



May I Borrow This?

→ How is the British sharing economy connecting British people?



video

LLS.fr/ATC1

**62 %**

of the UK population has participated in the sharing economy.

SHARING ECONOMY IN THE UK

**23 %**

of the UK use sharing economy services more than once a month.

What is the sharing economy ?

Technology advancements over the years have helped to shape a new economic model based on the peer-to-peer sharing of goods and services online, where a “peer” can act as both the service provider and service consumer across different transactions.

**42 %**

of all respondents use platforms that do not involve the exchange of pre-owned goods.

**89 %**

of those who engage in the sharing economy do so as a consumer - not a provider.

Examples of UK Sharing Economy companies that you may recognise...

**73 %**

of those who engage in the sharing economy do so across multiple platforms.

**60 %**

increase within only 18 months after the first survey in January 2016.

Sharing Economy in the UK, Steve Smith, 2018.

Get ready!

- a.** Spend one minute brainstorming words related to the sharing economy. Add your words to the mind map on the opposite page.

b. Find a title for each category. Explain your choice.
- a.** **Look at the above infographic.** Rephrase in your own words what the sharing economy is. How is it different to other systems?

b. Name other companies, websites or charities which are part of the online sharing economy.
- Watch the video.** Is it for or against the sharing economy? **p. 53**
- Discuss these brainstorming questions with your classmates:**
What would you be prepared to give, lend, rent or sell to someone you don't know? Do you feel comfortable with renting, borrowing or buying things from people you don't know?
- IDIOM** **Read the idiom of the week on the opposite page.** Rephrase it in your own words and give examples.

Toolbox

- consumer (n.)
- economic system (n.)
- platform (n.)
- provider (n.)

Let's learn!

Vocabulary challenge • Make sentences using at least four words from the mind map.
 Ex: *Couchsurfing means hosting travellers in your home. It's flexible and promotes independence.*

Step 1

Imagine a way to make the world better by sharing resources. Pitch your project.

Step 2

Interview the CEO of a collaborative-economy startup.

Design a collaborative-economy solution to a local problem.

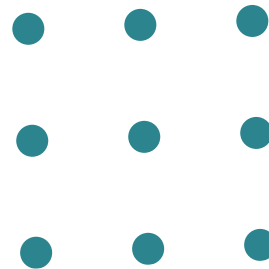
IDIOM of the week!

Think outside the box

This phrase appeared at the end of the 1960s in management classes, alongside the "Nine Dots" puzzle. To solve it, you will literally need to think 'outside of the box'. This expression has been used since then to describe creative thinking, to find unconventional solutions.

Nine Dots Puzzle

Copy the pattern of dots below on a sheet of paper. Without lifting your pen, draw four straight lines that pass through all nine of the dots.



- **b**arter (v.)
- **coll**aborate (v.)
- **b**orrow (v.)
- **h**ost (v.)
- **l**end (v.)
- **o**ffer (v.)
- **r**ent (v.)
- **r**ide (v.)
- **s**wap (v.)

- **a**uto-sharing (n.)
- **c**arsharing (n.)
- **co**housing
- **c**oworking (n.)
- **c**ouchsurfing (n.)
- **h**osting (n.)
- **t**ool sharing (n.)
- **u**bering (n.)
- **w**ooing (n.)

- **o**pen-source (adj.)
- **peer**-to-**peer** (adj.)
- **coll**aborative economy (exp.)
- **c**rowdfunding (n.)
- **c**rowdsourcing (n.)
- **c**rowdversting (n.)
- **g**roup-**b**uying (n.)
- **o**pen **i**nnovation (n.)
- **o**pen **k**nowledge (n.)

- **d**rivers (n.)
- **e**ducators (n.)
- **h**osts (n.)
- **f**ablab (n.)
- **m**akers (n.)
- **peer** (n.)
- **r**iders (n.)
- **s**hared **g**arden (exp.)
- **t**ravellers (n.)

Sharing Economy

- **co**-**cre**ation = **co**-**des**ign (n.)
- **ac**commodation (n.)
- **DIY** = **do** it yourself (n.)
- **sell** ≠ **give** (v.)
- **use** ≠ **own** (v.)

