

# The world is your oyster

Would you like to live abroad for a while?

## final task

As a member of the International Students' Bureau, you present the advantages of international exchanges to a class and give "10 good reasons for spending a year abroad". You reply to a student's entry on the ISB's blog and write about your own experience as a volunteer in a foreign country.

### Focus on speaking:

Talk about mobile young people 16-17  
Talk about your involvement in forest conservation 23

Listen to a traveller 20

Read an extract from a novel about leaving 18  
Read about a backpacking experience 22

Interview a student 20

Write an e-mail from Kenya 19

Write a blog entry about your school exchange 21

Write an entry in your diary 25

## Keywords

### Nouns

- gap year: *année sabbatique*
- gapper = gap year student
- volunteer (noun / verb): *bénévole*
- volunteering
- relationship
- solidarity
- tolerance
- customs: *coutumes / habitudes*

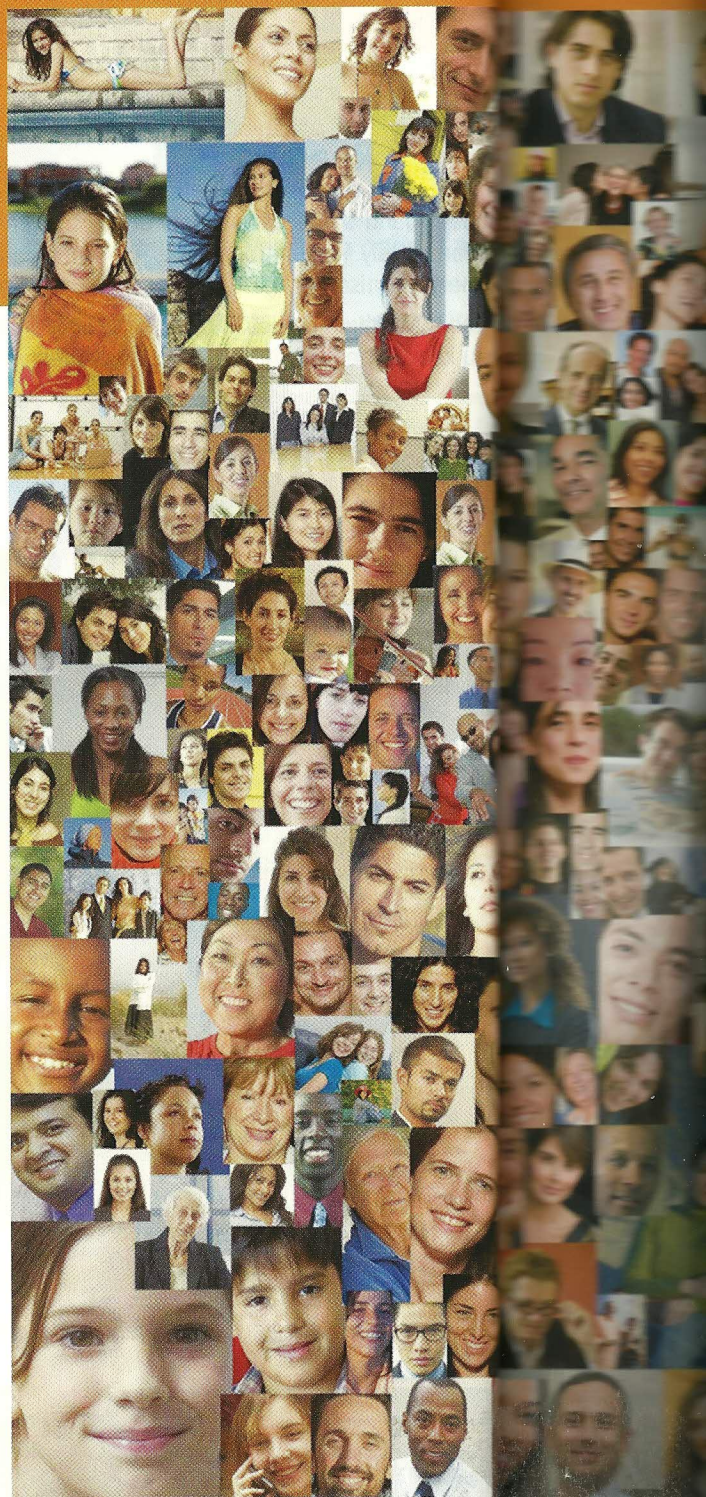
### Adjectives & adverbs

- overseas: *à l'étranger*
- multicultural
- close = intimate /*intimite*/
- understanding
- open-minded ≠ narrow-minded
- different (from sb)
- aware (of) = conscious (of)
- rewarding: *enrichissant*
- meaningful: *qui a du sens*

### Verbs & expressions

- travel the world
- backpack: *voyager avec un sac à dos*
- cross cultures: *passer d'une culture à l'autre*
- go sightseeing /*s'arts:irir*/: *faire du tourisme*
- feel concerned (about)
- get involved (in sth, with sb): *s'impliquer*
- socialize /*səʊʃəlaɪz*/: *fréquenter des gens*

- broaden one's horizons /*hə'raɪznz*/
- be prejudiced against: *avoir des préjugés contre*
- be on an equal footing with: *être sur un pied d'égalité avec*
- share: *partager*
- bridge a gap: *combler le fossé*







## Friends beyond borders

"The world is your oyster" means your life lies ahead of you and you will have lots of opportunities to find something of great value.

1. Describe the picture briefly and say in what way it illustrates the expression "The world is your oyster".
2. What opportunities for meeting people all over the world does modern technology open up?
3. What about you? Would you say that the world is your oyster?

