



Unit 2

Citizens of the earth

keywords

Nouns

- issue ['ɪʃuː]: *problème*
- environment [ɪnˌvaɪərənmənt]
- environmentalist [ɪnˌvaɪərən'mentəlɪst]
- activist: *militant*
- demonstration [ˌdemən'streɪʃən]: *manifestation*
- pollution [pə'luːʃən]
- deforestation [diːfɒrɪst'eɪʃən]
- climate ['klaɪmɪt] change
- global ['ɡləʊbl] warming: *réchauffement planétaire*
- nuclear ['njuːklɪə] waste: *déchets nucléaires*
- human rights: *droits de l'homme*
- poverty ['pɒvəti] ≠ riches
- famine
- gap: *fossé*
- industrialized countries
- the Third-World = the developing world

Adjectives

- environmental [ɪnˌvaɪərən'mentl]
- worldwide {adj. / adv.}: *mondial(ement)*
- renewable [rɪ'njuːəbl] (*energy*)
- safe: *sans danger*
- wealthy ['welθɪ] = rich
- destitute: *dans le besoin*
- sustainable [səs'teɪnəbəl]: *durable*

Verbs & expressions

- feel concerned about
- care about: *se soucier de*
- be aware / conscious of
- be / get involved in: *participer à / s'engager dans*
- support [sə'pɔːt]: *soutenir*
- fight / struggle for sth
- save ≠ endanger [ɪn'deɪndʒə]
- threaten: *menacer*
- improve: *améliorer*
- take measures ['meʒəz]
- protect = preserve [prɪ'zɜːv]
- recycle

menu

- **Civilisation**
Making the earth fairer 🗣️ **VIDEO** 44
- **Texte**
The river (*B. Kingsolver*) 🗣️ 46
- **Grammaire**
Présent et futur 48
- **Expression écrite**
Wolves and bears 49
- **Texte**
A way of helping (*The Guardian*) 🗣️ 50
- **Expression orale**
Getting involved 🗣️ 52
- **Méthodologie**
Prononcer les phrases 🗣️ 54

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?

mémoire

échanges

lien social

création



Making the earth fairer

A

Fair trade



Quality taste
for you.
Quality of life
for farmers. Now that's a
Fair Trade.




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 stewards¹ 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 buds² – 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*.

- a. **fair**: *juste – honnête – loyal – équitable – correct*
- b. **trade**: *commerce – affaires – échanges – trafic – métier*

2. Read the ad carefully now and find the advantages of fair trade for producers, consumers [kən'sju:məz] and the earth.

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

T.O.O.L.B.O.X

Nouns

- (distribution) **network**: *réseau*
- **rule**: *règle*
- **profit**: *bénéfice*
- **goods** = **products**
- **globalization** [gləʊbəlaɪzɪʃən]: *mondialisation*
- **tap**: *robinet*
- **drought** [draʊt]: *sécheresse*
- **greenhouse effect**: *effet de serre*
- **rise** [*hausse*] in **temperature** [ˈtemprɪtʃə]
- (sea) **level**: *niveau (de la mer)*

Adjectives

- **growing**: *croissant*
- **barren**: *aride*

Verbs & expressions

- **raise awareness** [ə'weənɪs] of: *faire prendre conscience de*
- **benefit** sb: *profiter à qqn*
- **suffer from**
- **provide** [prə'vaɪd] sb with sth: *fournir qqch à qqn*
- **manage** ['mænɪdʒ]: *gérer*
- **melt**: *fondre*

1. [stju:əd] *régisseur* – 2. *papilles gustatives*

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*)?



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.

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.

1. eau douce – 2. calotte glaciaire – 3. tempêtes et ouragans [ˈhʌrɪkənz] – 4. s'épuiser – 5. partager – 6. plus humide – 7. sagement

1. [helθ] santé – 2. [rɪˈlaɪəbl] fiable – 3. [səˈplaɪ] réserves – 4. manquer de – 5. système sanitaire

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**?



© LuoJie/China Daily/CartoonArts International/CWS

D

The earth from space

Workbook p. 20

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

on the web www.wateryear2003.org

slide show

- Health and environment (poster)
- Missing (cartoons)

video time

- Polar Bear Alert (documentary)
See p. 176

After studying biology and ecology at the University of Arizona, **Barbara KINGSOLVER** (b. 1955) started writing fiction. Her novels deal with themes such as social justice, Native Americans and poverty. The best-known are *The Bean Trees* (1988), *Pigs in Heaven* (1993), *The Poisonwood Bible* (1998).



