Citizens of the earth

1. Describe the picture and say where the scene is set.
2. This photo was taken on Earth Day, celebrated every year in spring. What issues do you think are raised (soulevés) on that day? Imagine some of the slogans on the signs.
3. Read the following definition and translate the words citizen, citizenship, betterment and improve.

A CITIZEN is a member of a political community (originally a city, now a state). Citizenship implies working towards the betterment of the community through participation, volunteer work and efforts to improve life for all citizens.

4. In what ways are the people in the photo “citizens of the earth”?
5. One of the banners read: “Make Earth Day every day”. What does this sentence mean to you?
Fair trade guarantees that family farmers receive a fair price for their top-quality products. This allows millions of people around the world to stay on their land, put food on the table, and keep kids in school. Fair Trade farmers are also careful stewards of the environment. With Fair Trade Certified you know that what you’re buying is naturally delicious and was grown with respect for the earth.

Look for the Fair Trade Certified™ label. Your taste buds—and the farmers—will thank you.

www.FairTradeCertified.org

1. Have a quick look at this ad and use the following words to find the best translation of fair trade.
   b. trade: commerce – affaires – échanges – trafic – métier

2. Read the ad carefully now and find the advantages of fair trade for producers, consumers and the earth.

3. Did you already know about the fair trade movement? How do you feel about it?
B Water for life

1. Look at this photo of a mother bathing her child in [Haiti]. What shows that water is scarce (rare) in this country?

2. Read the text on the right and the information below. Which figures strike you? Why?

3. Do you feel concerned by this problem? Do you know how to reduce your water consumption (consommation)?

Although 70 per cent of the world’s surface is covered by water, only 2.5 per cent is fresh water¹, of which 70 per cent is frozen in ice caps². Most of the world’s water is inaccessible, or comes in the form of storms and hurricanes³ to the wrong places at the wrong times. Water is not running out⁴: it is simply that there are more of us to share⁵ it. Climate will also have an effect on water: some regions will become drier, some wetter⁶. What can be done? The world cannot change its supply of fresh water: all it can do is change the way it uses it. Water could be used more wisely⁷.

C Global warming

1. Explain why the penguins are queuing up.

2. What do you know about the main causes and consequences of global warming?

D The earth from space

Listen to Marc Garneau, a Canadian astronaut, and discover the earth from space. You will find some help in your Workbook.

Human health¹ depends on having a safe, adequate, accessible and reliable² water supply³.

Half the world’s 6 billion people lack⁴ proper sanitation⁵, and a billion cannot get safe drinking water. In many parts of the world 90% of all diseases are related to water.

© Luojie/China Daily/CartoonArts International/CWS

on the web

- Health and environment [poster]
- Missing [cartoons]
- Polar Bear Alert [documentary]

See p. 176
The Black Mountain Copper Mining Company, located near a small town in Arizona, is polluting the river. The narrator is a biology teacher. She has been invited to a special meeting of the women’s club.

“My students and I looked at the river water under microscopes, and the usual things that live in a river aren’t there. Then we tested the pH of the river and found out it’s very acidic. The EPA has tested it too, and they agree. But your trees knew all this way before we did. Watering them from the river is just like acid rain falling on them, if you’ve heard of that. The acid-rain problem here in the West comes mostly from mine smelters. It’s the same acid, one way or the other. Sulfuric acid.”

I feared I was losing my grasp of the subject, but they were still listening.

“I don’t think I can tell you anything helpful. But if you have questions I’ll try to answer them.” I sat down.

A thin woman in a red dress stood up and demanded, “You mean the fish and stuff is all killed?”

“Not the fish,” I said. “They’re still alive, but the smaller things that live in the water…” I considered how to phrase this, and started again. “Usually there’s a whole world of microscopic things living in a river, and in the dirt, and the air. If you were in an airplane and flew over a city and looked down and saw nothing was moving, that’s how you can tell if a river is healthy or not. You can’t see them, but they’re supposed to be there.” [...]

The woman in the red dress was still standing. “What we want to know is, is the river poisoned for good?” Every person in the room was looking at me.

