

IDENTITÉS ET ÉCHANGES

UNIT 1 | IT'S AN ENGLISH WORLD!
UNIT 2 | THE LAND OF THE SCOTS

1

It's an English world!

IDENTITÉS ET ÉCHANGES

How does English interact
with other languages?



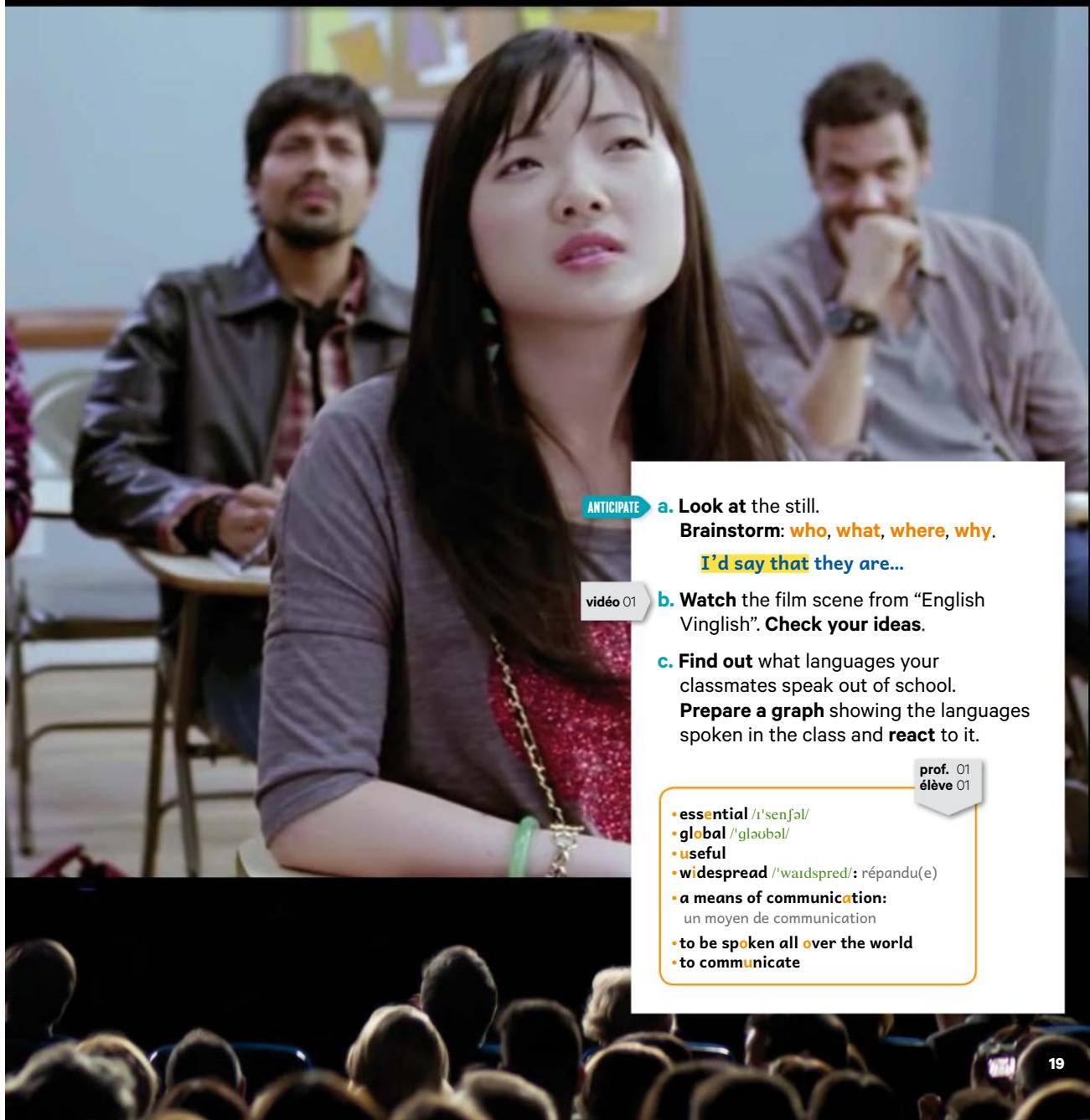
↑ English Vinglish, Gauri Shinde (2012)

SCENARIO

English is spoken in 73 countries as an official language, and it has become a universal lingua franca: a language used to communicate between people who do not share the same native language. But languages, just like cultures, tend to influence each other when they are in close contact.

