

The earth from space

LISTENING COMPREHENSION



1 Part one

- A. Marc Garneau has travelled in space: twice three times four times.
- B. In which year did his first space flight take place?
- C. Complete the following passage with Garneau's words.
 When you're down on earth, you live in a world that you can You can see in a-kilometer circle around you.
 When you're up in space, you see a kilometers ahead of you. Your sense of is changed. It takes you an to go round the planet.
- D. What did Garneau's space flights make him realize?

2 Part two

- E. What does deforestation cause? Quote two elements.
 1. 2.
- F. Complete the following grid.

	Geographic area	Continent	Environmental problem
/,æmə'zəʊniə/		forced fires in the
/'brɪtɪʃ kə'lʌmbɪə/		clear cutting (<i>abattage</i>)
/,kæɪ'fɔ:niə/
/,medɪtə'reɪniən 'beɪsn/
/sɪ: əv ər'æɪl/	Sea of Aral	a basket case (<i>un cas désespéré</i>)
/leɪk tʃæd/	It shrinks (<i>rétrécit</i>).

- G. Complete this passage.
 All these environmental problems are due to-produced activity. They are examples of how can totally ruin something.
- H. What was the turning point in Marc Garneau's life?

- I. Why aren't Canadians really aware of all these problems?

Climate change

READING COMPREHENSION

- A. Emma and Gloria are "two young activists" (*militantes*). Read the whole text and find another noun with the same meaning:
- B. Use the context to guess the translation of the following words:
- from overseas (l. 5): *de la mer* *des océans* *de l'étranger*
 - wide (l. 6): *sauvage* *grande* *minuscule*
 - diet (l. 8): *climat* *alimentation* *habitudes*
 - hit (l. 9): *blessé* *toucher* *cogner*
 - deal with (l. 12): *négocié* *s'attaquer au problème* *accepter*
- C. What do the following pronouns refer to?
- we (l. 3): young people British people people from overseas
 - we (l. 5): young people British people people from overseas
 - they (l. 5): young people British people people from overseas
- D. Tick the sentence which corresponds neither to Emma's nor to Gloria's opinions:
- Young people should feel concerned about the planet's future.
 - Gloria thinks that natural disasters will certainly cause a change in our eating habits.
 - Natural catastrophes can often be linked (*liées*) to climate change.
 - According to Emma the poor will be the first victims of climate change.
 - Politicians should impose a stricter environmental policy.
 - Young people should understand that only politicians can make people change their attitudes.

PRATIQUER LA GRAMMAIRE

Les articles *the* et \emptyset → Précis grammatical 21E. Complétez avec *the* ou \emptyset .

- *air and* *water are necessary for* *life on this planet.*
- I've tested* *water in this river.*
- *air we breathe is polluted.*
- *climate change could destroy* *Earth.*
- These are* *changes that we all need.*
- No attempt to protect* *environment will be successful in* *long run.*
- *environmentalists often put* *blame on us.*
- *man has* *power to affect* *future of our planet.*
- *natural disasters will affect* *daily lives of our children.*

Dear diary,

READING COMPREHENSION

1 Throughout the text

A. Laura uses colloquial language (*langage familier*). Write the following words in formal English:

- | | |
|--------------------------------|-----------------------------------|
| 1. wanna (l. 8): | 4. the Gov (l. 13): |
| 2. gonna (l. 9 - l. 15): | 5. thru (l. 30): |
| 3. cos (l. 9 - l. 27): | 6. yer stooped cow (l. 35): |

B. Focus on phrasal verbs (*verbes à particule*).

1. Use the word in bold letters (*en gras*) and the context to complete the translation of the following verbs.
- | | |
|--|--|
| a. cut back (l. 15): <i>l'utilisation</i> | c. leap on (l. 29): <i>d'un bond</i> |
| b. fade away (l. 23): <i>en s'effaçant</i> | d. look up (l. 31): <i>les yeux</i> |
2. Use the context to match each verb with its French equivalent:

expédier – faire marche arrière – consommer entièrement – calculer – racheter – retarder

- | | |
|----------------------------|-----------------------------|
| a. work out (l. 4): | d. back down (l. 13): |
| b. ship over (l. 8): | e. use up (l. 23): |
| c. buy up (l. 12): | f. hold up (l. 35): |

2 Part one

C. Use the context to guess the translation of the following words:

- | | | | |
|----------------------------|--|--|--|
| 1. actually (l. 5): | <input type="checkbox"/> <i>réellement</i> | <input type="checkbox"/> <i>actuellement</i> | <input type="checkbox"/> <i>habituellement</i> |
| 2. heating (l. 6 – l. 16): | <input type="checkbox"/> <i>chaleur</i> | <input type="checkbox"/> <i>transport</i> | <input type="checkbox"/> <i>chauffage</i> |
| 3. riot (l. 12): | <input type="checkbox"/> <i>élection</i> | <input type="checkbox"/> <i>émeute</i> | <input type="checkbox"/> <i>congés</i> |
| 4. shower (l. 17): | <input type="checkbox"/> <i>averse</i> | <input type="checkbox"/> <i>douche</i> | <input type="checkbox"/> <i>bain</i> |

D. True or false? Justify in your own words.

1. T F Each family is allowed to spend a fixed number of carbon points per month.
.....
2. T F Whenever (*à chaque fois que*) families buy food it costs them some carbon points.
.....
3. T F When people buy a computer they lose points on their carbon card.
.....

