

**Bac
Pro** 2^{de}
1^{re}
T^e

**TOME UNIQUE
A2-B1+**

High Spot

44 CCF PREP
POUR PRÉPARER
AUX 3 PARTIES DU CCF
22 VIDEO TIME



GUIDE PÉDAGOGIQUE



A. Billaud, E. Cavalier, M.-T. Kowalczyk, B. Léonori, S. Ritter, S. Vitel

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UNIT 1

Let's Chat!

Cette unité en lien avec les réseaux sociaux pourra être mise en œuvre pour que les élèves de seconde se présentent individuellement et fassent connaissance.

Elle pourrait aussi être utilisée dans le cadre d'un **travail interdisciplinaire** en EGLS (Enseignement Général Lié à la Spécialité).

Au travers de tâches de communication, cette unité permet de réactiver les compétences liées aux connaissances culturelles et linguistiques suivantes :

- *Vivre et agir au quotidien* (à travers les réseaux sociaux) ;
- *Se cultiver et se divertir* (par les sports et les loisirs, et l'expression des goûts) ;
- *Reconnaître et prononcer les sons /s/, /z/ et /iz/* dans les terminaisons de la 3^e personne du singulier au présent simple ;
- *Dialoguer* (questions et réponses pour apprendre à se connaître).

SPOTS / FINAL TASK

	Les activités	Les bonus à télécharger	Training / Sounds Good!
SPOT 1 Spare Time Activities Parler de ses goûts (EOC – A2)	Deux activités courtes (A et B) pour amener les élèves à réussir la tâche intermédiaire	WORD CARD Hobbies Cette fiche illustrée permet de mémoriser d'autres noms de loisirs.	Training ex. 2 et 3 page 12
SPOT 2 First Contact Online Demander ou donner des informations personnelles (EOI – A2)	Deux activités courtes d'entraînement à l'oral (C et D) pour amener les élèves à réussir la tâche	ONLINE TRAINING Introductions An Interview Presenting a VIP	Sounds Good! Pronunciation /s/, /z/ et /iz/ Training ex. 4 et 5
SPOT 3 A Fashion Blogger Se présenter sur un blog (EE – A2)	L'étude d'un texte court sert de modèle aux élèves pour rédiger leur présentation et celle d'une personne qu'ils/elles apprécient. (Activity E)		Training ex. 1, 6, 7 et 8
SPOT 4 New Country New Life! Comprendre un reportage sur un adolescent (CO – A2)	Vidéo disponible via : - le flash code - l'URL - sur le compte YouTube des éditions Foucher	Fiche VIDEO TIME complète U01_Niels_ANG: avec consignes en anglais U01_Niels_FR: avec consignes en français U01_Niels_CORR: corrigé	
FINAL TASK 1 Play a Speed Meeting Game (EOI – A2)	Cette tâche finale sera réalisée en petits groupes étape par étape.	FTF01.doc	

CCF PREP

Se préparer aux différentes parties du CCF et travailler les stratégies nécessaires aux apprentissages en EOC, EOI et CE.

		Supports utilisés
CCF PREP 1	Partie 1 Introduire le sujet de son exposé Présenter des célébrités à l'aide d'éléments proposés.	Audio Écrit
	Partie 2 S'entraîner à répondre à des questions sur un personnage Répondre aux questions pour donner des informations sur des célébrités dans les conditions de l'épreuve de CCF.	Audio : Questions enregistrées susceptibles d'être posées au cours de l'examen
CCF PREP 2	Partie 3 Comprendre un article sur une célébrité. Répondre aux questions de compréhension et acquérir une démarche pour comprendre l'article.	Texte : Brooklyn Beckham: Fifteen pictures for his 15th birthday

Page 15 – Ouverture de l'unité

Cette page est une présentation de quelques applications et réseaux sociaux que les élèves utilisent au quotidien pour communiquer et s'informer. Elle permet de préciser les activités pratiquées sur tel ou tel réseau (discuter, poster des photos, regarder des vidéos...).

1 Match the pictures and the names of the social networks and apps.

- | | | | |
|--------------|-------------|-------------|------------|
| a. Facebook | c. YouTube | e. Teenchat | g. Twitter |
| b. Instagram | d. Snapchat | f. Deezer | h. Skype |

Dans l'activité 1, les élèves relient chaque nom de réseau social ou d'application (a-h) à leur logo.

Il est possible d'utiliser l'image en vidéo-projection ce qui permet à l'enseignant d'envoyer un ou plusieurs élèves au tableau pour corriger l'activité en montrant l'image qui correspond à chaque réseau ou application.

2 Listen and complete the sentences with the names of the apps.

CD1 Track 1

- | | |
|--|--|
| a. I watch videos on YouTube . | e. I chat with my Australian friends on Skype . |
| b. I post photos on Instagram and Snapchat . | f. I play games on Facebook . |
| c. I send and receive messages on Teenchat . | g. I listen to music on YouTube and Deezer . |
| d. I post comments on Twitter and Facebook . | |

Page 16 – SPOT 1 Spare Time Activities

ACTIVITY A / Beauty and the Geek

1 Listen and choose the right elements about Tate and Olivia.

CD1 Track 2

Journalist: Our first Geek is Tate, a 21-year-old student. He lives in Victoria.

Tate: I like playing basketball and spending time with my cats. I love using computers. But I don't like TV. I'm crazy about video games and I also love going bowling.

Journalist: Now, listen to our first Beauty:

Olivia: Hi, I'm Olivia. I'm 23. I live in Sydney. I enjoy rock climbing, basketball, and playing the guitar. But I really hate shopping centres! I prefer chatting online with my friends.

Réponses possibles :

Tate is 21. He lives in Victoria. He likes playing basketball and spending time with his cats. He loves computers but he doesn't like TV. He is crazy about video games. He loves going bowling.

Olivia is 23. She lives in Sydney. She enjoys basketball and playing the guitar. She prefers chatting online to shopping centres.

2 Listen again and complete with the verb you hear.

- a. I **live** in Sydney.
- b. I **like** playing basketball.
- c. I **enjoy** rock climbing.
- d. I **love** going bowling.
- e. I **prefer** chatting online with my friends.

ACTIVITY B / My Favourite Social Media

3 Listen and complete with the words from the list.

Snapchat – YouTube – messages – media – college – chat – love – use – address

CDI Track 3

Hi, my name is James, and I'm 16.

I'm a student in a small vocational **college** near Oxford.

I **love** computers and I'm a big **media** user!

I **use** Instagram and **Snapchat** to post pictures of my friends. I watch videos on **YouTube**, and I **chat** with my girlfriend on Skype. I send and receive **messages** on Facebook, and listen to music on Deezer. My email **address** is J-mith@gmail.com. Keep in touch!