FINAL TASK

Take part in
a conference about
the English language



ANTICIPATE a. Look at the still.
Brainstorm: **who, what, where, why.**
I'd say that they are...

vidéo 01

b. Watch the film scene from "English Vinglish". Check your ideas.

c. Find out what languages your classmates speak out of school.
Prepare a graph showing the languages spoken in the class and react to it.

prof. 01 élève 01

- **essential** /ɪ'senʃəl/
- **global** /'gləʊbəl/
- **useful**
- **widespread** /'waɪdspred/: répandu(e)
- **a means of communication:**
un moyen de communication
- **to be spoken all over the world**
- **to communicate**

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DOCUMENTS

1 The history of English

ANTICIPATE

- Look at the still. Say what the main subject of the video will be.
- Watch the video.
Take notes about what you understand.
- Organise your notes using the following headings: **people, words, humour**.
- Watch the video again.
Complete your notes with:
 - the various peoples who influenced the evolution of English originally,
 - the kind of words each people brought,
 - the humorous references,
 - the key dates in English history.
- Look for information about the history of French.
Prepare an oral presentation.
Keep it under 30 seconds.
French is descended from...
The language has evolved and...



VIDEO

vidéo 02



↑ The History of English, Open University (2011)

prof. 02
élève 02

TRAIN YOUR VOICE

La prononciation du « u »

- Écoutez les mots suivants.
Concentrez-vous sur la prononciation de la lettre « u ».
Sunday used judge excuse
- La lettre « u » peut se prononcer de deux façons : /ʌ/ et /ju:/.
Classez les mots précédents selon leur prononciation.

2 English versus Globish

- Look at the cartoon.
Where do you think the action takes place?
Explain the situation in your own words.

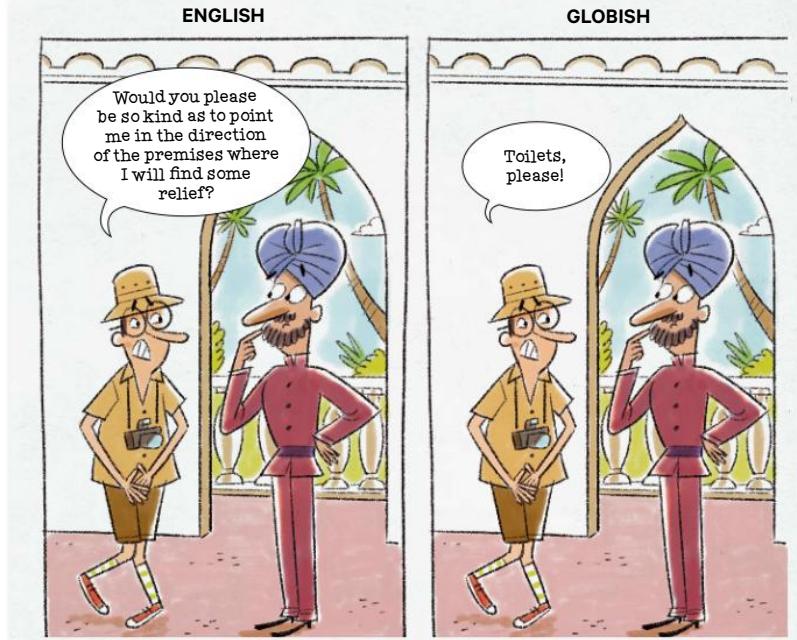
It might take place in... because...
Well, in the first panel...

- What is the difference between English and Globish?

Globish is more... than English. Unlike English, ...

- Do you think Globish is the future of English?

I would say that... In my opinion, ... I feel that...



↑ Roger Zanni (2015)

3 Spanglish

- ANTICIPATE**
- a. Focus on the title of the activity.
Say what you think "Spanglish" refers to.
 - b. Focus on the title of the text.
Give your opinion about what a graduation speech could be.
What do you expect the text will deal with?
The text might deal with...
 - c. Read the text.
What does this poem reveal about the author?
Justify your answer by quoting from the text.
 - d. How does "Tato" Laviera feel about his double education?

my graduation speech,
Abraham
"Tato" Laviera
(1982) ➔

my graduation speech

- i think in spanish
i write in english
i want to go back to puerto rico,
but i wonder if my kink could live
in ponce, maygüez and carolina
5
tengo las venas aculturadas
escribo en spanglish
abraham in español
abraham in english
10 tato in spanish
"taro" in english
tonto in both languages
how are you?
¿cómo estás?
15 i don't know if i'm coming
or si me fui ya

4 Singlish

- ANTICIPATE**
- a. Where is Singapore?
Can you imagine why English is spoken there?
 - b. Look at the poster.
Try to deduce the meaning of "garang".
- prof. 03**
- c. Listen to the report.
Give a definition of "Singlish".
 - d. Listen again.
Put these themes in the order in which they appear.
1. Singlish as an economic advantage
 2. Young people and Singlish
 3. What Singlish is made of
 4. Singlish as an important cultural element
- MEDIATION**
- e. Look for another English-based pidgin language.
Present it to the class.