- **e**xperience (n.)
- **f**lexibility (n.)
- **i**ndependence (n.)
- **i**nstability (n.)
- **t**rust (n.)
- **p**rofitability (n.)
- **r**egulations (n.)
- **s**afety (n.)
- **s**ustainability (n.)
- **u**npredictability (n.)

Serious Game

Retrouvez un jeu sérieux en lien avec cette unité sur [LLS.fr/ATSGC](https://lls.fr/ATSGC)

Audios et vidéos

Retrouvez une banque d'audios et de vidéos authentiques supplémentaires en lien avec cette unité sur lelivrescolaire.fr [LLS.fr/ATvideos](https://lls.fr/ATvideos)

1 Connecting Through Sharing?



DIFFERENTIATION

Group 1



In the face of economic stagnation and poor local conditions, a group in Norwich has decided to take action in pursuit of a future based on hope, solutions, and global connections. At the beginning of 2018, city residents and local organizations came together and began campaigning for Norwich to be recognized as the UK's leading city for sharing. [...]

- 10 “For me, the sharing city concept is an opportunity to look closely at how communities, towns, and cities work and how they might operate in the future. The next generations are starting to shape their culture and environment in ways that reflect how they feel about their society,” says Stefan Gurney, executive director of Norwich’s Business Improvement District, an organization working as part of the collective.
- 15 “We see the sharing city as a real opportunity for people, communities, and businesses to work together in new and innovative ways.”

“This UK City Wants to Win with the Sharing Economy”, Lauren Razavi, originally published by Medium, 2018.

You are in charge of one text.



- 1 Pick out key words or phrases to sum up the initiative featured in your text.
- 2 What are its positive and negative consequences?
- 3 What values are associated with the sharing economy? Do you agree?

Let's talk this out!

MEDIATION

Share your findings and learn about the other document.

- 4 a. Imagine the future impact of these initiatives on people, cities and the economy.
b. Would you like to participate in one of these initiatives?

Group 2



It all started on a rainy day in Brighton, UK, back in May 2012. I heard that the social enterprise A Good Company was running an initiative called A Good Week, a seven day showcase of good people doing good things to make the world a better place. Inspired by their efforts, I decided it would be fun to run a day focusing on sharing—and National Sharing Day was born.

- 10 Using feedback we received [after the event], from the 165 original Global Sharing Day partners, we decided to schedule all future Global Sharing Days on the first Sunday in June of each year, involve big partners such as the UK’s Big Lunch, and engage a network of over 70 million people in 192 countries.

But behind the big numbers and the success lies another story: The truth is that we haven’t had it easy as a volunteer-run organization with no funders. It requires a lot of hard work with little thanks. We don’t spend time filling in endless grant forms; instead we take action and find ways to get things done without cash. It means that a small group of dedicated volunteers spend countless days and nights working to make Global Sharing Day happen. I spent three years without a salary and my hunch is that people think we have a pot of cash supporting us because we’ve achieved so much in such a short period of time and we’re popular with the media. On one hand I wish that were true, but on the other I’m glad that through everything we’ve accomplished we’ve lived the values of the sharing economy we seek to make mainstream.

“The Truth About Global Sharing Day”, Benita Matofska, *Shareable.net*, 2014.

Let's learn!

Ping-pong · Name one of the values that was mentioned in this page. The first classmate to name the corresponding initiative wins a point.

2 Sharing a Better Planet?



DIFFERENTIATION



LLS.fr/ATC2

Deloitte Forward, 2019.

From French to English

La traduction de « manquer »

MEDIATION

- **miss** : rater
Ex : *I missed the train.*
- **fail (at) / not succeed** : échouer
- **be missing / not be (t)here / be absent** : ne pas être là
- **lack something / not have** : manquer de quelque chose
- **miss** : manquer à quelqu'un
⚠ Le sujet et le complément sont inversés.
Ex : *I miss you.* → *Tu me manques.*

► Exercices p. 7

Watch the video.

► W/B p. 55

PATH A

- 1-A** Present the video in a few sentences.
- 2-A** What are the five pillars presented here? Which two fall under the concept of the sharing economy?
- 3-A** What is the ultimate goal of the author of this book, film and animation?

Useful vocabulary: *The author would like to... The main message here is...*

PATH B

- 1-B** Give two ways in which energy can create jobs and bring in money.
- 2-B** What is the future of power stations, according to this video?
- 3-B** How does energy contribute to the global sharing economy?