### toolbox

#### Nouns

- oyster /'ɔɪstə/; huître
- pearl /pɜ:l/; perle
- photomontage /fəʊtəʊmɒn'tɑ:ʒ/
- identity picture / photo
- mosaic /məʊ'zeɪɪk/
- social network
- flight: vol

#### Adjectives

- convenient

- on-line ≠ off-line
- face-to-face

#### Verbs & expressions

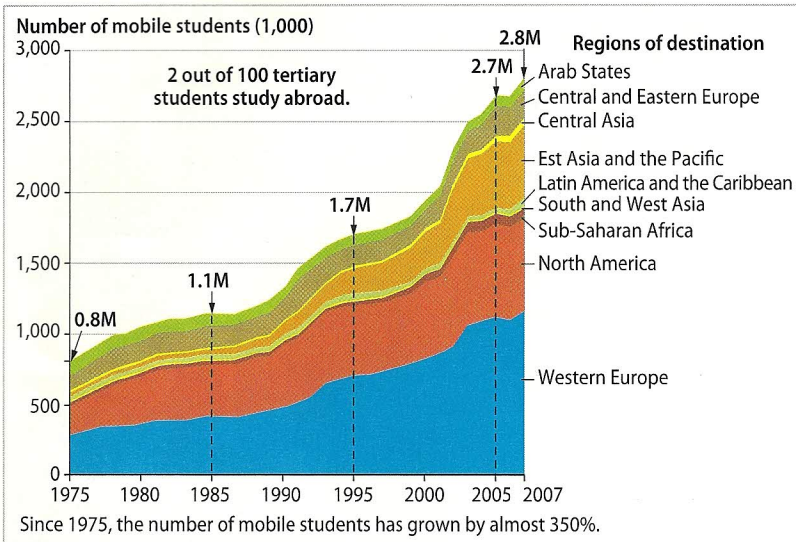
- stare at: regarder fixement
- interact
- enable /ɪ'neɪbl/: permettre
- make friends (with)
- be on friendly / good terms (with)
- come from all walks of life: venir de divers horizons
- browse the web



# Get moving

MÉTHODOLOGIE EXPRESSION ORALE EN CONTINU → p. 153

## A Mobile students



Long-term growth of mobile students

### MÉTHODOLOGIE

Commenter un graphique → p. 154

#### Comment on the graph.

1. Study the graph and make sure you know how to pronounce the following words:  
 growth /grəʊθ/ – mobile /'məʊbaɪl/ – tertiary /'tɜːʃəri/ – Caribbean /,kæɪrɪ'biːən/ – Sub-Saharan /,sʌbsə'hɑːrən/ – Asia /'eɪʒə/
2. What information does the graph give concerning the evolution in student mobility from 1975 to 2007: type of graph, figures, trend (*tendance*), favourite destinations...?

## B Graduates to get gap-year money

### MÉTHODOLOGIE

Rendre compte d'un article → p. 153

**T**HE GOVERNMENT is to pay for graduates struggling<sup>1</sup> to get a job to go on trips abroad. It said the scheme<sup>2</sup> will be launched with expedition company Raleigh International next week.

It will pay for 500 young people under the age of 24 to travel to places such as Costa Rica and India to take part in projects such as building schools.

The 10-week expeditions – to Borneo, India, Costa Rica and Nicaragua – will enable graduates to work on community and environmental volunteering projects in remote communities.

Higher Education Minister David Lammy said volunteering would help new graduates develop “the communication and leadership skills that are so highly valued in the workplace”.

BBC News (August 1st 2009)

1. ayant des difficultés 2. projet

#### Give an oral account of the article.

1. Make sure that you know what a gap year is.  
 culture key Gap year → p. 139
2. Use the following guidelines:
  - a. Explain what the British government has decided to do and why.
  - b. Can you think of other reasons why the British government has decided to take such measures?
  - c. Do you agree with the Minister's statement?

### toolbox

#### Nouns

- increase (in): *augmentation*
- domestic flight: *vol intérieur*
- connecting flight: *correspondance*
- fare: *prix du billet*
- route: *itinéraire*

#### Adjectives & adverbs

- dramatic(ally)
- slight(ly)
- jobless

- tough /tʌf/: *difficile*
- exhausting /ɪg'zɔːstɪŋ/: *épuisant*
- wealthy = well off
- needy: *dans le besoin*

#### Verbs & expressions

- take off ≠ land (plane)
- get on ≠ get off (bus / train)
- reach: *atteindre*
- link: *relier*



**Planning a gap year**

**MÉTHODOLOGIE**  
Expliquer. Argumenter → p. 155

Speak without stopping for at least one minute.  
Use the following guidelines:  
**1.** What project would you choose if you were given the

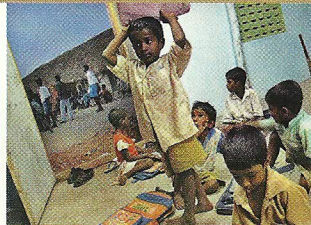
opportunity of taking a gap year? The web page below will help you to make a choice but you may have other ideas.  
**2.** What difficulties would you have to face?

**MONTHLY UPDATE**  
**plan-your-gap-year.com**

**SO SCHOOL RESULTS ARE OUT...**  
...and you feel like taking a gap year before continuing further, be it at school, university or work. For us, a gap year is less about student trips and spending a summer backpacking abroad than about voluntary work and adventure. It is not just a year out. It is a chance to take a different route and broaden your horizons.  
Volunteering overseas is a great way to gain a deeper understanding of the culture of a country. It also provides skill learning and personal development through adventure, challenge, and through community, environmental projects.  
**YOU FEEL UP TO IT? FOLLOW US...**

**Win two Round the World Tickets**  
Enter the Round the World competition. Take the travel quiz and... [Read more >>](#)

**Do something amazing**



**Help street children in Bombay**  
Help build and maintain centres for boys and girls, in a country where thousands of children are abandoned as their parents can no longer afford their care.

[Read more >>](#)



**Camp Kenya**  
Live as a guest in a rural community – not as a tourist – and participate in conservation initiatives to protect wildlife and the environment.