“Well, no,” I said. “The river could recover. It doesn’t start here, it starts upon the Apache reservation, in the mountains where the snow melts. As long as that’s pure, the water coming down here will be okay.”

“So if you could stop Black Mountain from running the acid through the tailings, then after a while the junk would get washed out?” inquired Mrs. Galvez. “Like flushing the john?”

“Exactly like that,” I said.

Fifty women started talking at once. You’d think I’d commuted a death sentence. After a minute Dona Althea gave a short speech in Spanish, the gist of which was that I’d told them what they needed to know, and now they had to figure out how to get the company to stop polluting the river and go to hell.

Barbara KINGSOLVER, Animal Dreams (1990)
Citizens of the earth

**A Warming up**

Observe the copper mining site in the picture. What are the visible consequences on the river? Imagine the impact on wildlife and the people living nearby.

**B Reading comprehension**

Read the text with the help of your *Workbook*.

**C Key questions**

1. What do you learn about the women at the meeting? What did they invite the narrator for?
2. Why is the river polluted?
3. Explain the sentence: “But your trees knew all this way before we did.” (l. 6)
4. What shows that the narrator is afraid of not being understood properly? How do you explain her apprehension?
5. Imagine what the women are going to do.

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**Toolbox**

**Nouns**
- pollutant [pəˈluːtənt]: produit polluant
- chemical [ˈkemɪkəl]: produit chimique
- industrial processing: traitement industriel
- threat [θret]: menace
- orchard [ˈɔrˌʃərd]: verger

**Adjectives**
- uneducated
- Hispanic
- desperate [ˈdespərət]: hopeuful
- determined = strong-minded
- ready (to fight)

**Verbs & expressions**
- be responsible [rɪˈspɔnsəbl] for sth
- pollute [pəˈluːt]
- pour [pɔːr] (into): se déverser
- dump: déverser, déposer
- exploit [ɪkˈsploʊt]
- extract [ɪkˈstrækt]: extraire
- flow: couler
- irrigate
- endanger = jeopardize [dʒepəˈdaɪz]
- prevent sb from V-ing: empêcher qqn / qqch de V
- divert [dɜrˈvɪt]: détourner
- protest against = object to
- be eager to V: avoir très envie de V
- stand up to: résister à

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**Entraînements**

**D S’entraîner à traduire**

Traduisez le premier paragraphe jusqu’à “… if you’ve heard of that.” (l. 8) en tenant compte des indications données.

1. Quel(s) temps du passé utiliserez-vous pour traduire les prétérits de ce passage ?
2. Ne traduisez pas *look at* par « regarder ».
4. *aren’t there*: « ne sont pas là » ne convient pas ici.
5. *way* est ici un adverbe qui renforce *before*.
6. *we did*: a-t-on besoin de traduire *did* ici ?

**E Savoir prononcer**

1. a. Lisez le passage de “*Not the fish...*” (l. 15) à “... *and the air.*” (l. 17). La ponctuation vous indique les *groupes de sens*, donc les endroits où vous pouvez marquer une pause. Ne vous arrêtez pas en dehors des groupes de sens.

1. b. La phrase qui va de “*If you were...*” (l. 17) à “... *something was up.*” (l. 19) est longue et ne comporte qu’une seule virgule. À quels endroits vous arrêterez-vous pour *reprendre votre souffle* ? Peut-on s’arrêter après *nothing* ? Pourquoi (pas) ?

2. Repérez les mots comportant la lettre *-i* entre deux consonnes dans le passage de “*Not the fish...*” (l. 15) à “... *and the air.*” (l. 17) et classez-les dans un tableau selon la prononciation du *-i*:

   - *[aɪ]*
   - *[ɛᵊ]*

3. Écoutez maintenant ces passages, puis lisez-les à haute voix.

**F Enrichir son lexique**

Révisez le lexique lié à la *pollution* à l’aide de votre *Workbook*.

**G Pratiquer la grammaire**

Entraînez-vous à pratiquer les structures suivantes à l’aide de votre *Workbook*.