1. copper: *cuivre*
2. EPA [*ˌpiːˈeɪ*] = Environmental Protection Agency
3. smelter: *haut-fourneau*
4. lose one's grasp: *perdre le fil*
5. stuff: *ici, autres trucs*
6. Apache [*əˈpætʃi*]
7. tailings: *résidus*
8. flush the john: *tirer la chasse d'eau*
9. gist [*dʒɪst*]: *essentiel*

The river 🙄

The Black Mountain Copper¹ 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.

5 “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 EPA² 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 smelters³. It's the same acid, one way or the other. Sulfuric acid.”

10 I feared I was losing my grasp⁴ 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 stuff⁵ is all killed?”

15 “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, you'd know something was up. That's how you can tell if a river is healthy or not.”

20 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 Apache⁶ reservation, in the mountains where the snow melts. As long as that's pure,

25 the water coming down here will be okay.”

“So if you could stop Black Mountain from running the acid through the tailings⁷, then after a while the junk would get washed out?” inquired Mrs.

30 Galvez. “Like flushing the john⁸?”

“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

35 gave a short speech in Spanish, the gist⁹ 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)



T.O.O.L.B.O.X

Nouns

- pollutant [pə'lu:tənt]: produit polluant
- chemical ['kemɪkəl]: produit chimique
- industrial processing: traitement industriel
- threat [θret]: menace
- orchard ['ɔ:tʃəd]: verger

Adjectives

- uneducated
- Hispanic
- desperate ['despərt] ≠ hopeful
- determined = strong-minded
- ready [tə'ɹi:di] (to fight)

Verbs & expressions

- be responsible [rɪ'spɒnsəbl] for sth
- pollute [pə'lu:t]
- pour [pɔ:] (into): se déverser
- dump: déverser, déposer
- exploit [ɪk'splɔɪt]
- extract [ɪk'strækt]: extraire
- flow: couler
- irrigate
- endanger = jeopardize ['dʒepədaɪz]
- prevent sb from V-ing: empêcher qqn / qqch de V
- divert [daɪvɜ:t]: détourner
- protest against = object to
- be eager to V: avoir très envie de V
- stand up to: résister à

Around the text

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 **Workbook p. 21-22**

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.

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 ».
3. *under microscopes*: « sous des microscopes » ne convient pas.
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.
- 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-**: [ɪ] – [aɪ] – [ɜ:].
3. Écoutez maintenant ces passages, puis lisez-les à haute voix.

F Enrichir son lexique **Workbook p. 22**

Réviser le lexique lié à la **pollution** à l'aide de votre *Workbook*.

G Pratiquer la grammaire **Workbook p. 23**

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

1. **Prétérit simple / Prétérit BE+ING** ➤ **Précis 4**
"*Then we tested the pH of the river...*" (l. 5)
... *they were still listening.* (l. 10)
2. **Subordonnées en IF** ➤ **Précis 39**
"*If you were in an airplane [...], you'd know something was up.*" (l. 17)
3. **Articles THE et Ø** ➤ **Précis 21**
"... *running the acid...*" (l. 27)
"*Sulfuric acid.*" (l. 9)

Présent et futur

Is water running out¹? Scientists are pessimistic: "Just have a look at the most recent figures!" says Paul Swarbrick, a well-known expert in water issues². "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."

5 Farmers use more and more water every year to meet³ 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 reach⁴ 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

> Précis 1-2

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

> Précis 10

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)

• À quel temps les verbes en gras sont-ils conjugués? Désignent-ils un événement présent, passé ou futur? Justifiez votre réponse par le contexte.

• 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).

Wolves and bears

Writers' corner

■ 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.

June 11, 2004 – A "Wolf Action Plan" being studied by the French government suggests that between five and seven wolves should be slaughtered³ to protect flocks⁴ in the Alps.

November 2, 2004 – One of the last remaining⁵ bears in the Pyrenees has been shot by hunters⁶, 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 cub⁷ in the Aspe valley by a party hunting wild boar⁸.