[Read more >>](#)



**Teach music or drama in New Zealand**  
Teach music or drama at a school in the largest city in New Zealand, Auckland. You'll work with children from all backgrounds, including Maori children.

[Read more >>](#)

**Webquest**



**Travelling the world**



**BINGO! You have won two Round the World tickets!**  
You can travel from east to west, or vice versa, but be careful! Your ticket has limitations: travel costs can't exceed £1,000 per person and your trip can't be more than 30,000 miles long.  
**1.** Look at the world map on flaps II-III and plan your ideal trip.  
**2.** Browse the web and calculate the distances, decide when the best time to go would be, compare the prices, and find out the company which best suits your plan.  
**3.** Use a world map to present your project to the class and justify your choice.



**Web resources**

**To plan your trip:**

- www.gapyear.com
- www.statravel.com

**To calculate distances:**

- www.mapcrow.info/
- www.timeanddate.com/worldclock/distance.html



# Taking risks

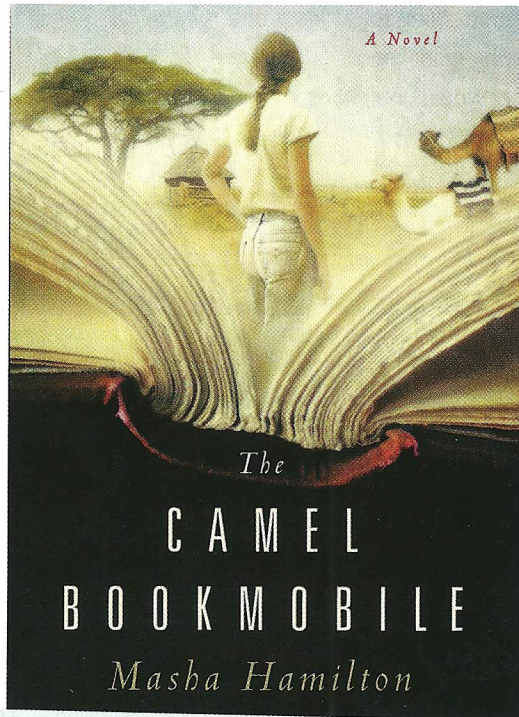


culture key Kenya → p. 135



## Masha HAMILTON

Masha Hamilton is an American novelist who came to fiction-writing through journalism. She was a foreign correspondent in the Middle East and Russia. The author of four novels, she is also the founder of the *Camel Book Drive*, a world literacy programme, begun in 2007 to supply a camel-borne library in north-eastern Kenya.



## A Warming up

You are going to study an extract from a novel entitled *The Camel Bookmobile*<sup>1</sup>. Look at the various elements in the illustration on the book cover. What can you anticipate about the subject of the book?

Fiona turned her attention back to her bag, which still had space. What else should she take? Lifting a framed snapshot, she examined her mother as a young woman. The mother Fi had known wouldn't want to go to Africa. In fact, she wouldn't want Fi to go. Fi put the picture facedown and scanned the room, her attention drawn to a worn<sup>2</sup> volume of Irish poetry by her bedside. She tucked it in.

"How about the netting?" Chris called from the living room where he sat with Devi.

"Already in," Fi answered.

10 "And repellent?" asked Devi.

"Yes, yes." Fi waved her hand as though shooing away a gnat<sup>3</sup>.

Early on in her research about Kenya, she'd discovered that the country's annual death toll<sup>4</sup> from malaria was in the tens of thousands.

15 She had pills; she had repellents; logically, she knew she'd be fine. Still, a figure that high jolted<sup>5</sup> her. *Mbu* – mosquito – had been the first Swahili word she'd learned. Sometimes the insects even dive-bombed<sup>6</sup> into her nightmares. Eventually, mosquitoes became a metaphor for everything she feared about this trip: all the stories she'd read about a violent and chaotic continent, plus the jitters that come with the unknown.

20 And what wasn't unknown? All she knew for sure, in fact, was why she was going. Fi's mom had never been a big talker, but she'd been a hero, raising four kids alone. Now it was Fi's turn to do something worthwhile.

"Fi." Chris, at the door of the bedroom, waved in the air the paper on which he'd written a list of all the items he thought she should bring and might forget.

25 Money belt. Hat. Granola bars. "Have you been using this?" he asked half-mockingly in the tone of a teacher.



"I hate lists," Fi said.

Fi moved to the living room and plopped onto the floor across from Devi. Chris poured Fi a glass of cabernet and sat in the chair nearest her.

30 "You know, there's lots of illiteracy in *this* country," Devi said after a moment.

"That's why I've been volunteering after work," Fi said. "But there, it's different. They've never been exposed to libraries. Some have never held a book in their hands."

35 "Not to mention that it's more dangerous, which somehow makes it appealing to Fi," Chris said to Devi, shaking his head. "Nai-robbery."

Though he spoke lightly, his words echoed those of Fi's brother and two sisters – especially her brother. She was ready with a retort. "I'll mainly be in Garissa, not Nairobi," she said. "It's no more dangerous there than New York City. Anyway, I want to take some risks – different risks. Break out of my rut<sup>7</sup>. 40 Do something meaningful." Then she made her tone playful. "The idealistic Irish. What can you do?"

"Sometimes idealism imposes," Chris said. "What if all they want is food and medicine?"

"You know what I think. Books are their future. A link to the modern world."

*The Camel Bookmobile*, Masha HAMILTON (2007)

1. /'bʊkməbi:l/ 2. (ici) vieux 3. /næt/ moucheron 4. nombre de victimes  
5. donner des frissons 6. attaquer en piqué 7. routine

### B Reading comprehension **WORKBOOK** → p. 4-5

Turn to your *Workbook* which will help you to understand the text.