1. *Prétérit simple / Prétérit BE + ING*  
   “Then we tested the *pH* of the river...” (l. 5)  
   *... they were still listening.* (l. 10)

2. *Subordonnées en IF*  
   “*If you were in an airplane [*…], you’d know something was up.*” (l. 17)

3. *Articles THE et Ø*  
   “*... running the acid...*” (l. 27)  
   “*Sulfuric acid.*” (l. 9)
Is water running out? Scientists are pessimistic: “Just have a look at the most recent figures!” says Paul Swarbrick, a well-known expert in water issues. “The world population is increasing every day. Given the present needs, it is obvious that our planet is soon going to face a very difficult situation.”

Farmers use more and more water every year to meet the food demands of a growing population. On the other hand, industrialization does not make the situation any better as it produces more and more polluting industries. When 60% of the world population live in cities in 2020, water will be a vital issue.

If we don’t change our habits, climate change will have impressive environmental consequences. The international community has agreed to reduce by half the proportion of people without access to safe drinking water by 2015. But even when we reach this goal, we will still have a long way to go to give everyone access to water.

1. s’épuiser – 2. problème – 3. faire face à – 4. atteindre

Les deux formes du présent

Observer et comprendre
1. Is water running out? (l. 1)
2. “The world population is increasing every day.” (l. 2)
3. Farmers use more and more water every year... (l. 5)
4. ... industrialization does not make the situation any better... (l. 6)

Relevez les verbes au présent simple et au présent BE+ING dans les quatre énoncés. Quel est l’auxiliaire du présent simple ? L’utilise-t-on à toutes les formes (affirmative, interrogative, négative) ? Quel est l’auxiliaire du présent BE+ING ?

Indiquez pour chaque verbe au présent simple ou BE+ING ci-dessus s’il indique un fait général ou une action en cours de déroulement en ce moment.

En résumé : Quelles sont les valeurs du présent simple et celle(s) du présent BE+ING ?

Expressions du futur

Observer et comprendre
1. ... climate change will have impressive environmental consequences. (l. 9)
2. ... we will still have a long way to go... (l. 12)

Mettez l’énoncé 1 à la forme négative et le 2 à la forme interrogative.

Les subordonnées de temps et le futur
1. When 60% of the world population live in cities in 2020, water will be a vital issue. (l. 7)
2. But even when we reach this goal, we will still have a long way to go... (l. 11)


Traduisez les deux énoncés. Quelle différence de temps y-a-t-il entre le français et l’anglais ?

Déduisez : Pour exprimer le futur en anglais, on n’utilise pas ... dans les subordonnées de temps ; on utilise ....

Autre forme à sens futur

Relevez dans cet énoncé la forme verbale à sens futur : “Given the present needs, it is obvious that our planet is soon going to face a very difficult situation.” (l. 3)

Sur quoi se fonde la prévision de l’expert : sur des hypothèses, sur l’observation de la situation présente ou sur une comparaison entre passé et présent ?

Pratiquer

1 Mettez les verbes entre parenthèses au présent simple ou au présent BE+ING.
   a. Today, the number of aid programs (increase) but African countries (still / go) through very hard times.
   b. Millions of people across the world (not / have) access to safe drinking water.
   c. How much water (they / normally / use)?

2 Mettez les verbes entre parenthèses au futur en WILL, ou au présent lorsque c’est impossible.
   a. When climate changes (accelerate), rains (be) heavier.
   b. As soon as we (get) more information, we (make) a decision.
   c. We (be satisfied) when these targets (be reached).
Citizens of the earth

Wolves and bears

Your pen friend has asked you to write an article for his / her school newspaper. You’ve decided to write about a demonstration which took place in Paris on November 6, 2004. This is the beginning of your article.

The recent culling (abattage) of two wolves in the French Alps and the killing of France’s last indigenous bear has brought 2,000 protesters onto the streets of Paris...

Write the rest of the article. (150-200 words)

A  Préparez-vous

Lisez les dépêches suivantes.

May 14, 2003 – Shepherds¹ claim that they have lost around 5,500 sheep² to the predators in the past three years alone, and some say they face ruin.