Useful vocabulary: *Energy is useful in many ways... I never would have thought that we could...*

Let's talk this out!

MEDIATION

Share your findings with your classmates.

- 4** How has energy been democratised and why is this revolutionary?
- 5 a.** How is the future of the planet presented in this video?
b. Is this future possible and / or desirable? Why or why not?

Activities 1 2

Over to you!

Sharing More for a Healthier Planet



You decide to take part in the next World Sharing Day. Work with your classmates to put together a new sharing initiative. Pitch it to a group of business angels and convince them to back your project!

3 Startup Corner DIFFERENTIATION



You are in charge of one startup from the selection.  p. 56

- 1 Find information about your startup online. Describe what it does and how it works. Get ready to present it to the class.

Let's talk this out!

MEDIATION

Share your findings and learn about the other startups.

- 2 Which startups would be the most useful to which demographics?
- 3 Which startup(s) would you be prepared to use as a provider? As a consumer? Which one(s) would you avoid? Why?

Activity 3

Over to you!

Interview a CEO!  

You are a journalist. Interview the CEO of one of the startups presented here, asking why they chose this sector and how they think their work could be useful. Then write the article presenting the interview.

Startup Selection

- **Fatllama.com**: Buy, sell, rent (almost) anything.
- **Stasher.com**: Luggage storage in trusted shops & hotels.
- **Rentuu.com**: Hiring equipment. Simply.
- **Depop.com**: Rework your style.

Grammar in Progress

Les nombres, les ordinaux et les fractions

- **2,000,000**: *two million* (pas de -s)
- **Millions**: un nombre indéfini de millions
- **Les ordinaux**: *First, second, third, fourth, hundredth, millionth, etc.*
- **Les fractions**: $\frac{1}{3}$: *one-third*, $\frac{1}{4}$: *one-quarter* (more mathematical → *one-fourth*), $\frac{7}{8}$: *seven-eighths*

Le symbole pour indiquer un nombre est #.

Ex : #2 → « le numéro 2 »

► Exercices p. 7


► Précis grammatical p. 269

Let's learn!

Shared Time's up • Pick out the name of a startup. Select three words to define it. Then stand up and reveal the three words to your classmates.

Your goal is to identify someone who chose the same startup as you!

A New Way of Making Films

 A film maker is raising awareness about living with a degenerative illness by telling his father's story in his latest project, writes Marianne Gros.

Grant Taylor, a writer and director from Woolwich, is making a film about Parkinson's disease, drawing inspiration from his father's two-decade-long battle with the illness.

5 Grant's father Bob, a former builder and carpenter from Sidcup, was diagnosed with the neurological disorder in 1997 at the age of 43, and his disease has had a major impact on his family's day-to-day lives.

“Trying to do a physical job of carpentry, things were becoming very difficult. My left arm seemed really weak and in my right arm the muscles felt very tense on and off,”
10 said Bob.

“You just have to manage and scrape by. My wife, Liz, started doing full-time work. It was tough. I missed working but I made sure I filled my time by taking a city and guilds in teaching qualifications. And I set about making lessons for the Headway charity art group,” he added.

15 Living with the disease has also allowed Bob to look at his life in a different way.

“I try to live one day at a time, I can't see any point in needlessly worrying about things that may never happen. Parkinson's has weirdly given me so many opportunities. I've met so many amazing people, most of whom were told as youngsters that health conditions would take over their lives. People can be so caring and giving. It's humbling”, he added.

20 His son, Grant, will now be telling their story in a comedy short film, to raise awareness on the condition, and to give audiences a chance to see those who suffer from Parkinson's and their carers in a different light.

“As a family, we've been on quite a journey. Simple things like walking and talking become incredibly tough for my dad, and sadly it's a disease that gets progressively
25 worse. It's not an easy diagnosis to come to terms with but we deal with it with a smile and positivity, which is why we want to make this film,” said Grant.

The short film, titled *Ecstasy*, follows the story of father and son Ian and Kristian, and their efforts to give Ian the chance to dance with his wife Rachael on her birthday. [...]

“We want people to think about how far they would go to dance with a loved one just
30 one more time.” [Grant said.]

Grant won a pitching competition at the Cine Circle Festival in September, which secured him a £1,000 contribution for kit hire from digital facilities company VMI, and the use of editing services from Fantomeline Pictures.