### C In your own words

1. Sum up the story, with the help of the following guidelines.
- a. Who is Fiona and what has she decided to do?
- b. Explain the reasons for her decision.
- c. How do Fiona's friends and relatives react to her leaving?

### D Going further

2. Analyse Fiona's feelings. Why does she think of her mother?
3. What does Fiona mean when she says she wants to "do something meaningful" (l. 40)?
4. Why does Fiona say that she is an "idealistic Irish" (l. 40)?

### E Language training

5. **Savoir prononcer**  4-6  7-9
6. **Pratiquer la grammaire**  
Les temps du récit  **LANGUAGE WORKSHOP** → p. 24

### toolbox

#### Nouns

- male model
- disease /dɪ'zi:z/: maladie
- aid agency: organisation humanitaire
- indifference

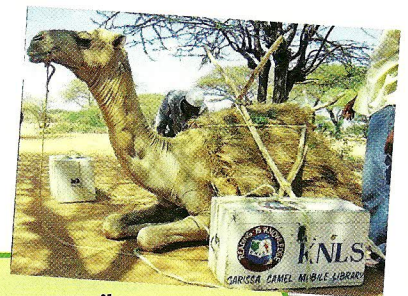
#### Adjectives

- apprehensive = fearful
- determined = strong-willed
- hazardous /'hæzədəs/ = dangerous
- illiterate /ɪ'lɪtərt/: illettré

- sceptical /'skeptɪkəl/
- realistic

#### Verbs & expressions

- pack: faire ses bagages
- intend = plan
- join: rejoindre
- bite /baɪt/: piquer (insecte)
- look up to = admire
- care (about): se soucier
- question: remettre en question
- make a pun: faire un jeu de mots
- achieve /ə'tʃi:v/ one's goal: atteindre son but



### Your task



#### Write an e-mail

Six months later, Fiona sends an e-mail to her friends with this picture attached. Imagine the content of the e-mail.

#### MÉTHODOLOGIE

Écrire un courriel → p. 166





# Another angle

## A The topic

1. Use the pictures to imagine where the scene is set and imagine a story involving all these people.

## B Open your ears



2. You will hear three sentences spoken by two of the characters in the pictures. Can you deduce what the recording is about?

## C Listen



WORKBOOK → p. 6

3. Listen to the recording or watch the video and compare the information with your answers to questions A and B. You will find some help in your *Workbook*.

Bonus video

Cross-Cultural Solutions

## D In your own words

4. Explain what Jason decided to do and why he made such a decision.  
5. What impact has this experience had on his life?



1



2



3



4

### Asking indirect questions



- I'd like to know if...
- I wonder whether...
- Could you tell me if...?
- Would you say that...?
- Is it true that...?
- How do you explain the fact that...?

## Your task



### Interview a student

A reporter interviews one of the students Jason had to deal with.

**Student A** You are the reporter. Think of the questions you would like to ask the student and get ready to react to his / her answers.

**Student B** You are the student. You tell the reporter how important this experience has been for you.



# Bristol, Liverpool or Edinburgh?

culture key Comenius Programme → p. 139

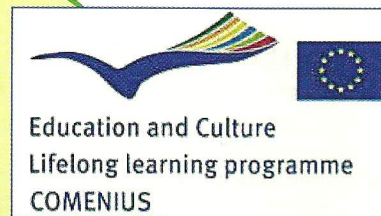
**Your task**

## Write a blog entry

Your school has joined the Comenius Programme and plans to start a partnership with a British school. You have the choice between schools located in Bristol, Liverpool or Edinburgh.

Which city will your school choose? You write a blog entry on the school website to explain your preference and convince the school community. (200 words)

MÉTHODOLOGIE EXPRESSION ÉCRITE → p. 165



1. Bristol International Balloon Fiesta

2. Mathew Street Festival in Liverpool

3. Edinburgh Festival Fringe

## A Get ready

1. Read about the Comenius Programme in the *Culture key* p. 139.
2. You have to choose between three British cities. Browse the web to find information about the elements below.

[visitbristol.co.uk/](http://visitbristol.co.uk/)

[www.visitliverpool.com/](http://www.visitliverpool.com/)

[www.edinburgh.org/](http://www.edinburgh.org/)

### Location

- Where are the cities located and how far are they from your own school?
- How can you get there: means of transport, fares?
- How far is it from the airport / international train station?

### Places of interest

- List the places which are worth visiting in the city itself.
- Think of other places of interest in the area.
- Don't forget to mention the museums.

### Historical background

- Check what happened there.

### Specific events

- Check what's happening in the year to come: festivals, concerts, plays, sporting events...

3. Find out the arguments which are likely to convince your classmates but also your teachers.

## B Write a blog entry about your choice

Here are a few hints:

4. The description of the city of your choice must be brief but entertaining.
5. Why not insert a few pictures?
6. Be your own critic before submitting your text. Check it to correct your usual mistakes.

### Suggesting and convincing

- How about / What about V-ING?
- Why don't we V...?
- Don't you think that...?
- I suggest V-ING / I suggest we (should) V...
- We should definitely V...
- I'm convinced that...
- It seems to me that...
- I'm sure you will / won't V...

function box



# The giant trees



culture key Tasmania → p. 139

**the guardian**

was founded in 1821 and is one of the "big four" quality British newspapers (the three others are *The Times*, *The Daily Telegraph* and *The Independent*). It is known for its left-wing political standpoint. The Sunday newspaper is *The Observer*.  
Website: [www.guardian.co.uk/](http://www.guardian.co.uk/)

## A Warming up

Look at the poster. What is its aim?  
Who do you think issued this poster?

*Clyde, 23, is a British anthropology graduate writing about his backpacking experience in Tasmania.*

I was on a year out in Australia, and after a few months in the red centre I decided to go to Tasmania to escape the heat, and to see big trees. The island is home to a vast forest of Eucalyptus Regnans<sup>1</sup>, the largest flowering plants in the world.