4 What's the English for...?

- | | |
|--|--|
| a. <i>élève/étudiant</i> : student | d. <i>utilisateur</i> : user |
| b. <i>lycée professionnel</i> : vocational college | e. <i>regarder</i> : watch |
| c. <i>ordinateurs</i> : computers | f. <i>envoyer et recevoir</i> : send and receive |

SPOTLIGHT

Ces énoncés permettent *d'exprimer ce que l'on aime faire*.

Les verbes soulignés sont conjugués au *présent simple*.

Dans chaque énoncé, le second verbe se termine en *-ing*.

Pour donner son âge, en anglais, on emploie le verbe *be* (*être*).

TASK 1

5 Introduce yourself (name, age, place of living...), say what your hobbies are and say how you use your favourite social media.

Réponse possible :

Hi, my name is Sarah, and I'm 15. I'm a student in a vocational college. I live in Lille. I have a dog and a cat. I like playing football but I don't like playing handball.

I'm a big media user. I like watching videos on YouTube. I enjoy chatting and playing online with my friends. I love posting photos on Facebook. I listen to music on Spotify.

Page 17 – SPOT 2 First Contact Online

ACTIVITY C / A Skype Conversation

6 Listen and choose the correct information about Will and Isabel.

CD1 Track 4

Will Textor, an English teacher, is talking with Isabel, a Spanish girl who wants to study in England next year. They're having a conversation on Skype.

Will: Hi Isabel, how are you? As you know, I'm Will, the English teacher from Oxford College.

Isabel: Hi! I'm fine, thank you.

Will: Well, I'm going to ask a few questions about you. What's your surname?

Isabel: My surname is Perez.

Will: So, Isabel Perez. How old are you?

Isabel: I'm 20 years old.

Will: I'm 28. Where do you live?

Isabel: I live in Spain, in Cadaques.

Will: What part of Spain?

Isabel: Cadaques is located in the North-East of Spain.

Will: What do you study?

Isabel: I study English at the University of Barcelona. I would like to be an English teacher.

Will: You're right, that's a nice job! I'd like to travel around the world...

	Isabel	Will
City		
Cadaques	X	
Oxford		X
Country		
Spain	X	
England		X
Age		
28		X
20	X	
Plans/Projects		
Be an English teacher	X	
Travel around the world		X
School		
Barcelona University	X	
Oxford College		X

7 Listen again and number the questions in the order you hear them.

- 1

a. How are you?
- 5

d. What part of Spain?
- 6

b. What do you study?
- 2

e. What's your surname?
- 4

c. Where do you live?
- 3

f. How old are you?

ACTIVITY D / Hobbies and Studies

8 Match the questions and the answers. Listen and check.

CD 1 Track 5

a/4. What about your hobbies? I love sports but I don't like shopping!

b/3. Do you like tennis? No, I don't. I prefer football.

c/2. Do you like basketball? Yes, I do! I love the NBA.

d/1. What is your favourite school subject? It's Maths.

SPOTLIGHT

What est le mot interrogatif à repérer.
Pour former une question au présent simple avec YOU : (*mot interrogatif facultatif*) + Do + You + Base verbale + Complément ?
Pour répondre oui : Yes, I do. Pour répondre non : No, I don't.

9 Work in pairs. Use the pictures to ask and answer questions.

Questions possibles : Do you like playing the guitar? Do you like rock climbing? Do you like playing video games? Do you like playing basketball? Do you like shopping?
Réponses possibles : Yes, I do ou No, I don't.

TASK 2

10 Work in pairs. Choose a role; then ask and answer questions with your partner (Appendix 255-256)

Questions/ débuts de réponses possibles :

What's your name?	My name is Lucy O'Connor / Steven Taylor.
How old are you?	I'm 18 / 17.
Where do you live?	I live in London / Manchester.
Where do you study?	I study at high school / a vocational college.
What are your favourite school subjects?	I like English and History / PE and Maths.
What are your hobbies?	I love boxing / rugby and films but I don't like/hate music / dancing.

Page 18 – SPOT 3 A Fashion Blogger

ACTIVITY E / First Post

1 Read the document and complete Frank's identity card.

Name: Frank **Age:** 16 **Place of living:** New York, USA

Sisters and brothers: 2 sisters **Pets:** one dog

Hobbies: baseball and shopping **Love life:** a girlfriend, Anna

Favorite outfit: beanies, sunglasses, hoodies, jeans and casual shoes

2 Match the parts of the document (1-4) and the type of information.

a. His blog: §2 b. His family: §1 c. His girlfriend: §3 d. His favorite clothes: §4

3 True or False. Justify your answers with elements from the document.

a. **False.** Justification §2 "... they love shopping just like me."

b. **False.** Justification §3 "My girlfriend, Anna..."

c. **False.** Justification §1 "I play baseball..."

4 Answer the questions about Anna and her brother.

a. What sport does Anna play? Anna plays football.

b. Does she like reading? Yes, she does. She likes reading manga comic strips.

c. Who is Mike? Mike is Frank's best friend and Anna's brother.

d. What is his favorite hobby? His favorite hobby is swimming.

SPOTLIGHT

Dans ces énoncés, les verbes sont conjugués au *présent simple*.

Il faut rajouter un -s au verbe à la 3^e personne du singulier.

Her brother is my best friend. *Son frère est mon meilleur ami.*

His favorite hobby is swimming. *Son passe-temps préféré est la natation.*

Les mots soulignés sont des *adjectifs possessifs*. Ils s'accordent avec la personne dont on parle. Ici, par exemple, *Her* pour Anna (possesseur féminin) et *His* pour Mike (possesseur masculin).

TASK 3

5 Write a short blog post to introduce yourself and your best friend or someone you like.

Réponse possible :

Hi, my name is Sarah, and I'm 15. I live in Lille with my parents and my two brothers. I have a dog and a cat. I like playing football but I don't like playing handball. I'm a student in a vocational college. My favourite subjects are PE and English.

I'm a big media user. I like watching videos on YouTube. I enjoy chatting and playing online with my friends. I love posting photos on Facebook. I listen to music on Spotify.

My best friend is in my class. Her name is Cindy. She is 16 years old. She lives in a small village near Lille. She likes going bowling and dancing but she doesn't like playing football. She has one sister and one brother. They are 10 and 17. She also has two cats. Her favourite school subjects are French and Art.

Page 19 – SPOT 4 New Country New Life!

VIDEO TIME Niels

PART 1-2

I'm Niels. I'm from the Netherlands. I spent my high school year in Oxford, Iowa. Everything is different, and people are different, the food is different, the school is different. And every day we have just to discover new things.

People want to know everything about you. And they even say, "I want to come to the Netherlands". And I'm really excited to tell people about my country.

PART 1-3

Playing sports for a school: you practice every day and it just keeps you in contact with your friends. I never played football before, so that was hard! But American kids are awful in soccer (laughing) really awful! We played four indoor games. We scored 13 times and I made 12 of them, and the other one was an assist of me. Girls give me a lot of attention though, it's just, yeah, you are the guy from the Netherlands. If you're good in a sport, you're already interesting.