35 The team raised more than £4,500 in its first week of crowdfunding, and reached its original target in just 12 days, in one of the fastest campaigns the crowdfunding platform had ever seen.

Half of all donations over the new £10,000 budget will be donated to Parkinson's research.

40 Grant said: “We've been completely overwhelmed by people's generosity. We've galvanised people and want to create as much awareness around Parkinson's disease and this film as possible.”

“Film maker tells story of his Parkinson's suffering father”, Charlie Stong, *London News Online*, 2020.

a) What type of document is it? What is the aim of this document?

b) List the different people mentioned from l. 1 to l. 14. How are they related?

c) Present the two main stories told in this text. Who is this about? What happened?

d) What is specific about this film? What is the objective of it?

e) How was this project made possible? What is the link between this project and sharing economy?

A. Grammar at Work

Final project

1 Les subordonnées conditionnelles • Observez ce document.



"IF I DO MY HOMEWORK, I'LL GET GOOD GRADES. IF I GET GOOD GRADES, YOU'LL SEND ME TO COLLEGE. IF I GO TO COLLEGE, I'LL GRADUATE AND GET A JOB. IF I GET A JOB, I MIGHT GET FIRED. IF I GET FIRED, I COULD GO BANKRUPT AND LOSE EVERYTHING. THAT'S WHY I DIDN'T DO MY HOMEWORK!"

Randy Glasbergen, 2004.

- Dans ce cartoon, combien d'événements sont les conséquences potentielles les uns des autres ?
- Dans chaque phrase, quel est l'événement principal ? Lequel est la condition nécessaire ?
- Quel type d'auxiliaire trouve-t-on le plus souvent dans la proposition principale en anglais ?

Tips

- Si nécessaire, prenez le temps de réviser le point de grammaire. [► Précis gram. p. 284](#)
- Retrouvez de l'aide pour répondre aux questions et d'autres exercices. [► WB p. 57](#)

2 Les subordonnées conditionnelles • Complétez les phrases suivantes avec l'expression qui convient.

[► Précis gram. p. 284](#)

if whether unless provided that as long as

- you own a car or not, you can carshare.
- You can totally live in cohousing, you are willing to take part in communal activities once in a while.
- I want to buy an item of clothing, I use vintage fashion apps.
- it's not possible, I always couchsurf when I travel abroad.

3 Les subordonnées conditionnelles • Finissez ces phrases.

[► Précis gram. p. 284](#)

- If he does his homework,
- I will go with you, **provided**
- Unless** they pay extra money,
- The collaborative economy is a good idea, **as long as**

B. Grammar in Progress

4 Les nombres, les ordinaux et les fractions •

Réécrivez ces phrases avec les chiffres et ordinaux en toutes lettres. [► Précis gram. p. 269 • Activité 3](#)

- The **1st** car-sharing platform was Uber.
- Lyft just got its **2,000,000,000th** customer.
- She rented her flat on Airbnb for **£435**.
- About **¾** of those who engage in the sharing economy do so across multiple platforms.

5 Les nombres, les ordinaux et les fractions • Traduisez les phrases suivantes.

[► Précis gram. p. 269 • Activité 3](#)

- C'est la troisième fois que je commande à manger sur Uber Eats.
- Elle a pu réduire ses dépenses d'un tiers grâce au logement collectif.
- Il en a eu pour 45 livres sterling. Pour tout ce qu'il a acheté, c'est peu, il aurait dû payer le triple s'il avait tout acheté neuf !

C. From French to English [MEDIATION]

6 La traduction de « manquer » • Traduisez en anglais.

[► Activité 2](#)

- Uber **manque de** conducteurs à Londres.
- Il **manque** des millions de livres sterling pour faire croître l'économie collaborative.
- Nous **manquons de** temps pour aller à l'aéroport : prenons un taxi au lieu d'un "Lyft".
- La plage **me manque**. Si on partait faire du woofing en Australie ?
- Grâce à l'auto-partage, nous **ne manquons pas** la cible de la réduction du CO2 en ville.