Within a few days of arriving I heard word of protest activity in the Upper Florentine Valley, a pristine<sup>2</sup> corner of virgin forest under threat from various logging projects.

I decided to hitch there, and for the last part of the journey I rode with TK, a Canadian biologist who had been living in the Florentine camp for two years. He gave me a brief history of the area as we entered the forest. These Eucalyptus Regnans, at 60m tall, may not be the biggest trees in the world – one California redwood<sup>3</sup> is 98m, for example – but never, TK assured me, would I feel as dwarfed by nature as when among the giants of the Florentine Valley.



The protest has been going on since 2006, when Forestry Tasmania began extending the road into the forest. Protesters live in the trees so that they won't be cut down, though there has been much confrontation and some arrests.

The local climate is incredibly wet, adding a ghostly white cover to the giant trees. Rain-soaked banners high up in the branches "Still Wild, Still Threatened" were visible from the roadside. But no amount of neck-craning can quantify the trees' size.

For an eco-friendly backpacker, the Florentine camp provided a cheap and exciting alternative to a volunteer project. Bring food donations, good



45 conversation and a useful pair of hands and the vast Tasmanian wilderness is yours to explore. Camp life was centred on communal meals, firewood runs, clean-ups and lookout reports. Each

50 night, wet hair and cloth steamed by a campfire under a blue tarpaulin<sup>4</sup>. Plates of food were passed around – curried baked beans topped with fresh parsley.

A camp veteran of six months told me

55 how she was humbled by a spectacular light display from the aurora australis. Another veteran had a doctorate in zoology, and used the camp as a base

60 for a statistical project on the Tasmanian devil<sup>5</sup> population. I spent a couple of days on the west coast's Bay of Fires – a wild, windswept clash of white-sand beaches, turquoise water, brooding<sup>6</sup> skies and red-stained granite rocks.

65 As well as being a good place to become actively involved in forest conservation, the camp was where people shared travellers' tips – a valuable resource that is often ignored in favour

70 of a guidebook.

*The Guardian – Travel section,  
Clyde MACFARLANE (August 21st 2010)*

1. a species of eucalyptus 2. préservé 3. séquoia  
4. bâche goudronnée 5. a carnivorous marsupial 6. troublant

**3 Reading comprehension** **WORKBOOK** → p. 7-8

Turn to your *Workbook* which will help you to understand the text.

**3 In your own words**

1. Give an account of Clyde's backpacking experience. Don't forget to use link words.

**3 Going further**

- What can you guess about Clyde's personality?
- Explain why ecologists protest against deforestation.
- Would you like to embark on a similar experience? Explain why or why not.

**3 Language training**

3. Savoir prononcer



Écoutez le passage de "I was on a year..." (l. 4) à "... the forest." (l. 21).

**toolbox**

**Nouns**

- environment /ɪn'vaɪərənmənt/
- environmentalist /ɪn'vaɪərənməntəlɪst/
- conservation: sauvegarde, protection
- biodiversity /baɪəʊdər'vɜːsəti/
- wildlife /'waɪldlaɪf/: faune et flore
- soil erosion
- ecosystem
- activist: militant

**Adjectives**

- adventurous /əd'ventʃərəs/

- thrilling = exciting
- hostile = inhospitable

**Verbs & expressions**

- give sb a lift: prendre qqn en voiture
- save ≠ endanger
- damage /'dæmɪdʒ/ = harm: endommager
- protect = preserve
- prevent from V-ING: empêcher de
- struggle (against)
- go off the beaten track: aller hors des sentiers battus

- Dans les mots suivants la **voyelle -a-** en gras se prononce-t-elle : /ə/, /æ/, /ɔː/, /ɒ/, /eɪ/ ou /ɛə/?  
was – Australia – Tasmania – escape – vast – largest – plants – arriving – activity – various – part – Canadian – had – camp – area
- À quels endroits ferez-vous des **liaisons**?
- Vérifiez à l'écoute, puis relisez ce passage à haute voix en faisant attention aux deux points de phonologie que vous venez de travailler.

**6. Pratiquer la grammaire**

FOR, SINCE – Quantifieurs – Comparatifs et superlatifs

**WORKBOOK** → p. 9



Activists protesting against forest destruction



**Talk about your experience**

TK tells Clyde why he decided to get involved with the Florentine camp protesters and describes his life at the camp. Put yourself in TK's shoes.

**MÉTHODOLOGIE**  
Raconter → p. 153



## Grammaire Les temps du récit

PRÉCIS GRAMMATICAL → 4, 8

### A Observer et comprendre

#### 1 Les temps du récit : formes et sens

1. *Fi's mom had never been a big talker (...).* (Text 1, p. 18, l. 21)
2. *Chris poured Fi a glass of cabernet and sat in the chair nearest her.* (Text 1, p. 19, l. 29)
3. *"What did your brothers and sisters say to you?"*
4. *Chris didn't understand what she was talking about.*

a. Classez les formes verbales des énoncés ci-dessus dans les catégories suivantes :

1. Prétérit simple
2. Prétérit *BE+ING*
3. *Pluperfect*

Traduisez ces formes verbales. Quels sont en français les temps correspondant au prétérit simple d'une part et au prétérit *BE+ING* d'autre part ? Quel temps avez-vous utilisé pour traduire le *pluperfect* ?

b. Associez à chaque forme verbale l'une des trois propositions ci-dessous :

- |                              |   |
|------------------------------|---|
| 1. Le prétérit simple        | a. sert à la description d'une action en cours dans le passé. |
| 2. Le prétérit <i>BE+ING</i> | b. sert à la narration de faits passés.                       |
| 3. Le <i>pluperfect</i>      | c. permet de faire un retour en arrière.                      |

#### 2 HAD : verbe ou auxiliaire ?

1. *The mother Fi had known wouldn't want to go to Africa.* (Text 1, p. 18, l. 3)
2. *She had pills (...).* (Text 1, p. 18, l. 14)

a. Dans quel énoncé *HAD* est-il un verbe ? Que signifie-t-il ? À quel temps est-il utilisé ?

b. Mettez cet énoncé à la forme interrogative. Quel auxiliaire devez-vous utiliser ? Dans quel énoncé *HAD* est-il l'auxiliaire du *pluperfect* ? Quelle est la forme du verbe dans ce cas ?