PART 1-4

My school is a small school. I chose to have really fun subjects that I would never do in the Netherlands like photography, cooking class and art classes.

PART 1-5

I've learnt that it's so awesome to experience new places, discover new things because there is so much more in the world than in your home country.

PART 1 Watch the whole video.

1 Select the correct answer corresponding to what you understand.

- a. The video is about **Niels**.
- b. He talks about his experience **in the USA**.
- c. He says life is different **for everything**.

PART 2 Watch the video up to 0:28.

2 Complete the script.

"I'm Niels. I'm from the Netherlands. I spent my High School year in **Oxford** Iowa (in the USA).

Everything is different, and **people** are different, **the food** is different, **the school** is different. And **every day** we just have to discover new things".

3 Say if the statements are true or false.

- a. American people are not interested in his country. **FALSE**.
- b. His American friends would like to visit the Netherlands. **TRUE**.
- c. Niels doesn't like talking about his country. **FALSE**.

PART 3 Watch the video from 0:29 to 0:58.

4 Put Niels's activities in the order of the video.

- a. He's playing football. (2) c. He's having a party with friends. (5) e. He's giving a thumbs-up sign. (4)
b. He's playing soccer. (3) d. He's having a pajamas party. (6) f. He's playing basketball. (1)

5 Answer the questions.

- a. What is Niels's opinion about American football?

Niels has never played American football before, so it was hard for him.

- b. Are American kids good at soccer?

No, they aren't. American kids are awful at soccer.

- c. How many goals did he score?

He scored 12 goals.

PART 4 Watch the video from 0:58 to 1:09.

6 Tick the words you hear.

- a. small school b. fun subjects c. photography
d. cooking class e. art classes

7 True or false?

	True	False
a. His school is big.		x
b. He can study the same school subjects in the Netherlands.		x
c. He studies art, cooking and geography.		x

PART 5 Watch the video from 1:09 to 1:26

8 Choose the sentence which corresponds most to Niels's point of view.

- c. I think it's awesome to travel the world because there is a lot to learn.

PART 6 Express Yourself

9 Answer the questions.

- a. Would you like to study in another country? Why? Why not?

Réponses possibles :

Yes, I would. I think it is really interesting to live abroad because you can meet new friends and learn a foreign language. You can also visit new places and play new games.

No, I wouldn't. I don't like travelling. I prefer staying at home with my family and friends. I can meet new friends on the Internet when I'm chatting on my social networks.

- b. Which country would you choose? Why? Why not?

Réponses possibles :

I would choose to live in a country where the weather is nice, sunny and hot, Morocco for example. I don't like rain and snow, so I would love to wear tee-shirts and shorts all year long.

I wouldn't choose to live in another country. I feel good at home with my family and friends. I dislike travelling, so I prefer staying at home.

Pages 20/21 - TRAINING

1 Associez chaque illustration à la matière correspondante.

- | | | |
|---------------------------|---------------|-------------------------|
| a. History & Geography: 5 | d. Art: 7 | g. Citizenship: 3 |
| b. PE : 4 | e. Spanish: 8 | h. Computer Studies: 6. |
| c. Mathematics: 2 | f. French: 1 | |

Pour aider les élèves à acquérir davantage de lexique dans le domaine des loisirs, téléchargez la fiche illustrée Hobbies.

2 Complétez les énoncés avec les mots suivants.

- | | |
|--|---------------------------------------|
| a. I play games on Facebook. | d. I watch videos on YouTube. |
| b. I send and receive messages on Skype. | e. I chat on Skype. |
| c. I post photos on Instagram and Snapchat. | f. I listen to music on Deezer |

3 Complétez les énoncés avec le verbe « être » conjugué au présent.

- | | |
|---------------------------------------|---|
| a. I am 17 years old. | d. They are 16 years old. |
| b. He is crazy about baseball. | e. We are at school. |
| c. Her name is Laura. | f. How are you? I am fine, thank you. |

4 Choisissez le mot interrogatif qui convient.

- a. **When** do you play football? I play football on Sundays.
b. **How** are you? I'm fine, thank you.
c. **Where** do you live? I live in Cadaques, Spain.
d. **What** is your favourite school subject? My favourite subject is PE.

5 Trouvez les questions qui correspondent aux réponses.

1. **How old are you?** I'm 17 years old.
2. **Do you like going bowling?** Yes, I do. I'm crazy about bowling!
3. **What's your name?** My name is Patrick Anderson.
4. **Where do you live?** I live in Chicago, USA.
5. **What do you study?** I study languages.

6 Conjuguez les verbes au présent simple.

- a. Paul **lives** in Scotland with his parents and his two brothers.
b. He **likes** Maths but he **prefers** History.
c. His girlfriend **likes** PE and Maths.
d. I **enjoy** chatting online with my friends.
e. Tania **plays** the guitar. She **is** crazy about music.

7 Choisissez « his » ou « her ».

- a. Tom is 17. **His** favourite sport is rugby.
b. Tom has a girlfriend. **Her** first name is Anna.
c. Kim has a boyfriend: Lucas. **His** nationality is American.
d. Anna likes dancing but **her** favourite hobby is chatting online.

8 Présentez cet acteur célèbre à partir des informations fournies.

Réponse possible :

Hugh Jackman is an actor. He is 46 years old. He lives in New York City. He has two children. In his free time, he likes swimming and body-building.

Téléchargez trois exercices supplémentaires (ONLINE TRAINING exercices 1, 2 et 3) pour aller plus loin et varier vos activités. Travail en autonomie possible. Utilisable dans le cadre d'une pédagogie différenciée.

SOUNDS GOOD!

A Écoutez les différentes prononciations de la lettre “s” lorsque c’est la marque de la troisième personne au présent de l’indicatif.

CD1 Track 6

he likes / he plays / he dances

B Écoutez et classez les verbes. Puis répétez.

CD1 Track 7

a. he likes b. she prefers c. he works d. he watches e. she hates
f. he loves g. she plays h. he comes i. she starts

/s/	/z/	/iz/
he likes he works she hates she starts	she prefers he loves she plays he comes	he watches

Page 22 – CCF PREP 1 Parties 1 et 2

Partie 1 Introduire le sujet de son exposé

1 Écoutez et repérez les éléments que vous entendez dans ce début d’exposé sur Beyoncé.

CD1 Track 8

a. Today, I will speak about Beyoncé.
b. She is a famous American singer.
c. She was born on September 4, 1981.
d. She lives in the USA.
e. She is married to Jay-Z and they have two children.

2 Présentez Jay-Z d’après les éléments ci-dessous en vous aidant des expressions de l’exercice 1.

Réponse possible :

Today, I’d like to talk about Jay-Z. He is a famous American rapper and a music producer. He was born on December 4, 1969. His house is located In New York. He is married to Beyoncé and they have two children.