1. berger – 2. mouton – 3. abattre – 4. troupeau –
5. restant – 6. chasseur – 7. ourson – 8. sanglier

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.

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*

- disguised as: *déguisé en*
- outraged: *indigné*

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: *défiler*
- chant: *scander*
- denounce
- aim to V / at V-ing: *viser à V*
- graze: *brouter*





THE GUARDIAN is a major British daily newspaper, founded in 1821.

It is regarded, with *The Times* and *The Daily Telegraph*, as one of the UK's "big three" quality newspapers. It was once called "Britain's non-conformist conscience".

1. premium [*pri:mɪəm*]: *supplément*
2. Co-op [*'kəʊ'ɒp*] = cooperative: *chaîne de magasins en Grande-Bretagne*
3. mainstream: *grand public*
4. run at: *s'élever à*
5. grassroots: *populaire*
6. backing: *soutien*
7. youth hostel [*'hɒstəl*]: *auberge de jeunesse*

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 premium¹ at the Co-op² 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 mainstream³, with annual sales running at⁴ £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 grassroots⁵ 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."

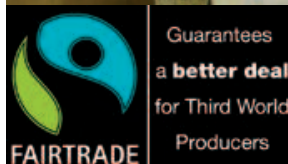
The Co-op, the first major store to take ethically traded food seriously after consulting shoppers in 1995, said that one in four of its bananas and chocolate bars was now fairly traded and that it expected annual sales to reach £21m next year as it expands its ranges.

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 backing⁶ 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 hostels⁷ 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



FAIRTRADE FORTNIGHT ACTION!
1-13 MARCH 2005

Around the text

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)

TOOLBOX

Nouns

- flyer = leaflet: *prospectus*
- fortnight: *quinzaine*
- volunteer [ˈvɒləntɪə]
- event [ɪ'vent]: *événement*
- income: *revenu*
- producer
- consumer
- middlepeople: *intermédiaires*
- retail price: *prix de détail*

Adjectives

- expensive ≠ cheap
- extra [ˈɛkstrə]: *supplémentaire*
- global economy [ɪ'kɒnəmɪ] ≠ local economies

Verbs & expressions

- launch [lɔːntʃ] a campaign [kæm'peɪn]: *lancer une campagne*
- be paid fairly
- earn a living wage: *gagner un salaire décent*
- make a profit: *faire un bénéfice*
- cost: *coûter*

Entraînements

E 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 ? ».

F Savoir prononcer 🗣️

1. Lisez silencieusement les deux premiers paragraphes et repérez les **mots porteurs de sens** (mots indispensables à la compréhension). Il faudra les accentuer. À quelle catégorie appartiennent les mots qui ne sont pas accentués : mots lexicaux ou grammaticaux ?
2. Lisez de nouveau du début à *"... is it?" she said.* (l. 6), puis classez les mots suivants selon la prononciation de la voyelle **-a-** en gras : [æ] – [ɑ:] – [eɪ] – [ə].

activist – Wales – basket – against – global – trading – wage – factory – happily – bananas – jar – that

3. Écoutez maintenant ce passage, puis lisez-le à haute voix.

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* et *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.



Getting involved

■ What kind of citizen are you? Which organization would you like to support and why?

1. Read about these four non-governmental organizations (NGOs). Find the words and expressions in the documents which reflect the goals and activities of each organization.
2. Listen to the recording and learn more about campaigns launched by these NGOs. You will find some help in your *Workbook*.
3. Choose the organization you would like to support and explain your choice.

A



DATA aims to raise awareness¹ about the crises swamping² Africa:

- unpayable debts³,
- uncontrolled spread⁴ of AIDS,
- unfair trade rules⁵ which keep Africans poor.

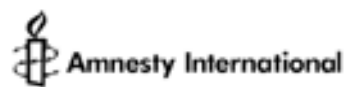
- 5 The organization was founded in 2002 by Bono, the lead singer of U2. At the core of DATA's mission is a view that these issues are not about charity, but about equality and justice.

- DATA calls on the governments of the world's wealthy nations – the United States, Europe, Canada and Japan – to put more resources⁶
10 into Africa, and to adopt policy that helps rather than hinders⁷ Africa in achieving⁸ long-term prosperity.