#### 3 La contraction 'd

1. *Early on in her research about Kenya, she'd discovered that...* (Text 1, p. 18, l. 12)
2. *(...) logically, she knew she'd be fine.* (Text 1, p. 18, l. 14)

Dans quel énoncé 'd correspond-il à *HAD* et dans lequel à *WOULD* ? Justifiez votre réponse en citant les éléments du contexte qui vous permettent d'interpréter le sens de 'd. Traduisez.

#### Faisons le point !

Dans quel(s) cas utilise-t-on le prétérit simple, le prétérit *BE+ING* et le *pluperfect* ?  
Quels sont les sens possibles de la contraction 'd ?

### B Pratiquer

#### 4 Mettez les énoncés suivants à la forme interrogative (?) ou négative (-).

- |  |   |
|--|---|
| a. <i>She'd read that book when she was a child. (?)</i> | c. <i>He had the opportunity to go. (-)</i> |
| b. <i>She was still packing when he came in. (?)</i>     | d. <i>She'd expected him to answer. (-)</i> |

#### 5 Mettez les verbes entre parenthèses au prétérit simple, au prétérit *BE+ING* ou au *pluperfect*.

- a. After a while, she (realize) that she (leave) one of her bags at the airport.
- b. She (arrive) ten days before but she (not - have) a chance to talk to them once.
- c. She (not - know) what she (do) there and suddenly she (burst) into tears.



## Grammaire de l'oral Comprendre les formes verbales au passé

## 6 Savoir reconnaître HAD et WOULD à l'oral



a. Écoutez ces énoncés et indiquez à la suite de chacun d'eux quels sont les mots ou les syllabes accentués. Les auxiliaires WOULD et HAD sont-ils prononcés dans leur forme pleine ?

1. *She knew that this would be the perfect place for her.*
2. *He told her that they had been there once before.*

b. Écoutez à nouveau et répétez les modèles.

## 7 Savoir reconnaître les temps du passé à l'oral



Écoutez les énoncés a, b, c, d, e, f et indiquez pour chacun d'eux si vous avez entendu la forme 1 ou 2.

- |                    |                     |                    |                     |
|--------------------|---------------------|--------------------|---------------------|
| a.1. did you say   | a.2. would you say  | d.1. he'd ever see | d.2. he'd ever seen |
| b.1. did you say   | b.2. would you say  | e.1. she'd had     | e.2. she'd have     |
| c.1. he'd ever see | a.2. he'd ever seen | f.1. she'd had     | f.2. she'd have     |

## 8 Écrivez la phrase que vous entendez en utilisant les formes pleines de HAD et WOULD.



À retenir ! À l'oral, dans un débit rapide, les auxiliaires HAD et WOULD peuvent être difficiles à distinguer. C'est le contexte (forme des verbes, compléments de temps, etc.) qui permet de comprendre le sens de la forme verbale.

## Lexique La mobilité des jeunes

Assurez-vous que vous avez bien mémorisé les mots clés de l'unité.

→ Keywords p. 14

## 9 Donnez l'équivalent anglais des mots ou expressions suivants.

- a. passer d'une culture à l'autre   b. enrichissant   c. coutumes   d. se sentir concerné par  
e. être sur un pied d'égalité avec   f. avoir des préjugés contre

## 10 Donnez les synonymes ou les antonymes des mots suivants.

- a. close = ...   b. conscious of = ...   c. open-minded ≠ ...

## 11 Où se trouve l'accent principal dans les mots suivants ?

- a. relationship   b. solidarity   c. tolerance   d. multicultural   e. different   f. understanding

## 12 Complétez les phrases à l'aide des mots suivants : meaningful – overseas – volunteer – sightseeing – gapper – involved – volunteering – share – travel – broaden – gap (deux fois).

- a. Students who plan a ...1... year ...2... usually want to ...3... their horizons.  
b. Some ...4... leave as ...5... Others prefer to ...6... the world.  
c. I'm not interested in just going ...7... I'd rather be useful and do some ...8...  
d. I want to get ...9... and do something ...10...  
e. She aims at bridging the ...11... with people who do not ...12... her values.

## toolbox

## Adjectives

- enthusiastic /ɪn'tʃu:zɪ'æstɪk/
- worried (about): inquiet
- astonished: stupéfait
- disappointed (with): déçu

## Verbs

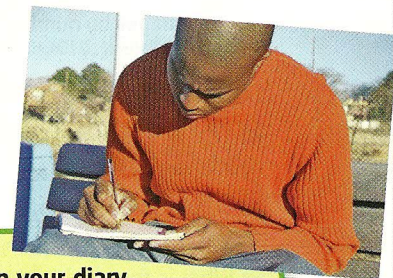
- plan (on doing sth): prévoir (de faire qqch)
- expect (to V): s'attendre à V

## Your task



## Write an entry in your diary

You are spending your holidays in an international summer camp. On the day after your arrival, you write an entry in your diary about your first day there. Use past tenses.





# An English-speaking world

*The world is your oyster and English is your language.*

## A The king of languages

**E**NGLISH DOMINATES THE WORLD as no language ever has, and some linguists are now saying it may never be dethroned as the king of languages.

Some insist that linguistic evolution will continue to take its course over the centuries and that English could eventually die as a common language as Latin did, or Phoenician or Sanskrit or Sogdian before it.