Partie 2 S'entraîner à répondre à des questions sur un personnage

3 Associez les questions sur Beyoncé et Jay-Z (a-e) aux réponses (1-5). Puis écoutez et vérifiez.

CDI Track 9

- a. How many children do they have? They have 2 children.
- b. Where do they live? They live in New York City.
- c. What is their occupation? They are singers
- d. How old are they today? Beyoncé is 34 and Jay-Z is 46
- e. What type of music do they play? They sing rap, hip hop, and R&B.

a-4 / b-2 / c-1 / d-3 / e-5

4 Formulez des réponses complètes à partir des éléments proposés.

Réponses possibles :

Beyoncé and Jay-Z are singers. They live in New York City. Today, they are 34 and 46. They have two children. They sing hip, hop, rap and R&B.

5 Écoutez les questions et répondez à l'aide de l'exercice 1.

CDI Track 10

- a. What is the name of their house?
- b. What nationality are they?
- c. What's Beyoncé's famous song?

- a. Their house is called "Sancastle".
- b. They are American.
- c. *Drunk In Love* is Beyoncé's famous song.

Page 23 - CCF PREP 2 Partie 3

Partie 3 Comprendre un article sur une célébrité

Répondez aux questions.

- 1. Il s'agit d'un article sur Brooklyn Beckham.
- 2. Brooklyn est un garçon poli, raisonnable et amical.
- 3. Il a déjà joué (fait un essai) dans l'équipe de Manchester United et s'est entraîné avec l'équipe de Fulham.
- 4. David Beckham ne souhaite pas à tout prix que ses enfants soient des joueurs professionnels. L'important pour lui c'est que ses enfants prennent du plaisir à jouer au football.
- 5. Il ne souhaite pas non plus que ses enfants l'imitent en ce qui concerne les tatouages.

Page 24 – FINAL TASK 1 Play a Speed Meeting Game

Cette tâche finale sera réalisée en petits groupes étape par étape.

Pour gagner du temps et permettre aux élèves de travailler en autonomie, téléchargez la fiche à compléter et photocopiez-la pour chaque groupe ou chaque élève.

Cette fiche reprend les rubriques de la fiche page 24 du manuel mais est beaucoup plus détaillée, ce qui facilitera le travail des élèves :

Nom du fichier : FTF01.doc

UNIT 2

Special Events

Cette unité sera l'occasion d'une ouverture culturelle. La tâche finale pourra être réalisée dans le cadre d'un **travail interdisciplinaire** (arts appliqués / anglais) ou dans le cadre des **Enseignements Généraux Liés à la Spécialité (EGLS)** (économie-gestion / arts appliqués / anglais).

Au travers de tâches de communication en lien avec différents événements culturels, cette unité permet d'acquérir les connaissances culturelles et linguistiques suivantes :

- Se cultiver et se divertir (concerts, événements sportifs, des festivals à thème, cinéma...);
- Reconnaître et prononcer les sons /θ/ et /ð/ ;
- Situer dans l'espace (there is / there are) ;
- Situer dans le temps (futur) ;
- Interroger (What about...? Would you like...?).

SPOTS / FINAL TASK

	Les activités	Les bonus à télécharger	Training / Sounds Good!
SPOT 1 Tomorrowland Festival Demander ou donner des informations sur un événement (EOI – A2)	Deux activités courtes (A et B) pour amener les élèves à réaliser un court dialogue.	WORD CARD Events Cette fiche illustrée permet de mémoriser d'autres noms d'événements	Training ex. 6 et 7
SPOT 2 Minnesota Renaissance Festival Présenter un événement à partir d'un flyer (CE, EOC – A2)	Deux activités courtes d'entraînement à l'oral (C et D) pour amener les élèves à présenter sommairement un événement culturel.	ONLINE TRAINING Celebrations	Sounds Good! Prononciation /θ/ et /ð/ Training ex. 2 et 3
SPOT 3 Invitation to a Premiere Comprendre et rédiger un message d'invitation (CE, EE – A2)	Un travail progressif de compréhension (activités E et F) d'un message électronique d'invitation qui amènera l'élève à rédiger par mimétisme un autre message d'invitation.	ONLINE TRAINING A Professional Email	Training ex. 4 et 5
SPOT 4 Celebrating a Public Holiday Comprendre une vidéo sur une fête nationale (CO – A2)	Vidéo disponible via : - le flash code - l'URL - sur le compte YouTube des éditions Foucher	ONLINE TRAINING Saint Patrick's Day Fiche VIDEO TIME complète U02_Apprentice_ANG: avec consignes en anglais U02_Apprentice_FR: avec consignes en français U02_Apprentice_CORR: corrigé	Training ex. 1
FINAL TASK 2 Present an Event (EE et EOC – A2)	Cette tâche finale sera réalisée en petits groupes ou individuellement étape par étape.	FTF02.doc	

CCF PREP

Se préparer aux différentes parties du CCF et travailler les stratégies nécessaires aux apprentissages en EOC, EOI et CE.

		Nature des supports utilisés
CCF PREP 3	Partie 1 Présenter les éléments importants de l'affiche d'une manifestation sportive	Audio
	Partie 2 Faire des réponses courtes	Activités à l'écrit
CCF PREP 6	Partie 3 Comprendre un article sur un lieu d'exception Répondre aux questions de compréhension et acquérir une démarche pour comprendre l'article.	Texte : Louis Vuitton Museum To Open October in Paris

Page 25 – Ouverture de l'unité

Cette page est l'occasion d'une réactivation de quelques noms d'événements et de l'expression de la date.

1 Match the documents with the corresponding sentences.

- a. document 1 b. document 3 c. document 4 d. document 2

Page 26 – SPOT 1 Tomorrowland Festival

ACTIVITY A / Going Out

1 Look at the photo and select the correct answers.

- a. The photo shows a theme park. b. It takes place outdoors.

2 Listen to the conversation between Victoria and Terry and choose the correct details.

CD1 Track 11

Terry: Hello!

Victoria: Hello, this is Victoria.

Terry: Hi Victoria, how are you?

Victoria: Fine, thanks. What about you?

Terry: Fine. I'm calling because I've just seen the programme of Tomorrowland festival. Would you like to go to one of the concerts with me?

Victoria: Yes, I'd love to. When is it?

Terry: Well, there are several possible dates. The festival starts on July 18th and finishes on the 27th. There are concerts over both weekends.

Victoria: Well, I'd rather go on the first weekend.

Terry: All right. Well... the first weekend... Wow!! There are terrific DJs! We've got the choice between Paper Diamond, Yellow Claw, Team 140, Geck-O...

Victoria: Oh, Geck-O. He's absolutely my favourite!

Terry: OK! What about choosing that one?

Victoria: Yes, for sure!!