↑ Motivational poster in Singlish (2018)

prof. 04
élève 03

- bilingual ≠ monolingual
- convenient /kən'venɪənt/: pratique
- intelligible /ɪn'telɪdʒəbl/
- an Anglo = an Anglophone = a native English speaker
- English (language) ≠ The English (people)
- pidgin: a language that has developed from a mixture of two languages
- the vernacular = a local language
- worldwide = all over the world
- to allow / enable sb to do sth: permettre à qqn de faire qqch
- to improve = to enhance /ɪn'hæns/
- to switch between languages

- Le présent simple ➔ p. 186
600 million people speak English.
- Le present perfect ➔ p. 188
English has evolved through time.
Many languages have influenced it.
- Le comparatif ➔ p. 184
Globish is simpler than English.
English is more complicated than Globish.
Globish is not as complicated as English.
Globish is as clear as English.

5 Montreal English

ANTICIPATE

- Look at** the cartoon.
Say what you think is happening.
- There are some parts of France where two languages coexist. Try to **find** at least two of them and **present** them to the class.
- What do you know about the languages spoken in Canada?

I am aware that...
To my knowledge...

- Read** the text.

Make a list of all the French words and expressions. Do you understand all of them? If not, try to **guess** their meaning.

I have never heard... before.
I have no clue of what... is
but I guess that...

- Write down** all the characteristics of "Montreal English". What does it reveal about the city?

- Make a list** of the foreign words you use in French. **Explain** when and why you use these words.

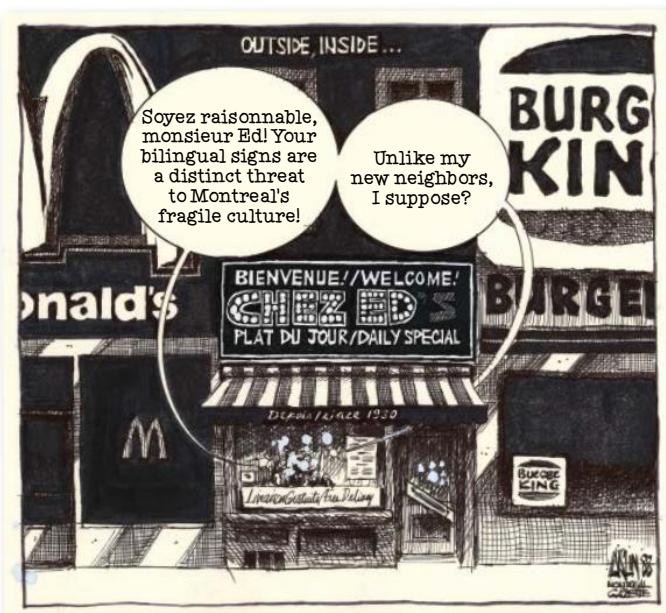
C'est vrai, on parle English differently here. Entangled with the language of Molière and Mordecai, of Michel Tremblay and the McGarrigles, avec passion et verve, ours is a singular mélange of ancient French and modern geek, of contemporary Québécois and the pervasive English of globalization. Add a soupçon of Italian, of Arabic, Portuguese, Chinese and español, and what you hear is a jambalaya of English words and Frenchified phrases, bureaucratic jargon and inventive wordplay born in the schoolyard, the office cafeteria and the bedroom. For better, and, some might say, for worse, our dialect has a true je ne sais quoi.

Tell your cousins in Oakville and Calgary you aren't showing off when you sprinkle your conversation with words like CLSC, dép, allongé and caisse pop. You might not even know the English equivalent. Maybe there isn't one.

The Montreal anglo's vocabulary is infused with borrowings and linguistic diversions, often in mid-thought, that reflect where we live and who we are now, a minority community happily entrenched in a francophone society on a continent that is overwhelmingly English-speaking.