That skepticism seems to be a minority view. Experts on the English language like David Crystal, author of *English as a Global Language*, say the world has changed so drastically<sup>1</sup> that history is no longer a guide. "This is the first time we actually have a



language spoken genuinely globally by every country in the world," he said. "There are no precedents to help us see what will happen."

As a new millennium begins, scholars<sup>2</sup> say that about one-fourth of the world's population can communicate to some degree in English.

*The New York Times* (9th April 2007)

1. radicalement 2. (ici) experts

Read the text and find the following information.

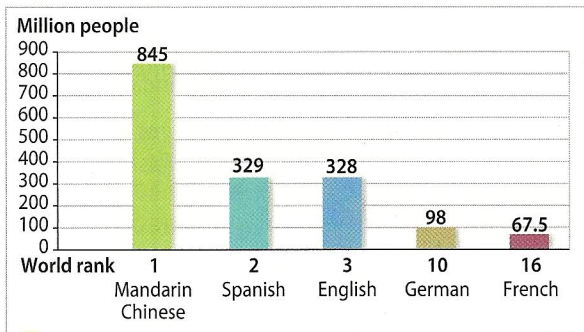
- 1 Find the reason why experts believe that the English language is not likely to die as Latin did.
- 2 Give the proportion of the world's population who can communicate in English. Do you know how many people that makes?

## B Why is English a global language?

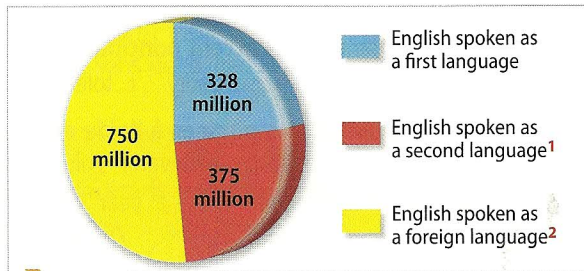
Listen to David Crystal, a linguistics professor.

What reasons does he give for the development of English as a global language?

## C English language stats



Languages by number of native speakers in 2008  
(Source: Ethnologue Languages of the world, 2009)



Number of English speakers in the world in 2008  
(Source: British Council, 2008)

1. Second language speakers use English on a daily basis.
2. Foreign language speakers use English occasionally for business or pleasure.

Observe the two charts.

- 1 Which language is spoken by the greatest number of native speakers?
- 2 What rank does English hold by number of native speakers?
- 3 What is the world rank of English if you add up first, second and foreign language speakers?
- 4 True or false? Non-native English speakers outnumber native speakers by a ratio of 3 to 1.
- 5 Observe the world map on flaps II-III and say where the countries which use English as an official (or second) language are situated. Can you explain why English is used in these countries?





## Globish and Englishes



AS ENGLISH CONTINUES TO SPREAD, the linguists say, it is fragmenting, as Latin did, into a family of dialects – and perhaps eventually fully-fledged<sup>1</sup> languages – known as Englishes.

New vernaculars<sup>2</sup> have emerged in such places as Singapore, Nigeria and the Caribbean, although widespread literacy and mass communication may be slowing the natural process of diversification.

One enterprising scholar has translated *Don Quixote* into Spanglish, the hybrid of English and Spanish that is spoken along the borders of Mexico and the United States.

But unlike Latin and other former common languages, most scholars say English seems to be too widespread and too deeply entrenched<sup>3</sup> to die out. Instead, it is likely to survive in some simplified international form – sometimes called Globish or World Standard Spoken English – side by side with its offspring<sup>4</sup>.

As a simplified form of global English emerges, the diverging forms spoken in Britain and America could become no more



than local dialects – two more Englishes alongside the Singlish spoken in Singapore or the Taglish spoken in the Philippines. A native speaker of English might need to become bilingual in his own language to converse with other speakers of global English.

*The New York Times* (April 9th 2007)

Read the text and answer the following questions.

- 1 Explain the word "Globish": word formation and meaning.
- 2 Imagine what kind of people speak Globish.
- 3 What is the difference between Globish and Englishes?
- 4 List the various Englishes mentioned in the text.

1. à part entière 2. form of a language used by ordinary people 3. enraciné 4. (ici) langues dérivées



## Is English a language killer?



22

- 1 Do you think that English is likely to kill less spoken languages?
- 2 Listen to David Blur, a professor at Macquarie University in Sydney.
- 3 Does David Blur confirm or refute your first impression?

## Webquest



## World languages



TICE

- 1 Browse the web so as to find out whether these statements are true or false.

**Student A** You visit [www.vistawide.com](http://www.vistawide.com) and [www.britishcouncil.org](http://www.britishcouncil.org)

**Student B** You visit [www.ethnologue.com](http://www.ethnologue.com) and [www.learnenglishguide.com](http://www.learnenglishguide.com)

- a. There are currently 690 languages spoken around the world.
- b. 94% of the world's population speak 6% of the world's languages.
- c. English is an official language in Puerto Rico.
- d. Mandarin Chinese is spoken by the greatest number of non-native speakers.

e. Portuguese is among the top ten languages by number of native speakers.

f. The language which has the most words is French.

g. Languages have existed since about 100,000 BC.

h. 133 languages are spoken by less than 10 people.

i. English is the official language of 268 countries.

j. Over 600,000 students a year come to study English in the UK.

- 2 Compare your results with your friend's and browse the web again if your answers differ.



# final task

## Would you like to live abroad for a while?

As a member of the International Students' Bureau (ISB), you present the advantages of international exchanges to a class and give "10 good reasons for spending a year abroad". You reply to a student's entry on the ISB's blog and write about your own experience as a volunteer in a foreign country.