October 2004 – Two wolves, one male one female, were recently shot because local sheep farmers had complained that their flocks had been attacked by wolves. The government has plans to kill even more wolves and antagonism between environmentalists and farmers is growing.

November 2, 2004 – One of the last remaining³ bears in the Pyrenees has been shot by hunters⁴, to the fury of French environmentalists. The 15-year-old female – known as Cannelle or Cinnamon in English – was surprised with her 10-month-old cub⁵ in the Aspe valley by a party hunting wild boar⁶.


B  Organisez votre article

1. Décrivez d’abord la manifestation : date, participants, ambiance, objectif...

2. Rappelez brièvement les deux événements à l’origine de cette manifestation.

3. Résumez les deux points de vue (bergers et écologistes).

C  Mobilisez le lexique

1. Sélectionnez les mots ou les passages dont vous aurez besoin dans les dépêches ci-dessus.

2. Pensez à utiliser certains mots des Keywords (p. 42) et des Toolbox de l’unité.

3. Les mots ci-contre peuvent également vous être utiles.

A

TOOLBOX

Nouns
- species: espèce
- wildlife: faune et flore
- extinction
- conservationists: écologistes
- slogan
- sign: pancarte
- livestock: bétail
- grazing area: pâturage
- balance: équilibre
- goal = aim = purpose: but

Adjectives
- endangered: en voie de disparition
- under threat: menacé

Verbs & expressions
- trigger: déclencher
- safeguard: sauvegarder
- fear sb / sth might V: craindre que qqn / qqch V
- gather: se rassembler
- take to the streets: descendre dans la rue
- march: défilé
- chant: scander
- denounce
- aim to V / at V-ing: viser à V
- graze: brouter

Outraged: indigné

- disguised as: déguisé en

A way of helping

She’s no activist but Beth Jones of Ruabon in north Wales voted with her shopping basket against the global trading system yesterday.

Mrs Jones, a mother of three who earns just over the minimum wage in a Wrexham factory, happily paid a fair trade premium\(^1\) at the Co-op\(^2\) of about 20p for six bananas and 40p for a jar of coffee.

“It’s not that much, is it?” she said. “But it’s not right that people in poor countries should get so little, so this is my family’s way of helping.”

Fairly traded food, for which a small premium and a guaranteed price is paid directly to farmers in developing countries, has become Britain’s favourite way to help people.

On Monday it will be confirmed that fair trade food has reached the mainstream\(^3\), with annual sales running at\(^4\) £100m after 40-90% growth a year for a decade. It has expanded from one brand of coffee to 130 foods, including fruit, juices, vegetables, snacks, wine, tea, sugar, honey and nuts.

“It is a grassroots\(^5\) phenomenon,” says Harriet Lamb, director of the Fairtrade foundation, which was set up by five British development charities in 1994 with a small grant. “It has developed out of new awareness that the world price of most foods is less than it was 20 years ago and that unfair trade has left hundreds of millions struggling to survive.”

The Co-op, the first major store to take ethically traded food seriously after consulting shoppers in 1995, said that one in four of its bananas and chocolate bars was now fairly traded and that it expected annual sales to reach £21m next year as it expands its ranges.

Ethical trading companies say that the growth proves that it is possible to make profit while helping people.

Cafe Direct, one of the pioneers of the movement, is now Britain’s sixth biggest coffee company. But its greatest strength may be the strong backing\(^6\) it gets from social movements. The churches and charities who launched the organisation have been joined by universities, schools, the scout and guide movement, the Salvation Army, youth hostels\(^7\) and unions, who are all promoting it strongly in workplaces. [...]

Britain is now the second largest market after Switzerland. Sales are rocketing in the US and Europe’s market grew 30% last year to almost £400m.

John VIDAL, in *The Guardian*, February 28, 2004
A Warming up
Observe the picture and say what type of document it is. Associate it with the title: who is helping who?

B Reading comprehension Workbook p. 24
Read the text with the help of your Workbook.