Terry: That's OK for me. So, that will be on Saturday the 19th.

Victoria: OK! Great! Where can we meet?

Terry: Well, let's meet at Boom railway station.

Victoria: At what time is it?

Terry: It's at 7:30 pm. Be ready to dance all night long!! Hope it won't rain...

Victoria: It won't! Thank you for your invitation! Bye!

Terry: Bye!

- a. An invitation to a concert. b. The day: Saturday 19th c. The concert: Geck-O
d. The time: 7:30 pm e. Victoria's decision: yes

SPOTLIGHT

Ces questions servent à inviter.

Would you like...? est suivie d'un verbe en TO.

What about...? est suivi d'un verbe en -ing.

L'heure est introduite par AT, la date par ON et le lieu par IN.

ACTIVITY B / Inviting a Friend

Questions et réponses possibles :

Student A: What about going to one of the concerts with me?

Student B: Yes, I'd love to.

Student A: Would you like to see Yves V concert?

Student B: I'd prefer Wolfpack concert. When is it?

Student A: It's on July 26th.

Student B: What time is it?

Student A: It's at 8 pm.

Student B: Where can we meet?

Student A: We can meet at the cinema / park / town centre...

TASK 1

4 Work in pairs. Invite a classmate to a concert or to the cinema.

Réponses libres.

Page 27 – SPOT 2 Minnesota Renaissance Festival

ACTIVITY C / The Flyer

5 Match the parts of the flyer and the titles.

The name of the festival and picture are at the top of the flyer.

The activities are described in the middle of the flyer.

The practical information are at the bottom of the flyer.

ACTIVITY D / The Event

6 Read the flyer and choose the correct answers.

- a. The flyer is about a Renaissance festival.
- b. It takes place from August 16th to September 28th.
- c. It's in Minnesota.
- d. It is from 9am to 7pm.

7 Find the English equivalents in the second part of the flyer.

- a. *des sirènes et des fées* : mermaids and fairies
- b. *des stands* : booths
- c. *des weekends à thème* : themed weekends
- d. *divertissement* : entertainment
- e. *des joutes* : jousting

8 True or False.

a. False

b. True

c. False

d. False

TASK 2

9 Read the poster page 115 and briefly present the event (type of event, dates, location...).

Réponses possibles :

There is a sports festival in Century City from March 19th to March 22nd. On March 20th there is a 10km road race and a 2.5km family run or walk. There are also junior canoe marathons and circuit cycling races. The details are on the website: www.centurycity.co.za

Page 28 – SPOT 3 Invitation to a Premiere

ACTIVITY E / Receiving an Invitation by Email

1 Read the email and find the following information.

a. Jasmine Stuart

b. jasmine.stuart@gaumont.com

c. Mr Martin

d. n.martin@free.uk

e. Gaumont event

f. Thursday October 17th

g. from 2pm to 6pm

h. Gaumont event, then a dinner.

i. Grand Hotel in London

j. presentation of the latest block-busters films and services

2 Read the email again and find the English equivalents:

a. our best customers (§2)

b. an opportunity (§2)

c. please find attached (§3)

d. an agenda (§3)

e. we look forward to (§3)

f. available (§4)

SPOTLIGHT

WILL indique que le verbe est conjugué au futur.

NEXT MONTH est le marqueur de temps du futur.

ACTIVITY F / Gaumont Event

3 Find the English equivalents in document B.

a. screenings

b. transferable

c. admittance

d. recording

4 Answer the questions.

a. It is a personal invitation to the Gaumont event.

b. The cinema opens at 1:30 pm.

c. The cinema is located at Leicester Square in London.

d. No, you can't.

e. No, you can't. It's non-transferable.

TASK 3

5 You're in charge of contacting the partners of your school (directors of companies, tutors...) by email to invite them to your school's Open Day.

Réponse personnelle.

Page 29 – SPOT 4 Celebrating a Public Holiday

VIDEO TIME Saint Patrick's Day In Belfast 2014

PART 1-2

Well, thousands of people took to the streets of Belfast earlier, as the city celebrated Saint Patrick's Day one day early.

PART 1-3

The skies may have been grey, but the streets were alive with energy and creativity.

"It took about three weeks to paint the thing, and then we added all these things onto it."

Hundreds thronged through the city centre as part of a carnival featuring time machines and even a flying De Lorian. Thousands watched on as the city celebrated Saint Patrick one day early.

"We've gone for the closest Sunday to Saint Patrick's Day so all the people in the city can participate because unfortunately Saint Patrick's Day isn't a public holiday. Some of our schools are in on Saint Patrick's Day and many of our people are at work."

PART 1-4

And the soundtrack for the day: a specially-written song about Belfast.

Plenty of street dancing created rhythm while a lone pipe band added its sounds to the day.

The parade culminated at Custom House Square, where crowds were entertained by a mix of local and Asian dance.

PART 1-5

"So colourful, so green. Everyone is happy without being noisy, and everyone is just enjoying the party so it's great!"

"It's great, it's such a good atmosphere, good fun, you know, so... Everyone on form, and good weather as well – helps, you know, so..."

PART 1-6

"It's just been a really nice vibe to be honest, like, there's nice parades, face painting..."

"And Irish dancing. We've never seen that before. We will be back."

"Yeah, definitely!"

There was also the opportunity for impromptu sing-alongs and the odd selfie before X-Factor's Shayne Ward took to the stage, as Belfast prepares to celebrate the Saint Patrick's Day spirit over two days.

And we have more on the parade and images of celebrations round the world on our website, plus we have a special Saint Patrick's Day programme tomorrow night at twenty-five to eleven.

PART 1 Watch the whole video

1 Select the correct answers.

- The report shows the parade and the other celebrations.
- The report shows children and adults celebrating.

2 Put the elements in the order you see them.

- a. 1 b. 5 c. 3 d. 2 e. 4

PART 2 Watch the video from the beginning to 0:06

3 Complete the script.

Thousands of people took to the streets of Belfast earlier, as the city celebrated Saint Patrick's Day one day early.

PART 3 Watch the video from 0:07 to 0:39

4 Match the beginnings of the sentences to their ends.

- a/3. The skies may have been green but the streets were alive with energy and creativity.
b/2. Hundreds thronged through the city centre as part of a carnival featuring time machines and even a flying De Lorian.
c/1. Thousands watched on as the city celebrated Saint Patrick one day early.

PART 4 Watch the video from 0:40 to 1:18

5 True or False?

	TRUE	FALSE
a. You can hear a song especially written for the celebration of Saint Patrick's Day in Belfast.	X	
b. There are no street dancers.		X
c. Traditional music bands play Irish music in the streets.	X	
d. Green is omnipresent.	X	

PART 5 Watch the video from 1:19 to 1:41

6 Tick the words you hear.

nice – good weather – face painting.

What do you conclude? People have a positive opinion of the event.