D. Vocabulary in Progress

► WB p. 57

7 Reliez chaque mot à son synonyme ou à sa définition.

- | | | | |
|----------------|---|---|--|
| 1) collaborate | • | • | a) put at someone's temporary disposal |
| 2) a platform | • | • | b) work together |
| 3) rent | • | • | c) durable |
| 4) lend | • | • | d) an operating system |
| 5) give | • | • | e) donate |
| 6) a startup | • | • | f) hire |
| 7) sustainable | • | • | g) a business enterprise |

8 Dictionnaire visuel • Trouvez dans l'unité des mots associés à chaque dessin, et si possible, une start-up ou entreprise associée.



E. Phonology in Progress

► WB p. 57 • Précis phono. p. 260

La prononciation de la lettre o

La lettre o peut se prononcer :

- /ɒ/ comme dans *offer* /'ɒfə/ ;
- /əʊ/ comme dans *host* /'həʊst/ ;
- /ʊ/ comme dans *woman* /'wʊmən/ ;
- /u:/ comme dans *food* /'fu:d/ ;
- /ʌ/ comme dans *some* /'sʌm/ ;
- /ɪ/ comme dans *women* /'wɪmɪn/.

Mais aussi :

- /ɜ:/ après un w et devant un r. Ex : *words* /'wɜ:dz/ ;
- /ɔ:/ devant un r. Ex : *cord* /'kɔ:d/ ;
- /ə/ quand il n'est pas accentué. Ex : *tonight* /tə'naɪt/.

9 Transcrivez phonétiquement les o des phrases suivantes.

► Précis phono. p. 260

- 1) Only 23% of Brits regularly participate.
- 2) I know that sharing everything I don't use can help save the planet.
- 3) I think collaborative consumption is a good way to reduce CO2.

10 Classez les mots de ce nuage de mots selon la prononciation du o.

phone tool modern
worm who
airport economy oppose
money wolf

/ɒ/	/əʊ/	/ʊ/	/u:/	/ʌ/	/ɪ/	/ɜ:/	/ɔ:/	/ə/

F. Let's Practice Recording / Subtitling

11 Écrivez les sous-titres de cette vidéo, puis enregistrez-vous !



LLS.fr/ATC3

G. Collaborative Learning

Name That Startup!

Allez voir la liste des startups page 5, puis concertez-vous pour imaginer d'autres startups et leurs noms possibles. Présentez-les à la classe et votez pour votre concept préféré !

Ex : *If the UK had a startup for looking after cats while the owners were on holiday, it would be called Purrfect Holidays...*



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LLS.fr/LaboDeLangues

The scenario

You are the mayor of your city or area, and you have noticed a big local problem. Work with your advisors to design a collaborative-economy solution.

Get ready!

► [WB](#) p. 58

- Turn to the previous pages to revise and make sure you are ready for the task.
- Read the assessment grid of your project.
- Make a list of the useful vocabulary you might need.

► **Précis de communication** p. 256-259

Let's do it!

Option 1

Design a Poster



Design an infographic poster to implement your collaborative solution.

200 words



Action!

→ Prepare and organize your arguments.

► **Méthode Je m'exprime à l'écrit** LLS.fr/ATMethode

- Select the problem you want to address.
- Brainstorm to find possible solutions to it.
- Get ready to justify your arguments and choices (examples, statistics...).

→ Design your poster. It must include:

- statistics about the problem,
- your solution and explanations.

Tip: You can use digital tools like Canva.com and Genial.ly.

	Niveau 1 (A1)	Niveau 2 (A2)	Niveau 3 (B1)	Niveau 4 (B2)	Vers C1
Réalisation de la tâche	<input type="checkbox"/> Contenu très pauvre, hors sujet ou plagiat.	<input type="checkbox"/> Textes très courts, des éléments descriptifs.	<input type="checkbox"/> Textes assez longs, des justifications.	<input type="checkbox"/> Textes complets et argumenté.	<input type="checkbox"/> Utilise l'humour, l'implicite.
Cohérence / organisation	<input type="checkbox"/> Pas ou peu d'organisation de l'infographie.	<input type="checkbox"/> Quelques mots de liaison. Pas ou peu d'illustrations.	<input type="checkbox"/> Texte assez articulé. Utilisation de mots de liaison. Des paragraphes distincts. Des illustrations.	<input type="checkbox"/> Discours structuré en paragraphes. Idées hiérarchisées et illustrées.	
Recevabilité linguistique	<input type="checkbox"/> Langue très simple, beaucoup de calques du français.	<input type="checkbox"/> Des phrases simples mais correctes. Des erreurs élémentaires.	<input type="checkbox"/> Syntaxe correcte. Réutilisation du vocabulaire et des structures de l'unité.	<input type="checkbox"/> Peu d'erreurs. Bon réemploi des structures de l'unité.	<input type="checkbox"/> Expressions idiomatiques, structures complexes.
Contenus culturels	<input type="checkbox"/> Pas ou peu de contenu culturel.	<input type="checkbox"/> Quelques références à ce qui a été vu dans l'unité.	<input type="checkbox"/> Exploitation cohérente des contenus culturels de l'unité.	<input type="checkbox"/> Des références à l'unité et à des connaissances personnelles.	