C Key questions
1. What do you learn about Beth Jones? Explain the sentence voted with her shopping basket (l. 1).
2. Why was Beth Jones’s case chosen to illustrate this article?
3. What are the advantages and drawbacks of buying fair trade products?
4. What shows that fair trade is expanding?
5. Would you be ready to buy products at a higher price to help producers in developing countries?

D Creative writing
You’ve decided to create a Fairtrade committee in your school. You write a flyer to inform the other students of the goals of the future committee and of the events you would like to organize during Fairtrade Fortnight. (150-200 words)

E Entraînements

F S’entraîner à traduire
Traduisez le passage de Mrs Jones… (l. 3) à “… is it?” she said. (l. 6) en tenant compte des indications données.

1. a mother of three : étoffez three.
2. happily : ne traduisez pas par un adverbe. Faites une transposition.
3. a fair trade premium : attention à l’ordre des mots ; n’hésitez pas à étoffer.
4. 20p / 40p : ne gardez pas l’abréviation.
5. that much : vous devez étoffer. Que dirait-on en français ?
6. is it? : dans ce contexte, évitez de traduire par « n’est-ce pas ? ».

G Pratiquer la grammaire

Nombres > Précis 22
1. a. Lisez ces nombres à haute voix : £200 – £21m – £400m – $2,000.
   b. Observez les mots hundred and million aux lignes 18 et 19. Que signifient ces mots au pluriel ?
   c. Ajoutez un s aux mots entre parenthèses lorsque c’est nécessaire.
   – (Hundred) of organisations, (thousand) of youngsters and (million) of shoppers are in favour of fair trade.
   – They have already consulted seven (thousand) consumers and sold two (hundred) jars of coffee.

2. Lisez les nombres suivants à haute voix (en anglais), puis écrivez-les en toutes lettres.
   2,045 – 42,506 – 102,000 – 1,264,932

Remarque : Les dizaines et les unités sont précédées de and en anglais britannique, mais on supprime and en américain, par exemple :
142 → one hundred (and) forty-two.
Amnesty International (AI) works independently and impartially to promote respect for all the human rights set out in the Universal Declaration of Human Rights. It concentrates on ending grave abuses of the rights to physical and mental integrity, freedom of conscience and expression, and freedom from discrimination. Historically, the main focus of Amnesty International’s campaigning has been:
- to free all prisoners of conscience,
- to ensure a prompt and fair trial for all political prisoners,
- to abolish the death penalty, torture and other forms of cruel, inhuman or degrading treatment or punishment.

DATA aims to raise awareness about the crises swamping Africa:
- unpayable debts,
- uncontrolled spread of AIDS,
- unfair trade rules which keep Africans poor.

The organization was founded in 2002 by Bono, the lead singer of U2. At the core of DATA’s mission is a view that these issues are not about charity, but about equality and justice. DATA calls on the governments of the world’s wealthy nations – the United States, Europe, Canada and Japan – to put more resources into Africa, and to adopt policy that helps rather than hinders Africa in achieving long-term prosperity.
Doctors Without Borders (Médecins Sans Frontières or MSF) delivers emergency medical aid to victims of armed conflict, epidemics, and natural and man-made disasters in more than 70 countries. It also cares for people who are excluded from health services due to social or geographical isolation.

An independent, nonprofit organization, MSF is at the forefront of emergency health care. MSF provides primary health care, performs surgery, rehabilitates hospitals and clinics, runs nutrition and sanitation programs, trains local medical personnel, and provides mental health care. Through longer-term programs, MSF treats chronic diseases such as tuberculosis (TB), malaria, sleeping sickness, and AIDS; assists with the medical and psychological problems of marginalized populations including street children and ethnic minorities; and brings health care to remote, isolated areas where resources and training are limited.

www.greenpeace.org

Greenpeace is an independent organization that uses non-violent, creative confrontation to expose global environmental problems, and force solutions for a green and peaceful future. Greenpeace organizes public campaigns for:
- the protection of oceans and ancient forests,
- the phasing out of fossil fuels and the promotion of renewable energy to stop climate change,
- the elimination of toxic chemicals,
- the prevention of genetically modified organisms (GMOs) being released into nature,
- an end to the nuclear threat and nuclear contamination,
- safe and sustainable trade.