PART 6 Watch the video from 1:42 to the end

7 Answer the questions in English.

- a. They sing, they dance, they do selfies, they look at parades and shows, they do face painting.
b. No, it doesn't. It lasts two days.
c. You can find more on the parade plus images of celebrations round the world.
d. It's the day after at twenty-five to eleven.

Pages 30/31 – TRAINING

1 Associez ces dates aux fêtes correspondantes.

- a. Saint Patrick's Day: March 17th b. Halloween: October 31st
c. US Independence Day: July 4th d. Boxing Day: December 26th
e. New Year's Eve: December 31st f. Labor Day: May 1st

2 Complétez avec *There is* ou *There are*.

- a. At our school there is a gymnasium and a stadium.
- b. There is an Open Day every year.
- c. There are training periods twice a year.
- d. There is a parents-teacher meeting in November.
- e. There are two breaks per day.

Pour aider les élèves à acquérir davantage de lexique dans le domaine des fêtes et événements, téléchargez la fiche illustrée *Events*.

3 Dites les dates suivantes en anglais.

- a. le 6 mai 1998 : May the sixth nineteen ninety-eight.
- b. le 2 décembre 1973 : December the second nineteen seventy-three
- c. le 1^{er} janvier 1860 : January the first eighteen sixty.
- d. le 17 mars 1754 : March the seventeenth seventeen fifty-four.
- e. le 30 juin 2014 : June the thirtieth two thousand and fourteen.

4 Sélectionnez les marqueurs de temps du futur.

tomorrow – next week – soon

5 Dites en anglais.

- a. I will celebrate my birthday...
- b. My next holidays will start...
- c. My next English lesson will be...
- d. I'll be twenty...
- e. I'll go to the cinema...

6 Complétez par *in*, *at* ou *on*.

- a. The next school holidays are in October.
- b. On Monday, the English lesson starts at 1.30 pm.
- c. Next month, there will be an international tennis competition in Paris.
- d. The flash mob will take place on December 5th in the town centre.
- e. The concert will start at 8.30 pm.

Téléchargez trois exercices supplémentaires (ONLINE TRAINING exercices 4, 5 et 6) pour aller plus loin et varier vos activités. Travail en autonomie possible. Utilisable dans le cadre d'une pédagogie différenciée.

SOUNDS GOOD!

A Écoutez et répétez.

CDI Track 12

there – birthday

B Écoutez et classez les mots suivants.

CDI Track 13

this – themed – thirteen – that – Thursday – their – three – they – fourth – the

/θ/	/ð/
thirteen – Thursday – three – fourth – themed	that – their – they – the – this

Page 32 – CCF PREP 3 Parties 1 et 2

Partie 1 Présenter les éléments importants de l'affiche d'une manifestation sportive

1 Lisez l'affiche et choisissez les éléments qui conviennent. Puis, écoutez et vérifiez.

CD1 Track 14

- a. I would like to speak about a tennis exhibition.
- b. It will take place at the National Tennis Centre.
- c. Admission is \$10 for adults and free for children.
- d. Many tennis stars will be present.
- e. There are many sponsors.
- f. You can buy your tickets at many different places.

2 Utilisez les éléments ci-dessous pour présenter l'événement suivant.

Présentation possible :

I would like to speak about the Sports Day which will take place at Oxford University. It's on June 11th from 9.00am to 6.00pm. There will be tournaments, volleyball, basketball, aerobics, cardio fitness. There will also be a concert at 9.00pm. Admission for the concert is £10.

Partie 2 Faire des réponses courtes

3 Lisez les questions portant sur l'affiche et associez-leur les réponses correspondantes.

a-2 / b-5 / c-4/ d-1 / e-3

4 A partir de l'affiche, apportez des réponses courtes aux questions suivantes.

- a. No, it isn't. It's at 3pm.
- b. No, it won't. It will take place on December 5th.
- c. Yes, they will.

Page 33 – CCF PREP 4 Partie 3

Partie 3 Comprendre un article sur un lieu d'exception

Répondez aux questions.

- a. Il s'agit d'un article sur le musée Louis Vuitton.
- b. Ce bâtiment se trouve dans le Jardin d'Acclimatation dans la banlieue de Paris. Ce musée de 11 706 m² est composé de onze galeries.
- c. Non, ce lieu pourra aussi accueillir divers événements.
- d. Selon lui, il ressemble à un nuage de verre et à des voiles.
- e. La première exposition portera sur le développement du musée et elle se tiendra jusqu'au 5 janvier 2015.

Page 34 – FINAL TASK 2 Present an Event

Cette tâche finale sera réalisée en petits groupes ou individuellement étape par étape.

Pour gagner du temps et permettre aux élèves de travailler en autonomie, téléchargez la fiche à compléter et photocopiez-la pour chaque groupe ou chaque élève.

Cette fiche reprend les rubriques de la fiche page 34 du manuel mais est beaucoup plus détaillée, ce qui facilitera le travail des élèves :

Nom du fichier : FTF02.doc

Culture Blog

Pop Art and Street Art

Page 35

1. Frank Shepard Fairey (1970-)

CD1 Track 15

Frank Shepard Fairey

Frank Shepard Fairey was born in Charleston in 1970. He became involved with Street Art at the age of 14. As he loved skateboarding, he started to create and place stickers on skateboards and drawings on T-shirts. When he was 18, he was accepted at the famous Rhode Island School of Design, where he studied for 4 years. Heavily influenced by Andy Warhol's work, he became very famous during the 2008 Obama presidential campaign, thanks to his poster called "Hope". He lives in Los Angeles with his wife and two daughters.

Listen and complete the information card.

Nationality: American	Age when entering the Rhode Island School of Design: 18
Art movement: Street Art	Length of studies: 4 years
Favourite sport when a teenager: Skateboarding	Artist's influence: Andy Warhol
First creations: stickers for skateboards and drawings for T-shirts.	World-famous poster: "Hope"

2. Andy Warhol, the Prince of Pop Art

Say if these statements are right or wrong. Justify your answers.

a. Andy Warhol was an impressionist painter.

Wrong. He was the Prince of Pop Art.

b. His paintings mainly represented nature.

Wrong. He painted realistic pictures of everyday items.

c. Painting was not his only passion.

Right. He was a painter, filmmaker, music producer, photographer, sculptor and writer.

Page 36

3. Street Art Forms

Read the definitions and match the words to the photos.

1. **graffiti artwork:** simple written words or elaborate paintings on walls. **Picture d**

2. **sticker art:** stickers* that are placed on vehicles, doors, road signs... **Picture b**

3. **street installation:** 3D objects that are installed in streets or parks like sculptures. **Picture c**
4. **video projection:** projection of images or messages on building walls. **Picture a**

4 A Mysterious Artist

Read the document and explain in French what you have understood about this artist.

Expression personnelle.