E. The expression "...fossil fuel" (l. 9) refers to:

- coal (*charbon*) sunlight water gas wind geothermal heat oil (*pétrole*)

F. Tick the correct statements.

1. Before last September, rich people lived as they wanted because:
- | | |
|---|---|
| <input type="checkbox"/> they could buy up extra carbon points. | <input type="checkbox"/> they did not care about the environment. |
|---|---|
2. Since last September, rich people are allowed to use:
- | | | |
|---|--|--|
| <input type="checkbox"/> 250 carbon points per month. | <input type="checkbox"/> 50 carbon points per month. | <input type="checkbox"/> all the carbon points they can buy. |
|---|--|--|

G. What has become strictly forbidden?

- watching TV heating the house taking a shower having a fridge taking the plane

3 Part two

H. Observe the drawing on the carbon card and explain in your own words how people know that they have used up their carbon allowance.

.....

4 Part three

I. Complete with words from the text.

- As Laura's mother could not find her card, she asked Laura to her hers.
- But the driver refused to let the mother on and said that if she did not have her own carbon, she could not have a
- A woman was furious because she was waiting in the and Laura's mother was everybody.

Ten words to remember

Find the equivalents of these ten words (in the right order) and learn them by heart.

- | | |
|---------------------------------|----------------------------------|
| 1. allocation : | 6. douche : |
| 2. réellement / en fait : | 7. bain : |
| 3. chauffage : | 8. sèche-cheveux : |
| 4. carburant : | 9. vol / voyage en avion : |
| 5. émeute : | 10. manquer / rater : |

ENRICHIR SON LEXIQUE – La pollution

Classez les mots du tableau dans la catégorie qui convient.

· pollute	· contaminate	· fumes	· depletion of the ozone layer
· environmentalist	· polluter	· smog	· oil slick
· protect	· endanger	· nuclear waste	· jeopardize
· global warming	· save	· pesticide	· ecologist
· respect	· exhaust	· fertilizer	
· preserve	· Green	· deforestation	

Someone who protects the environment
 destroys the environment

Action of (verbs) protecting
 destroying

Causes of pollution

PRATIQUER LA GRAMMAIRE

1 'S: IS ou HAS? → Précis grammatical 1, 2, 5, 43

A. Indiquez si 's correspond à IS ou HAS et identifiez la forme verbale soulignée en répondant aux questions suivantes :

a. présent (simple ou BE+ING) ou present perfect? – b. voix active ou passive?

Exemple : ...it's been shipped over from China... (l. 8) : has / present perfect / voix passive

1. ...all the energy that's gone into making it. (l. 10)
2. ...no one's allowed to buy... (l. 13)
3. She's been taken to the hospital.
4. He's made the wrong decision.
5. She's been given three choices.
6. He's giving her a lot of trouble.

2 Indénombrables et articles → Précis grammatical 19

B. Complétez avec l'article A/AN, sinon inscrivez Ø lorsque le nom est indénombrable.

1. The room has heating, air-conditioning and private bathroom.
2. We had awful weather but it was wonderful trip.
3. I have important information for you.
4. Your Mum didn't give you very good advice, did she?
5. This is good news, isn't it?
6. He has opportunity to show he can do better.

3 Emplois particuliers de l'article A/AN → Précis grammatical 21D

C. Justifiez chaque emploi de l'article A/AN à l'aide de l'une des propositions suivantes :

- A/AN est utilisé : a. devant un nom de métier. b. après une préposition.
c. devant une expression de mesure ou de temps pour traduire « par ».

1. ...no one's allowed to buy more than 50 extra points a month. (l. 13)
2. It's all kind of a choice. (l. 19)
3. My father is a journalist.

D. Complétez avec A/AN lorsque c'est nécessaire, sinon inscrivez Ø.

(Attention : les noms indénombrables sont incompatibles avec l'article A/AN!)

1. David will soon be out of work and without job, he might have to move.
2. My younger sister wants to be actress.
3. My brother visits our parents twice week.
4. We had nice flat with view of the Empire State Building.
5. He's been under great stress lately.
6. He was out in the cold without coat for over two hours.

COMPRÉHENSION DE L'ORAL



Comprendre une annonce à la radio

- Who made the announcement and how long was it broadcast?
The announcement was made by, it was broadcast (*diffusé*) from to
- Complete the sentences (one blank = one word)
 - Kimberly-Clark produces tissue paper products.
 - The firm is blamed for not using paper for its products.
 - As a consequence, ancient of North America are being destroyed.
- True or false? Justify with one or several keywords.
 - T F Most people think that Kleenex tissues are made from recycled paper.....
 - T F Kleenex tissue is made from trees which are a thousand years old.....
- Where is the Boreal Forest located?
- We should be concerned about this forest because of the threat of pollution.
- What should we do? Complete (one blank = one word):
 - We should keep the trees in the and not in
 - We should use tissue paper made with
- What is the 2009 agreement about?

<input type="checkbox"/> Taking measures to protect forests	<input type="checkbox"/> Stopping making tissue paper products
<input type="checkbox"/> Using wood from other forests	<input type="checkbox"/> Using more and more recycled paper

Je me situe par rapport au CECRL

Questions	Quand j'écoute cette annonce à la radio, je peux :		☺	☹	☹
1	comprendre des informations précises simples.	A2			
2	comprendre le sujet général.	A2			
3-4-6	comprendre les points principaux d'une intervention.	B1			
5	comprendre les arguments utilisés par le locuteur.	B1			
7	comprendre le point de vue du locuteur.	B1			

EXPRESSION ORALE EN CONTINU

Parler d'un sujet de société

Je me situe par rapport au CECRL

Quand je parle de ce sujet de société, je peux :		☺	☹	☹
décrire la situation et le personnage avec des mots simples.	A2			
justifier très simplement mon opinion.	A2			
faire un exposé simple et développer les points importants avec précision.	B1			
expliquer mon opinion en donnant des arguments.	B1			
parler de manière compréhensible et sans trop hésiter, même si je fais des pauses pour réfléchir.	B1			