces a widely held belief.

Example: It is commonly believed that eating carrots improves eyesight.

• "It is wrongly said that…" → Introduces a misconception.

Example: It is wrongly said that we only use 10% of our brain.

• "… are/is said to…" → Reports a belief or claim without stating personal opinion.

Example: Dolphins are said to be highly intelligent animals.

• "…are/is believed to…" → Similar to the previous one, but emphasizes belief.

Example: This plant is believed to have medicinal properties.

   b) Linking words for contrast

• "Whereas" → Shows contrast between two facts or ideas.

Example: Cats are independent animals, whereas dogs require more attention.

• "While" → Similar to "whereas," but can also be used for time.

Example: While some people prefer coffee, others enjoy tea.

• "Although / Even though" → Introduce a contrast, often followed by a full clause.

Example: Although he studied hard, he didn't pass the exam.

• "Despite" → Followed by a noun or gerund (not a full clause).

Example: Despite the rain, we continued our hike.

   c) Expressing possibility or uncertainty

• "People may / might…" → Introduces possibility or uncertainty.

Example: People may develop allergies to certain foods over time.

d) Practice: Using the clichés/stéréotypes (#2), write at least 3 sentences using the linking words abovementioned.

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4. Idioms in science. Match these idiomatic phrases with their meanings.

1. to blind someone with science   o   o   a) a rigorous or critical test of something

2. It's not rocket science!   o   o   b) to rest or relax in order to get back your energy

3. to recharge one's batteries   o   o   c) to confuse people by using technical language that they are not likely to understand

4. (at) the cutting edge   o   o   d) something that functions very well

5. Don't push my buttons!   o   o   e) (at) the forefront of progress in a particular area

6. light years ahead   o   o   f) is said to someone who is starting to annoy you

7. to be on the same wavelength   o   o   g) it is easy to understand, obvious

8. to get one's wires crossed   o   o   h) to misunderstand each other, especially when making arrangements

9. a well-oiled machine   o   o   i) you are a long way in front of others in terms of development, success, etc

10. an acid test   o   o   j) to have the same ideas and opinions about something

5. Grammar. Relative clauses with relative adverbs

En anglais, certaines propositions relatives commencent par un adverbe relatif (where, when, why) au lieu d'un pronom relatif (who, which, that).

_____ → refers to a place

_____ → refers to a time

_____ → refers to a reason

Complete the sentences with the relative adverbs: *where*, *when*, or *why*.

1. A laboratory is a place _____ scientists conduct experiments.

2. The moment _____ a scientist makes a discovery can be life-changing.

3. Climate change is a reason _____ many scientists are researching renewable energy.

4. The 19th century was a time _____ many important scientific discoveries were made.

5. Scientists work in different environments, not just in labs _____ people imagine them.

6. There are many reasons _____ people choose to study science, including curiosity and the desire to help others.

7. There was a time _____ people believed the Earth was flat.

8. A research center is a place _____ scientists collaborate on solving global issues.

6. Reading comprehension:

Kids As Young As Six Think Girls Are Worse Than Boys At Computer Science

By Josie Cox - Dec 9, 2024

Children as young as six years old are internalizing gender stereotypes in relation to technology, which could exacerbate inequality in a rapidly evolving labor market, a new meta-analysis of research conducted across 33 countries shows.

According to findings from the largest ever study of children's gender stereotypes about
5   science, technology, engineering and mathematics—or STEM—the young participants generally considered boys to be more capable than girls in fields including computer science and engineering.

"The early emergence of these biases signals that kids acquire messages about computing and engineering stereotypes at home and in other environments before K-12 schooling,"
10   said David Miller, the lead author of the study, and a senior researcher at the American Institutes for Research, the nonpartisan, not-for-profit organization that conducted the

research. "Parents, early childhood educators, and out-of-school-time programs have a key role to play in helping to reshape these narratives," he added.

15 The research found that, across all of the 6-year olds questioned, 35% said that they thought boys were better at computing than girls, while only 22% said the inverse was true, and 43% said that there was no difference. For engineering, 52% said that boys were better, compared to just 10% who said that girls had an edge.

The findings, based on data from 145,000 children, are particularly concerning considering the extent to which new technologies are transforming the labor market and the nature of

20 work. Artificial intelligence, or AI, is particularly slated to change the way we work. Goldman Sachs last year predicted that generative AI could displace up to 300 million jobs.

Analysis also done last year by the UNC Kenan-Flagler Business School established that eight out of 10 women—or about 59 million individuals in the US workforce—are in occupations that are "highly exposed to generative AI automation," compared to about six

25 out of 10 men. And more recently, studies have shown that women are generally slower to experiment with and adopt generative AI technologies.

The research done by AIR and published in Psychological Bulletin, a journal of the American Psychological Association, also found that for girls, the male-STEM bias increases considerably with age. At age 6, about 34% of girls questioned said that they thought girls

30 were better at computing than boys, while 20% said that they thought boys were better. By age 16, however, only 8% said that they thought girls were better while a staggering 39% said that boys were.

Miller characterized this as evidence that "initiatives focused on 'girls in math' or 'girls in STEM' may [be falling] short of addressing the most entrenched male-biased beliefs."

35 "These initiatives need dedicated attention on girls in computing and engineering," he said. "Especially in early childhood, before these stereotypes set in."

(source: forbes.com)

a) Find the translation for the following expressions in the document:

Stéréotypes de genre: _____   Marché du travail : _____

Informatique : _____   Susceptible de changer : _____

Automatisation: _____   Rechercher des preuves :

Préjugé en faveur des hommes :   _____

_____

b) Answer the following questions about the text (add quote to justify):

1. Who conducted the research, and where was it published?

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2. How does the perception of girls' abilities in STEM change as they grow older?

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3. What does Goldman Sachs predict about the impact of generative AI on jobs?

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4. What does research from the UNC Kenan-Flagler Business School reveal about women in the workforce?

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5. Why does Miller believe current STEM initiatives may not be enough?

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6. What solution does Miller suggest to address gender bias in STEM?

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7. Pronunciation: Tongue Twiters

She sells seashells by the seashore.

Peter Piper picked a peck of pickled peppers.

A peck of pickled peppers Peter Piper picked.

If Peter Piper picked a peck of pickled peppers,

Where's the peck of pickled peppers Peter Piper picked?

Betty Botter bought some butter

But she said the butter's bitter

If I put it in my batter, it will make my batter bitter

But a bit of better butter will make my batter better

So 'twas better Betty Botter bought a bit of better butter

How much wood would a woodchuck chuck if a woodchuck could chuck wood?

He would chuck, he would, as much as he could, and chuck as much wood

As a woodchuck would if a woodchuck could chuck wood