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GLOBAL FOOD CRISIS

Fatalité, dérèglement climatique, prix de l'énergie et du transport, faiblesse du dollar : la chaîne américaine CNN dresse un tableau de la crise alimentaire mondiale. Voici une recherche des causes de l'augmentation des prix des produits alimentaires affectant les populations mondiales les plus pauvres, qui semble jeter un voile pudique sur les logiques économiques dominantes.

Transcript

Journalist: These scenes are supposed to be a thing of the past; hungry, angry people venting their frustrations in the streets. In just a matter of months prices for staple foods like rice, wheat and cooking oil have skyrocketed. It's being called the first global food crisis since World War Two and it's sending shockwaves around the world.

Josette Sheeran, U.N. World Food Programme: This hunger crisis we're facing is totally unique because it's what I call a silent tsunami. It's not one storm hitting in one place, this is something that knows no borders, and that is rolling through the world and really increasing the misery index of the world's most vulnerable.

Journalist: Rioting left four people dead in Haiti and cost the Prime Minister his job. There's been unrest from Senegal to Egypt and beyond. In Thailand armed guards patrol rice fields near harvest time to protect them from thieves. India has banned the export of almost all types of rice.

Nancy Roman, U.N. World Food Programme: We are beginning to see more and more civil unrest, and I think it's pretty clear that a hungry man is an angry man; and as food becomes more and more difficult to access, I think we can expect to see more incidents of civil unrest.

Journalist: Why is this happening? The short answer is that we've entered a perfect storm of worst-case scenarios and unintended consequences.

- Fuel prices are high. That increases the cost of shipping everywhere.
- The value of the US dollar is low. Where currencies are tied to it people can't buy as much.
- Extreme weather has damaged crop yields around the world.
- There're more people, and more affluent people demanding more food.
- If the price of oil is a major factor, the diversion of crops to bio fuels is hurting too.

There is no way to single out one cause, just a single startling conclusion for all of us.

Jeffrey Sachs, Earth Institute, Columbia University: This is life and death, this is...hunger. It is right to the core of the challenge; they have to step up. Not food aid; it's not shipping expensive food, it's helping smallholder farmers grow the food to help them earn an income and to stay alive.

Journalist: The era of cheap food appears to be over.

Objectifs et démarche pédagogique

Lien avec les programmes

- Lien avec le programme de seconde : la société au quotidien, difficultés de vie, conditions environnementales et économiques.
- Lien avec le programme de première : un monde intégré, interdépendance et coopération internationale.

CECRL

Activité langagière et niveau visé / Écouter : niveau B1 – B2.

Descripteur de compréhension orale B2 :

« Je peux comprendre une langue orale standard en direct ou à la radio sur des sujets familiers se rencontrant normalement dans la vie sociale ou personnelle. »

« Je peux suivre une intervention d'une certaine longueur et une argumentation complexe à condition que le sujet soit assez familier et que le plan général de l'exposé soit indiqué par des marqueurs explicites. »

Contenu grammatical

1. Le présent en *ING* pour décrire les événements de l'actualité en train de se produire sous nos yeux : *this hunger crisis we're facing, It's not one storm hitting in one place (...) that is rolling through the world and really increasing the misery index, We're beginning to see...*
2. Le *present perfect* pour insister sur les conséquences durables d'événements récents : *It's been called the first global food crisis, India has banned the export of almost all types of rice, we've entered a perfect storm...*
3. Utilisation de *more, more and more, pour exprimer le nombre et la quantité* : *more and more civil unrest, more people, and more affluent people demanding more food.*

Lexique

- Produits alimentaires de base.
- Lexique économique élémentaire.
- Chiffres et statistiques.

Démarche possible

1. Anticipation

Montrer les dix premières secondes de la séquence sans le son puis figer l'image sur la main servant du riz (succession de scènes de manifestation ou d'émeutes). Laisser les élèves produire des hypothèses sur le thème du reportage.

2. General comprehension

Faire visionner le reportage une fois, avec le son.

3. Detailed comprehension

Faire visionner l'ensemble du reportage plusieurs fois, avec le son, en ménageant des pauses (notamment pour les interviews avec les trois spécialistes) afin de faciliter la prise de notes.