1. *faire prendre conscience* – 2. *submerger* – 3. [dets] dettes – 4. *propagation* –
5. *règles commerciales* – 6. [rɪ'sɔ:sɪz] – 7. *empêcher* – 8. [ə'tʃi:v] *parvenir à*



B



Amnesty International (AI) works independently and impartially to promote respect for all the human rights set out¹ in the Universal Declaration of Human Rights. It concentrates on ending grave

- 5 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,
 - 10 – to ensure a prompt and fair trial² for all political prisoners,
 - to abolish the death penalty³, torture and other forms of cruel, inhuman or degrading treatment or punishment.



1. *exposer* – 2. [ˈtraɪəl] *procès* – 3. [ˈpenəltɪ] *peine (de mort)*

C

GREENPEACE

Greenpeace is an independent organization that uses non-violent, creative confrontation to expose¹ global environmental problems, and force solutions for a green and peaceful future. Greenpeace organizes public campaigns for:

- the protection of oceans and ancient forests,
- 5 – the phasing out² of fossil fuels³ and the promotion of renewable energy to stop climate change,
- the elimination of toxic chemicals⁴,
- the prevention of genetically modified organisms (GMOs)⁵ being released⁶ into nature,
- 10 – an end to the nuclear⁷ threat⁸ and nuclear contamination,
- safe and sustainable trade.

www.greenpeace.org

1. révéler – 2. élimination progressive – 3. ['fɒsəl fjuəlz] combustibles fossiles –
4. ['kemikəlz] – 5. [dʒi:em'əuz] – 6. relâcher – 7. ['nju:klɪə] – 8. [θret] menace



D



Doctors Without Borders (*Médecins Sans Frontières* or MSF) delivers emergency¹ 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.

- 5 An independent, nonprofit organization, MSF is at the forefront² of emergency health care. MSF provides³ primary health care, performs surgery⁴, rehabilitates hospitals and clinics, runs nutrition and sanitation programs, trains⁵ local medical personnel, and provides
- 10 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 remote⁶, isolated areas where
- 15 resources and training are limited.

1. ['ɪmɜ:dʒənsɪ] de première urgence
2. à l'avant-garde
3. [prə'vaɪd] fournir
4. ['sɜ:dʒəri] opérations chirurgicales
5. former
6. ['ri'məʊt] éloigné



Dr Martha Bedele, Médecins Sans Frontières, Khayelitsha, South Africa (HIV prevalence 25%, TB incidence 1122/100,000)

T.O.O.L.B.O.X

Nouns

- solidarity
- brotherhood: *fraternité*
- humankind: *genre humain*
- involvement (in): *engagement*
- aid agency: *organisation humanitaire*
- indifference [ɪn'dɪfrəns]

Adjectives

- shocking / revolting
- appalling [ə'pɔ:lɪŋ]: *épouvantable*
- efficient [ɪ'fɪʃənt]: *efficace*
- selfish: *égoïste*
- narrow-minded [nærəʊ'maɪndɪd]: *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) [lɔ:ntʃ]: *lancer (une campagne)*
- sign up (a petition)
- join: *rejoindre*
- volunteer to V
- make a donation [dəʊ'neɪʃən]
- put pressure [preʃə] on: *faire pression sur*
- have blinkers: *avoir des œillères*



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 ?

- I saw your mother and your sister at the post office.*
- Don't you know Peter is in London?*

Tous les mots d'une phrase ne sont pas accentués. On accentue les mots **nécessaires 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.

- What are you waiting for?*
- 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.

Forme pleine	Forme réduite
<i>Take it if you can</i> [kæn].	<i>You can</i> [kən/kn] <i>go now.</i>
<i>What are you looking at</i> [æt]?	<i>He's at</i> [ət] <i>home.</i>



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 *turnitoff*.

► *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 ?

- Is this your new bike? Where did you buy it?*
- Don't tell me what to do.*
- Sorry, what did you say?*

A. Intonation descendante (↘)

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 (↗)

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

Selon vous, quels mots seront particulièrement mis en relief dans les phrases ci-dessous ? Vérifiez à l'écoute.

- I was flying to London, not from London.*
- It's your fault if we were late.*
- 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** ?

- Peter said, "the man is ridiculous."*
- "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. 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. //*