1

### Present "10 good reasons for spending a year abroad"

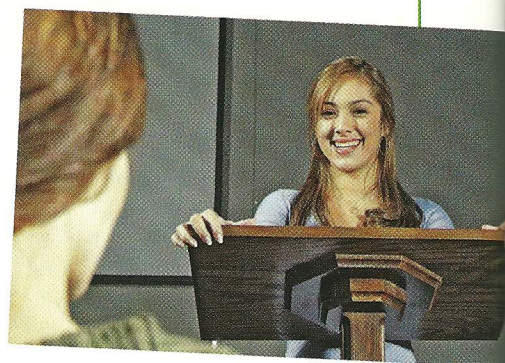
MÉTHODOLOGIE  
Expliquer. Argumenter → p. 155

#### A List 10 reasons

The various documents you have worked on in this unit should help you to find at least ten reasons for living abroad for a while. You can add your own good reasons of course!

#### B Give your reasons to the class

You must sound convincing and should not give the impression that you are reading out a list. Make complete sentences and link them.



2

### Write a blog entry in reply to a student

MÉTHODOLOGIE  
EXPRESSION ÉCRITE → p. 165

You have found this student's comment on the ISB's blog. You reply and give details of your own experience as a volunteer. (200-250 words)

"... I was so disappointed with my year abroad. It was nothing like I expected. I had imagined it would involve doing something meaningful. I wanted to help poverty-stricken people. I suppose that what I did was not utterly useless but I feel that it was nothing but a drop in the ocean... People over there need so much more..."

Clive McCoy, 21 - Pennsylvania

#### A Decide on the content of your reply

- Do you think Clive is partly right or do you disagree with him? Prepare your arguments.
- Imagine anecdotes you can give of your experience as a volunteer.

#### B Organize your reply

- Your reply should start by expressing your reaction to Clive's e-mail.
- You describe your own experience.
- Conclude by saying what impact this experience has had on your life.

### function box

#### Giving arguments

- First of all...: *Avant tout*
- One of the main reasons why...
- Another good reason for V-ING...
- What's more...
- Let's not forget that...
- Last but not least: *Enfin et surtout*

#### Agreeing and disagreeing

- I agree / disagree with...
- It is true to say...
- So do I. / Neither do I.
- Contrary to..., I feel that...
- That's exactly how I see it.
- That's not how I see it.
- Instead of V-ING
- How can you say that...?
- I don't see things that way ...



# Check your skills

WORKBOOK → p. 10-11



## A Comprendre un article de presse

Lisez cet article. Ensuite, remplissez la fiche dans votre *Workbook* et évaluez-vous en fonction des critères proposés.

### Paying the price for a gap year of adventure

**W**elcome to “voluntourism”: a booming industry that is particularly aimed at gap-year students. Around half a million of them are expected to take a break over the next 12 months, and travel companies now market scores of volunteer projects focusing mainly on animal conservation or building homes. The average gap-year traveller, aged between 18 and 24, is spending £3,000-

£4,000 on his or her trip, according to Mintel market researchers, while older escapees are blowing £6,000-£9,000 – and a fair chunk of the money is spent on charity volunteering projects.

But how productive are these projects for either the charity or the volunteer? And is it possible to sidestep the travel company projects and organise your own placement that would be better value?

Across the sector, prices can be daunting. STA Travel, one of the biggest gap-year providers, says its most popular 25 volunteer project this year – helping to

raise lions and tigers in Johannesburg for two to four weeks – costs from £1,299. And you have to pay for flights on top of that.

Patricia Barnett, a director of the independent UK charity Tourism Concern, is among those calling for firms that handle gap-year volunteers to be controlled by a new code of practice. Research by the charity revealed cases of alarming disparity between costs of volunteers and the subsequent sums of money that went directly to projects.

*The Guardian* (June 26th 2010)

Je me situe par rapport au CECRL  
B1 → B2

### LORSQUE JE LIS CET ARTICLE :

■ **B1** : Je peux en reconnaître les points significatifs.

Je peux deviner à l'aide du contexte le sens de certains mots inconnus.

■ **B1 +** : Je peux reconnaître le schéma argumentatif suivi pour la présentation d'un problème.

Je peux identifier, en moins de dix minutes, les principales conclusions de cet article.



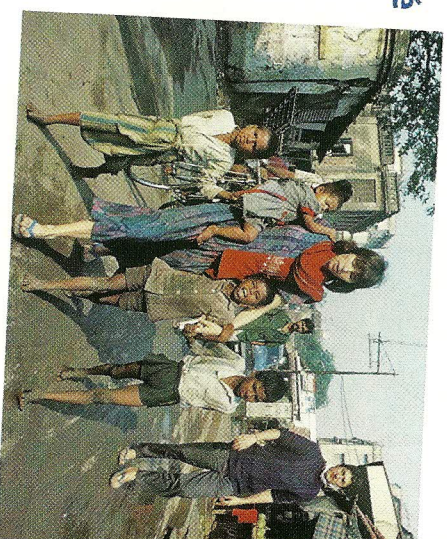
## B Parler d'un sujet de société

*A journalist has decided to illustrate his article with this photo. He explains the reasons for his choice to his editor.*

**1.** Aidez-vous des documents étudiés au cours de l'unité pour décrire la situation et expliquer le contenu de l'article.

**2.** Enchaînez vos phrases. Votre prise de parole devra durer 1 à 2 minutes.

Évaluez-vous en fonction des critères proposés dans votre *Workbook*.



Je me situe par rapport au CECRL  
B1 → B2

### LORSQUE JE PARLE DE CE SUJET DE SOCIÉTÉ :

■ **B1** : Je peux décrire une situation et faire un exposé de manière simple sur un sujet étudié.

Je peux expliquer mon opinion en donnant des arguments.

Je peux parler de manière compréhensible même si je fais des pauses pour réfléchir.

■ **B1 +** : Je peux décrire une situation et expliquer le point principal d'une idée avec assez de précision.

Je peux développer une argumentation claire et utiliser quelques articulateurs logiques.

Je peux m'exprimer avec une certaine aisance, malgré quelques problèmes de formulation qui entraînent de courtes pauses.