Option 2

Give a Speech

Give a speech presenting your collaborative solution to the town council.



Action!

→ Prepare and organize your arguments.

► **Méthode p. 244**

- Select the problem you want to tackle. Find information online to present it.
- Explain what your solution is.
- Write keywords only.
- Get ready to pronounce any difficult words.

→ Deliver your speech.

- Look at the audience.
- Make your speech convincing by pausing after important information and by interacting with the audience.
- You can use visual aids to illustrate your presentation.

	Niveau 1 (A1)	Niveau 2 (A2)	Niveau 3 (B1)	Niveau 4 (B2)	Vers C1
Réalisation de la tâche	<input type="checkbox"/> Contenu pauvre, hors sujet ou plagiat.	<input type="checkbox"/> Discours bref. Des éléments descriptifs.	<input type="checkbox"/> Présentation claire. Des justifications.	<input type="checkbox"/> Présentation claire et argumentée. S'appuie sur les exemples pertinents.	<input type="checkbox"/> Utilise l'humour, l'implicite. Langue fluide. Jeu d'acteur convaincant. <input type="checkbox"/> Bonne intonation. Structures complexes. Expressions idiomatiques. S'auto-corrige.
Aisance à l'oral	<input type="checkbox"/> Des hésitations et des faux démarrages. Lit ses notes.	<input type="checkbox"/> Des hésitations. Lit ses notes sans ou en regardant peu son auditoire.	<input type="checkbox"/> Ton correct. Utilise ses notes de manière modérée.	<input type="checkbox"/> Ton enthousiaste, regarde son auditoire et le fait interagir. Notes consultées ponctuellement.	
Prononciation / fluidité	<input type="checkbox"/> Débit haché. Prononciation francisée.	<input type="checkbox"/> Prononciation compréhensible mais francisée (-th, -h, diphtongues...).	<input type="checkbox"/> Prononciation globalement correcte. Quelques erreurs ne gênant pas la compréhension.	<input type="checkbox"/> Prononciation correcte. Intonation assez naturelle.	
Recevabilité linguistique	<input type="checkbox"/> Langue très simple, beaucoup de calques du français.	<input type="checkbox"/> Des phrases simples mais correctes, des erreurs élémentaires.	<input type="checkbox"/> Syntaxe correcte. Réutilisation du vocabulaire et des structures de l'unité.	<input type="checkbox"/> Peu d'erreurs. Bon réemploi des structures de l'unité.	
Contenus culturels	<input type="checkbox"/> Pas ou peu de contenu culturel.	<input type="checkbox"/> Quelques références à ce qui a été vu dans l'unité.	<input type="checkbox"/> Exploitation cohérente des contenus culturels de l'unité.	<input type="checkbox"/> Des références à l'unité et à des connaissances personnelles.	

Alternative option

Blog or Vlog!

Digital @ challenge



Utilisez notre **Labo de Langues** sur notre site **lelivrescolaire.fr**

LLS.fr/LaboDeLangues

Write a blog post or record a video to outline your collaborative solution in four steps: describing the problem, giving statistics, introducing your solution and explaining how it will work.

► **Méthode p. 244 et p. 246**

Compréhension de l'oral



Numérique

 Retrouvez un Exam File supplémentaire sur [LLS.fr/ATEFC](https://lls.fr/ATEFC)


Making Sense of the UK Collaborative Economy

[LLS.fr/ATC4](https://lls.fr/ATC4)

1 Avant l'écoute

Lisez le titre ci-dessus et regardez le nuage de mots.