QUIZ

CDI Track 16

1. The Pop Art movement began in the 50s in Great Britain.
2. Graffiti is done with spray paint and marker pens.
3. Street Art is also called urban art.
4. Andy Warhol was American.
5. Yarn Bombing is a form of Street Art using knitting.

UNIT 3

Job Profiles

Cette unité en lien avec le domaine professionnel pourra être mise en œuvre au moment du premier stage en entreprise.

Elle pourrait aussi être utilisée dans le cadre d'un **travail interdisciplinaire** (enseignement professionnel – anglais).

D'autres fiches métiers correspondant à des domaines professionnels précis pourraient être proposées à l'issue de l'unité.

Au travers de tâches de communication en lien avec différents métiers, cette unité permet d'acquérir les connaissances culturelles et linguistiques suivantes :

- *Étudier et travailler* (culture et lexique du monde professionnel) ;
- *Reconnaître et prononcer les sons /h/ et /w/* dans les mots interrogatifs ;
- *Répondre* (présent simple : forme négative) ;
- Nuancer son propos (modal : could).

SPOTS / FINAL TASK

	Les activités	Les bonus à télécharger	Training / Sounds Good!
SPOT 1 Jobs and Tasks Comprendre des informations sur des activités professionnelles (CO – A2)	Deux activités courtes (A et B) pour amener les élèves à réussir la tâche intermédiaire	WORD CARD Jobs Cette fiche illustrée permet de mémoriser d'autres noms de métiers et propose des exercices supplémentaires.	Training ex. 2 et 3
SPOT 2 Job Details Demander ou donner des informations sur des activités professionnelles (EOI – A2)	Deux activités courtes d'entraînement à l'oral (C et D) pour amener les élèves à réussir la tâche	ONLINE TRAINING Work Places	Sounds Good! Prononciation /h/ et /w/ Training ex. 1 et 4
SPOT 3 Choosing a Career Comprendre une fiche métier (CE – A2+)	Un travail progressif de compréhension d'une fiche métier authentique (Activity E)	ONLINE TRAINING Qualities and Skills ONLINE TRAINING Jobs and Tools	Training ex. 5 et 6
SPOT 4 My Apprenticeship Comprendre une présentation professionnelle simple (CO – A2)	Vidéo disponible via : - le flash code - l'URL - sur le compte YouTube des éditions Foucher	Fiche VIDEO TIME complète 03_Apprentice_ANG: avec consignes en anglais 03_Apprentice_FR: avec consignes en français 03_Apprentice_CORR: corrigé	
FINAL TASK 3 Create a Job Description Flyer (CE et EE – A2+)	Cette tâche finale sera réalisée en petits groupes ou individuellement étape par étape.	FTF03.doc	

CCF PREP

Se préparer aux différentes parties du CCF et travailler les stratégies nécessaires aux apprentissages en EOC, EOI et CE.

		Nature des supports utilisés
CCF PREP 5	Partie 1 Présenter un métier Présenter les métiers de croupier et de greenkeeper	Audio : présentation d'un métier et support écrit à compléter
	Partie 2 Identifier une demande et formuler une réponse pertinente Répondre aux questions pour donner des informations sur les métiers de make-up artist et window fitter	Audio : questions enregistrées auxquelles les élèves s'entraînent à répondre oralement.
CCF PREP 6	Partie 3 Comprendre un article sur un métier Répondre aux questions de compréhension et acquérir une démarche pour comprendre l'article.	Texte : Job Profile Taxi Driver

Page 37 – Ouverture de l'unité

Cette page est un premier pas dans le domaine du monde professionnel qui permettra de faire découvrir ou de réactiver quelques métiers et activités professionnelles.

1 Find the jobs corresponding to Pictures A, B and C.

A = electrician

B = shop assistant

C = dog groomer

2 Listen and match their names and their jobs.

CD1 Track 17

Caroline: Hi! I'm Caroline and I'm an electrician. I install and repair electrical circuits and wiring.

Rick: Hello! As for me, I'm a shop assistant. I sell motorbikes and accessories. I advise and serve clients. Oh I forgot! My name is Rick!

Jess: Hello! I'm Jess. I love animals, especially dogs. So I'm a dog groomer. My task is to wash and shave dogs.

Caroline is an electrician.

Rick is a shop-assistant.

Jess is a dog groomer.

3. Find the English for.

a. install

b. wash

c. sell

d. shave

e. advise

Page 38 – SPOT 1 Jobs and Tasks

ACTIVITY A / Job Profiles

1 Match the jobs and the corresponding profiles.

Job A: dressmaker = Profile 3

Job C: beautician = Profile 4

Job B: plumber = Profile 1

Job D: prop maker = Profile 2

2 Find the English for.

a. create realistic looking objects

c. create made-to-measure clothing

b. carry out treatments

d. service and repair water pipes

3 Listen and tick the correct information about Lynn's job.

CDI Track 18

Reporter: Hi, Lynn! I'd like to ask you a few questions about your job. Would you agree to answer, please?

Lynn: Yes, OK.

Reporter: Good, thank you. First, what do you do?

Lynn: I'm a sports coach.

Reporter: Oh! A sports coach! I need one! What company do you work for?

Lynn: I work for UK All Sports.

Reporter: Where do you work?

Lynn: I work in a leisure centre in Manchester.

Reporter: What does your job consist of?

Lynn: Well, err... There is a lot to do! I mainly help people participating in sports.

Reporter: That must be very rewarding. And what are your other responsibilities?

Lynn: I organise programmes of activities and I also encourage people to develop skills, that's the part I like the best!

Reporter: Thank you Lynn. I can see you are really enthusiastic about your job. I think I'll come to your leisure centre and take part in some of the sports activities!

Job title: sports coach

Company: UK All Sports

Location: leisure centre in Manchester

Main function of job: She helps people participating in sports.

Other responsibilities: She organises programmes of activities. And she encourages participants to develop skills.

TASK 1

4 Listen and write the information about Bradley's job.

CD1 Track 19

Reporter: Hello, Bradley! I work for Bang Radio. Can I ask you a few questions about your job, please?

Bradley: Oh, yes! Go ahead!

Reporter: Good, thank you. What do you do?

Bradley: I'm a satellite TV technician.

Reporter: A satellite TV technician! Very useful job! What company do you work for?

Bradley: I work for London Satellite Systems.

Reporter: Oh! Yes! I know that company! Where do you work?

Bradley: I work in the City of London.

Reporter: What does your job consist of?

Bradley: Well, err... I install and service satellite systems.

Reporter: I suppose there is a lot to do! There are so many buildings and installations in London!

Bradley: Oh yes! I can work in many different places!

Reporter: That must be very interesting! What are your other responsibilities?

Bradley: Well, part of my job is to inspect and test old equipment and if necessary repair or change it.

Reporter: Thank you Bradley. See you soon on Bang Radio!

