

## For against the rise of tuition fees P.15

Structures: cause-conséquence, it's likely, it's worth +B Ving stress/ Point out  
Grammaire: Rebrassage du future

### Elements périphériques

The document is taken from a British website. Two young British youth voice their opinions about the rise of tuition fees.

Emilie Adams and James Bartle are members of the Youth Parliament in England.

#### A) Emily's against the rise of tuition fees.

Emilie criticizes the decision to increase tuition fees.

She explains that a degree is hard to get. It means efforts, sacrifices, expenses both from the family and students.

Rising tuition fees will make/entice to/ less wealthy students start part-time jobs and get into debt (take out a loan) to pay for their studies.

Therefore, they will **be likely to** change their goals for lack of money.

Because of the rising of tuition fees, students from lower background will change their plans.

**As** the tuition fees rise, poor students will have to change their goals.

Emilie also stresses/ points the social and cultural interest of the universities. According to her, they are a place of diversity where people from different social, religious background meet.

#### B)- James Bartle 's for the rise of tuition fees.

James agrees with the rise of tuition fees. He lays the stress on the prestige of the universities and the value of the diplomas.

To maintain the standards of British universities and education, the establishments must find money as they are not supported as they used to by the government. The universities need money to pay for the best equipment and teachers, they can't but ask students and their families to contribute.

He adds that it is the students who benefit from a strong and prestigious educational system. **It is worth paying** the price as the students who get their degrees will have the best pay when they start working.

TRAINING TASK: For against the rise of tuition fees?

One person gives an argument against, another person reacts with an argument for and so on...