- Sur quoi peut porter cet enregistrement ? Faites trois hypothèses.
- Trouvez cinq autres mots que vous pourriez entendre dans l'enregistrement.

2 Après l'écoute

En rendant compte, en français, du document, vous montrerez que vous avez compris les éléments suivants :

- Le thème principal du document ;
- À qui s'adresse le document ;
- Le déroulement des faits, la situation, les événements, les informations ;
- L'identité des personnes ou des personnages et, éventuellement, les liens entre elles / eux ;
- Les éventuels différents points de vue ;
- Les éventuels éléments implicites du document ;
- La fonction et la portée du document (relater, informer, convaincre, critiquer, dénoncer, etc.).

romantic asset
change
technology trend
efficiency
awareness
collaborative consumption
mindset shift



Expression écrite



Choisissez un sujet et répondez-y en anglais en 120 mots minimum.

SUJET A : Texte p. 12 • *"The sharing economy is often romanticised as [...] a more communal and socially conscious way of life."* (l. 16-17) Explain and discuss. Do you agree with this statement?

SUJET B : Texte p. 12, vidéo p. 11 • Is the social economy really an enormous economic shift?

SUJET C : Vidéo p. 11 • Why is technology important to the sharing economy, and what are the consequences of the necessary use of technology?


Tips

- Soyez attentifs aux différents points de vue présentés dans le document.
- Faites des références aux documents et donnez votre avis.
- Utilisez des expressions comme *On the one hand... On the other hand...* pour contraster certains points.

► Précis de communication p. 256-259

Compréhension de l'écrit



 Ride sharing has changed how we move. Food delivery apps have changed our eating habits. Airbnb has changed how we holiday. Dating apps have changed how we meet our partners. And some of these apps may have influenced how we work, and whether or not we can pay our rent.

5 This shift to peer-to-peer transactions is often portrayed as an antidote to the consumer culture of modern society because it supports sharing instead of ownership. But have sharing platforms simply created a new form of capitalism? [...]

The number of people quitting their full-time jobs to become entrepreneurs of the sharing economy has increased. Data from across 36 countries show 43% of millennials and 61% of Gen Z envision leaving their jobs within two years. Among millennials who would quit their jobs, 62% regard the gig economy as a viable alternative. [...]

10 And it's hard for entrepreneurs to avoid using these kinds of services if they want their offering to be competitive among many other alternatives. Studies show non-professional hosts face operational inefficiencies, such as lower occupancies and pricing, compared to their professional counterparts. [...]

The sharing economy is often romanticised as a shift away from the evils of capitalism to a more communal and socially conscious way of life.

Some studies do suggest micro-entrepreneurs and customers do not discriminate on the basis of race, gender or sexual orientation when deciding how, and with who, they will "share" resources.

20 But if that's true, then why do people from minority groups earn less on sharing platforms? And why are platforms focusing on niche markets – such as airbnb.com for people of colour and misterbandb.com for gay travellers – thriving?

If the sharing economy is supposed to increase environmental sustainability by reducing the ownership and production of bicycles and cars, how do we account for the waste visible in China's "bike share graveyards"? [...]

30 People who participate in the sharing economy are primarily motivated by financial rewards. Service providers use the income from "sharing" their assets to purchase larger houses or better cars, while customers seek cheaper deals than traditional providers can offer.

The sharing economy enables people to consume during the economic crisis, satisfying materialist needs, values, priorities and lifestyles in different ways – through "sharing" and "access", rather than "ownership".

35 People see the practice of sharing resources as a way to achieve self-image, self-promotion, social appreciation and recognition. [...]

The sharing economy has not changed people's mindsets, values, lifestyles or behaviours. People still wish to consume at the same levels and they do consume for the same reasons, but in a different way. The sharing economy disrupts the traditional economy, but it has not transformed it.

"The 'sharing economy' simply dresses up our consumerist tendencies in a more palatable ideology", Marianna Sigala, *TheConversation.com*, 2019.

a) What is the link between peer-to-peer transaction and consumer society? Is it a good or bad thing?

b) Why are young people leaving their jobs?

c) What is the "gig economy" ? Explain in your own words.

d) What are two of the major problems of the sharing economy? Explain in your own words.

e) What motivates the participants in the "sharing" economy? Is it really sharing, in this case?

f) What values are expressed here? Why?