4. Talking

Activité destinée à favoriser la production orale spontanée ou préparée et permettant aux élèves de réagir de manière personnelle sur le sujet des causes de la crise alimentaire mondiale.

Compléments

● Further information on the web

- Représenté dans le reportage par Josette Sheeran, le World Food Programme de l'ONU possède un site internet au contenu extrêmement riche sur les réalités et les causes de la faim dans le monde ; en voici l'adresse en langue anglaise : <http://www.wfp.org/english/>
- Le portail thématique du quotidien anglais *The Guardian* offre l'habituel outillage multimédia, ici sur le thème de la crise alimentaire (articles, images, enregistrements sonores et vidéos) : <http://www.guardian.co.uk/environment/food>
- Les pages en anglais du site *Wikipedia* consacrées à la crise alimentaire mondiale et leur florilège d'articles et de liens : http://en.wikipedia.org/wiki/Food_crisis
- Le portail de la plus célèbre organisation humanitaire britannique, OXFAM, avec des articles régulièrement mis à jour : <http://www.oxfam.org/en/category/oxfam-general/food-crisis>

Corrigé des activités

1. Anticipation

a) What parts of the world are shown in this report?

A variety of third-world countries in several continents (Africa, America, Asia).

b) What feelings are expressed by the crowds?

Anger and hunger principally.

2. General comprehension

a) Countries where riots and other events have taken place: **Haiti, Senegal, Egypt, Thailand, India.**

b) Who is interviewed?

Representatives from the UN World Food Programme and from the Earth Institute, Columbia University.

c) Topic? **An attempt to explain the causes of the worsening global food crisis.**

Right or Wrong

a) **Wrong:** such scenes are supposed to be a thing of the past but can be experienced again in many countries at the moment.

b) **Right:** the current hunger crisis is striking everywhere; it knows no borders.

c) **Right:** India has banned the export of almost all types of rice.

d) **Wrong:** it is making things worse; it is a diversion of crops to other than food production.

e) **Right:** it is only a short-term answer, but it would be better to help smallholder farmers earn a decent income from their own production.

3. Detailed comprehension

a) Tick the correct assertion about the current food crisis.

It is the first global food crisis since World War Two.

b) Fill in the blanks.

(...) These scenes are supposed to be a thing of the past; **hungry, angry** people venting their frustration in the streets. In just a matter of months prices for staple foods like **rice, wheat and cooking oil** have skyrocketed. It's being called the first global food crisis since World War Two and it's sending **shockwaves** around the world.

(...) This hunger crisis we're facing is totally unique because it's what I call **a silent tsunami**. It's not one storm hitting in one place, this is something that knows no borders, and that is **rolling through** the world and really increasing the misery index of the world's most vulnerable. (...)

Nom :

Classe :

Date :

1. Anticipation

a) What parts of the world are shown in this report?

.....

b) What feelings are expressed by the crowds?

.....

2. General comprehension

a) Countries where riots and other events have taken place:

.....

b) Who is interviewed?

.....

c) Topic?

.....

Right or Wrong? Justify by quoting from the report.

a) Hunger riots are a thing of the past.

Right? Wrong?

.....

b) The current food crisis is hitting poor populations the world over.

Right? Wrong?

.....

c) Some countries are banning the export of staple food to feed their own population.

Right? Wrong?

.....

d) The production of bio fuels is helping the fight against hunger.

Right? Wrong?

.....

3. Detailed comprehension**a) Tick the correct assertion about the current food crisis.**

- It is worse than World War Two.
- It is the first global food crisis since World War Two.
- It has been caused by the consequences of World War Two.
- It is hitting only the countries defeated in World War Two.

b) Fill in the blanks.

(...) These scenes are supposed to be a thing of the past; _____ people venting their frustration in the streets. In just a matter of months prices for staple foods like _____

_____ have skyrocketed. It's being called the first global food crisis since World War Two and it's sending _____ around the world.

(...) This hunger crisis we're facing is totally unique because it's what I call _____. It's not one storm hitting in one place, this is something that knows no borders, and that is _____ the world and really increasing the misery index of the world's most vulnerable. (...)

4. Talking

Bio fuels are sometimes described as the clean sustainable fuels of the future but are also said to be spreading hunger. Make a few notes giving your own opinion and discuss them with the class.