Nouns
- solidarity
- brotherhood: fraternité
- humankind: genre humain
- involvement [in]: engagement
- aid agency: organisation humanitaire
- indifference [in’difrəns]

Adjectives
- shocking / revolt ing
- appalling [ə’pɔ:plɪŋ]: épouvantable
- efficient [ɪ’fɪʃənt]: efficace
- selfish: égoïste
- narrow-minded [nə’rɛəmdaɪnd]: borné

Verbs & expressions
- make sb aware of / that
- speak out for = defend
- speak out against = denounce
- prevent [sth / sb from V-ing]: empêcher
- stand up to = resist
- launch [a campaign] [lɑs’tʃæmpəni]: lancer [une campagne]
- sign up (a petition)
- join: rejoindre
- volunteer to V
- make a donation [də’snɪfən]
- put pressure [prɛʃə] on: faire pression sur
- have blinkers: avoir des ail[ərəs]
Prononcer les phrases

1. Accent de phrase (accent syntaxique)

Repérez les mots accentués dans les phrases ci-dessous. À votre avis, pourquoi sont-ils accentués ?

a. *I saw your mother and your sister at the post office.*

b. *Don’t you know Peter is in London?*

Tous les mots d’une phrase ne sont pas accentués. On accentue les mots nécessaire à la compréhension du message. En fait, l’accentuation des mots dépend de plusieurs éléments : la catégorie syntaxique, la place des mots dans la phrase et la nouveauté de l’information.

A. Catégorie syntaxique

- Les mots porteurs de sens sont accentués. Ce sont les noms, verbes, adjectifs qualificatifs, adverbes, démonstratifs, mots interrogatifs, auxiliaires avec négation, pronoms possessifs, prépositions de plus d’une syllabe, les mots yes, no, not.

- Les mots-outils ne sont pas accentués. Ce sont les articles, conjonctions, auxiliaires sans négation, déterminants possessifs, coordinations, pronoms personnels, relatifs, prépositions d’une syllabe.

   ➤ *Sorry but Sarah can’t come on Saturday because she’s visiting her uncle.*

B. Place des mots dans la phrase

Dans quels cas le mot for ci-dessous se prononce avec une forme pleine ou réduite ? Vérifiez à l’écoute.

a. *What are you waiting for?*

b. *That’s for me, not for you.*

Les mots-outils d’une syllabe se prononcent de deux manières, en fonction de leur place dans la phrase.

- La voyelle se prononce avec la forme pleine en début ou fin de phrase.
- La voyelle se prononce avec la forme réduite pour toute autre place dans la phrase.

➤ Exemples de formes pleines et réduites.

<table>
<thead>
<tr>
<th>Forme pleine</th>
<th>Forme réduite</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take it if you can [kæn].</td>
<td>You can [kan/kn] go now.</td>
</tr>
<tr>
<td>What are you looking at [æt]?</td>
<td>He’s at [æt] home.</td>
</tr>
</tbody>
</table>

C. Nouveauté de l’information

Quels mots porteurs de sens ne seront pas accentués dans cette phrase ? Pourquoi ? Vérifiez à l’écoute.

*She doesn’t drive and her husband doesn’t drive either.*

Pour être accentué, un mot doit apporter quelque chose de nouveau. Lorsqu’une information est répétée, les mots porteurs de sens ne sont jamais accentués quand ils réapparaissent.

➤ *Peter’s got a yellow car, I hate yellow cars.*

La deuxième fois, les mots yellow et cars ne sont pas accentués parce qu’ils sont répétés. Le mot hate est le dernier mot accentué (appelé « pivot »). Les mots qui suivent le pivot sont des mots prononcés sans accentuation car ils ne sont pas porteurs d’information nouvelle.
2. Liaisons

Quelles liaisons feriez-vous dans la phrase ci-dessous ? Vérifiez à l’écoute.

Come inside, I’m sure you’ll enjoy rock and roll.