"Montreal has one of the most distinctive varieties of English in North America. Obviously, the biggest factor in that is the intimate contact it has with French," says Charles Boberg, a linguistics professor at McGill University. "People will use one phrase in English and one phrase in French and back and forth. This happens with non-official languages as well. So you will get a lot of code-switching between English and Italian in St. Leonard, or between English and Greek in Chomedey, between French and other languages. It's a common phenomenon in Montreal. It's all around us and I think it is one of the most exciting aspects of the city from a linguistic point of view."

↑ Montreal English has a true je ne sais quoi,
Montreal Gazette (2015)



← Bilingual signs,
Montreal Gazette

prof. 05
élève 04

- a **borrowing**: un emprunt
- **code-switching**: alternance de codes linguistiques
- **globalisation**
- **an official language ≠ an unofficial language**
- **to be in contact with another language**
- **to mix**

VOCABULARY

→ Banque d'exercices p. 158



Make your own mind map

Make a mind map with words and expressions linked to an English-based pidgin language of your choice.

PREPARATION TIME

How to give a great oral presentation

• Investiguez

Une fois votre thème choisi, passez l'unité en revue pour trouver les informations s'y rapportant. Complétez-les par des recherches sur Internet. Attention à ne sélectionner que des sites fiables et à croiser vos résultats (**voir fiche « Faire des recherches sur Internet » p. 180**) !

• Organisez vos idées

Au brouillon, mettez au point la structure de votre discours. Elle doit être claire, pour qu'on puisse suivre aisément votre réflexion. Prévoyez :

- Une introduction

Saluez l'auditoire et présentez votre sujet.
Ladies and Gentlemen, thank you for being here... ; I am here today to talk about...

- Un développement

Présentez vos idées successivement, en gardant les plus percutantes pour la fin et en les enchaînant grâce à des mots de liaison.
First..., Second..., Third..., Finally...

- Une conclusion

Tirez une réflexion globale de votre développement, et ouvrez le sujet en soulevant d'autres questions liées au thème traité.

N'oubliez pas de remercier votre public.
To conclude..., Thank you for listening...

• Péparez votre discours

- Ne rédigez pas tout, pour ne pas être tenté(e) de tout lire ! Faites des fiches avec les idées principales de votre discours.
- Écrivez des phrases courtes : elles sont souvent plus percutantes.
- Utilisez des figures de style (répétitions, anaphores...) pour marquer les esprits.
- Préparez quelques dispositifs pour illustrer certains points de votre discours. Vous pourrez les projeter pendant que vous parlerez.

• Répétez, répétez, répétez !

Entraînez-vous devant un miroir ou enregistrez-vous jusqu'à ce que votre discours soit fluide et vos gestes naturels. Et surveillez votre montre !

• Lancez-vous !

- Regardez l'auditoire du début à la fin, parlez d'une voix forte et d'un ton convaincu.
- Faites des gestes pour appuyer vos propos et ne restez pas trop immobile !

TRAIN YOUR VOICE



L'accent de phrase (1)

L'anglais a la particularité d'être rythmé par des mots qui sont plus accentués que d'autres. On sur-accentue les mots qui ont un sens important et on sous-accentue les mots grammaticaux.

prof. 06
élève 05

1 Écoutez cette phrase en même temps que vous la lisez.

Répétez-la au moins quatre fois en imitant le rythme du locuteur.

Most of the people in this country want to learn a foreign language.

2 Observez la phrase suivante. À l'oral, les mots en vert devront-ils être sur-accentués ou sous-accentués ? Pourquoi ? Entraînez-vous à lire la phrase selon cette règle.

This is certainly one of the most difficult languages that I know.

3 Recopiez les phrases suivantes dans votre cahier. Entraînez-vous à les prononcer en sous-accentuant les éléments en vert, et sans aller trop vite. N'ayez pas peur d'exagérer !

a. English and French have a lot of common influences.

b. In the future, of course we won't have to speak the same languages as today.

FINAL TASK



TAKE PART IN A CONFERENCE ABOUT THE ENGLISH LANGUAGE



Organise a conference about the English language. Each student will take part by giving a 2-minute long speech.

- a. **Choose** a topic related to English, based on what you have seen in the unit.
Here are some ideas: the history of English, Globish, Spanglish, English as a lingua franca, the relationship between English and French...
- b. **Write** a first draft of the script.
- c. **Revise** your draft with a partner, **improve** it and **come up with** the final version.
- d. **Create** two or three slides that will illustrate your ideas.
- e. **Practise** reading your script.
- f. **Check the pronunciation** of difficult words in the dictionary or online and **practise** the rhythm of English.
- g. **Give the speech.**
Use a video projector to show the slides behind your back.



Globish is a kind of simplified English that is a lot easier to use than...

But is it really a language?