En général, on fait la liaison entre deux mots lorsque le premier mot se termine par une consonne ou un e muet et que le second mot commence par une voyelle (le plus souvent non accentuée). Ainsi Turn it off semble se prononcer turn it off.

keep it – thank you – can I help you? – scared of – come on – living in England

3. Intonation

Écoutez les phrases ci-dessous. Dans quelles phrases l’intonation est-elle montante ou descendante ?

a. Is this your new bike? Where did you buy it?
   b. Don’t tell me what to do.
   c. Sorry, what did you say?

A. Intonation descendante ( 추진)
Elle traduit une idée de certitude : la voix descend.

- Déclarations positives ou négatives
  ➤ I haven’t been there for weeks.
- Interrogations ouvertes (wh- questions)
  ➤ What’s your name?
- Ordres
  ➤ Don’t do it!
- Formules de politesse
  ➤ I’m sorry.
- Quand le tag n’est pas une vraie question
  ➤ They are environmentalists, aren’t they?

B. Intonation montante ( 추진)
Elle traduit une idée d’inachèvement, de sous-entendus ou de doute : la voix monte.

- Interrogations fermées (Yes / No questions)
  ➤ Is your brother still living in Bath?
- Nuance d’amabilité
  ➤ Come in! ➤ Good morning.
- Pour faire répéter une réponse
  ➤ How much did you say?
- Quand le tag est une vraie question
  ➤ She can speak English, can’t she?
- Énoncé non achevé, énumération
  ➤ He visited Ottawa ➤… Toronto ➤…

4. Mise en relief


a. I was flying to London, not from London.
   b. It’s your fault if we were late.
   c. She was there, even if you didn’t see her.

Dans un contexte particulier, tout mot peut être porteur d’un accent fort accompagné d’une intonation descendante. Un mot peut être accentué afin d’obtenir un effet de contraste, d’insistance ou pour montrer la surprise.

➤ He broke the toy.
   C’est lui (et pas un autre) qui a cassé le jouet.
   ➤ He broke the toy.
   Il a cassé le jouet. (mais pas autre chose)
   ➤ I was there but you didn’t see me.
   ➤ He says he is Canadian!

Cette mise en relief sera d’autant plus marquée que la voix opère une chute plus grande depuis l’aigu vers le grave.

5. Groupes de sens

Écoutez les deux phrases ci-dessous. Quelle phrase avez-vous entendu en premier, a ou b ?

a. Peter said, “the man is ridiculous.”
   b. “Peter,” said the man, “is ridiculous.”

Une phrase est divisée en groupes de sens. Ces segments de phrases sont suivis d’une pause plus ou moins marquée (schématisée ci-dessous par / [pause facultative] ou // [pause obligatoire]). En français comme en anglais, ces pauses sont essentielles pour dégager le sens de la phrase.

- La ponctuation est une aide précieuse pour délimiter un groupe de sens.
   ➤ One hot July afternoon / as he sat working at his desk / he felt that he was not alone. // He was gripped by a sudden apprehension. // Someone was standing in front of him / and he didn’t wish to know who it was. // ➤ I’ll do / all I possibly can, // knowing / it’ll perhaps save my life. //

- Une phrase est divisée en groupes de sens. Ces segments de phrases sont suivis d’une pause plus ou moins marquée (schématisée ci-dessous par / [pause facultative] ou // [pause obligatoire]). En français comme en anglais, ces pauses sont essentielles pour dégager le sens de la phrase.

- La ponctuation est une aide précieuse pour délimiter un groupe de sens. Les problèmes apparaissent quand les phrases dépassent une douzaine de syllabes et qu’il n’y a pas de virgule. Il faut alors comprendre le contexte pour savoir où marquer les arrêts et donner du sens à la phrase.

- Écoutez les passages ci-dessous en prêtant attention aux pauses dues aux groupes de sens.

➤ One hot July afternoon / as he sat working at his desk / he felt that he was not alone. // He was gripped by a sudden apprehension. // Someone was standing in front of him / and he didn’t wish to know who it was. // ➤ I’ll do / all I possibly can, // knowing / it’ll perhaps save my life. //