Son métier : installateur de paraboles pour TV / installateur-antenniste (satellite TV technician)

Le nom de son entreprise : London Satellite Systems

Son lieu de travail : le centre de Londres

Ses activités : installer et entretenir des systèmes de réception paraboliques.

Ses autres responsabilités : inspecter et tester les équipements plus anciens, les réparer ou les changer si nécessaire.

Page 39 – SPOT 2 Job Details

ACTIVITY C / What Do They Do?

5 Match questions and answers. Then listen and check.

CD1 Track 20

a. What do you do? I'm a machinist.

b. Where do you work? I work in a plant in Detroit.

c. What company do you work for? I work for Ford Motor Company.

d. What does your job consist of? I operate machines that produce parts for motor vehicles.

ACTIVITY D / Interviewing Workers

6 Work in pairs. You are Will or Megan. Ask and answer questions about your jobs.

Questions/ réponses possibles :

What do you do? I'm a shop assistant / a DJ.
Where do you work? I work in a commercial centre in NYC / in a local radio station in Miami.
What company do you work for? I work for JackRabbit sports / for Big Time Radio.
What does your job consist of? I serve and advise customers / I broadcast music and commercials...

SPOTLIGHT

Does est utilisé à la 3^e personne du singulier au présent.
La réponse b se traduit « Je suis opérateur régleur. » Il n'y a pas d'article indéfini en français alors qu'en anglais, on utilise *a* ou *an* pour dire son métier (*I'm a machinist*).

TASK 2

7 Work in pairs. Ask and answer questions to complete the job details.

Questions/ débuts de réponses possibles :

Student A: What do you do?	Student B: I'm a...
Student A: Where do you work?	Student B: I work in...
Student A: What company do you work for?	Student B: I work for...
Student A: What does your job consist of?	Student: I...

Page 40 – SPOT 3 Choosing a Career

ACTIVITY E / Careers Advice

1 Match the parts of the document (1-4) and the type of information.

- a. Qualifications = Part 3
- c. Salary and working hours = Part 4
- b. Responsibilities and tasks = Part 1
- d. The qualities you need = Part 2

2 Find the English for:

- a. be responsible for (§1)
- c. work with the public (§1)
- e. apprenticeship (§3)
- b. look after (§1)
- d. need (§2)

3 Answer the questions.

- a. Who could be interested in this job? People who are interested in animals and who want to work with the public could be interested in this job.
- b. What sort of experience could be appreciated? Experience of working with animals or in a customer service environment could be appreciated.

SPOTLIGHT

La phrase a est à la forme négative. Sa structure est : do + not + base verbale.
L'énoncé b se traduit par « Cela pourrait être votre travail » (conditionnel).

TASK 3

4 Read the document page 40 and complete the form in French to help a friend who is interested in the job.

a. Métier : vendeur en pièces détachées (pièces de rechange et accessoires) pour automobiles.

b. Responsabilités essentielles : vente de pièces détachées (pièces de rechange) à des particuliers ou des garages. Conseils, préparations de commandes et livraisons.

c. Qualités requises : être patient, méticuleux. Avoir de bonne connaissance en mécanique automobile et des compétences en TIC.

d. Expérience demandée : aucune, mais une expérience dans le secteur automobile serait appréciée.

e. Formation possible : apprentissage

f. Horaire hebdomadaire : 37 à 40 heures par semaine

g. Salaire : 14 000 Livres Sterling par an et plus (= environ 19 700 euros)

Page 41 – SPOT 4 My Apprenticeship

VIDEO TIME Ebony Cera – Apprentice Electrician

PART 1-2

Hi, I'm Ebony. I'm nineteen and I'm an apprentice electrician.

PART 1-3

I've always been interested in electrical work. Just how one little thing goes wrong and it affects a whole big circuit.

PART 1-4

I was very nervous to start a trade that is definitely male-dominated. Everyone is extremely supportive of females. It's as easy as going online and finding the right website, the right job for you.

PART 1-5

Being an electrician is a passion. I love that you get to learn while you work. I think an apprenticeship is a great opportunity for anyone. It can be a little bit of hard work but to get the end result of being fully qualified at something and, you know, chasing your dreams, it's great, fantastic!

PART 1 Watch the whole video

1 Answer the questions.

What does she do? She is an apprentice electrician.

Does she work alone or with a tutor? She works with a tutor.

Is she happy to work there? Yes, she looks very happy. She is smiling.

2 Select the correct answer according to what you see.

She works in a factory.

This company produces clothes.

PART 2 Watch the video from the beginning to 0:15

3 Fill in her personal information.

Name: Ebony

Age: 19

Job: electrician

PART 3 Watch the video from 0:15 to 0:25

4 Tick true or false.

	True	False
a. She has always been interested in electrical work.	X	
b. She likes understanding how one little thing can affect the whole big circuit.	X	
c. She doesn't like it when she can't repair the whole big circuit.		X

PART 4 Watch the video from 0:25 to 0:41

5 Tick the sentences corresponding to what she explains.

Il y a plus d'hommes que de femmes dans ce secteur.

Tout le monde essaie d'aider les femmes qui veulent travailler dans ce secteur.

6 Select the correct words.

I was very **nervous** to start a trade that is definitely **male-dominated**.

Everybody is extremely supportive of **females**.

7 Find the English expression that means:

dominé par les hommes : male-dominated

soutenir quelqu'un : be supportive of

PART 5 Watch the video from 0:41 to the end

8 Answer the questions.

a. What is a passion for her? Being an electrician is a passion.

b. What is a great opportunity for anyone? Being an apprentice is a great opportunity for anyone.

9 Choose the exact words. Then translate the sentences orally.

a. She loves **learning** while working. *Elle adore apprendre tout en travaillant.*

b. It can be a little bit of **hard work**... *Cela peut être dur/difficile...*

c. ...but to get **the end result** of being fully qualified at something
...mais c'est pour réussir à la fin à être vraiment qualifié(e) en quelque chose

d. ...and you are **chasing your dreams**.

...et vous poursuivez vos rêves.

10 Complete her last sentence.

It's great, **fantastic**!

PART 6 Give your opinion.

11 Answer these questions personally.

a. Would you like to be an apprentice? Where would you like to work?

b. Do you think it is difficult to work in a male/female-dominated sector? Why? Why not?

Réponses libres

Pages 42/43 – TRAINING

1 Mots cachés. Rayez dans la grille la traduction en anglais des 10 métiers représentés ci-dessous. Recopiez les lettres restantes pour découvrir la phrase mystère.

N	A	M	E	C	I	L	O	P	R	I	C
W	T	O	U	P	L	U	M	B	E	R	I
L	E	A	C	T	O	R	D	L	D	I	N
N	A	I	C	I	R	T	C	E	L	E	A
K	C	H	C	A	O	C	E	T	E	O	H
F	H	I	N	D	A	J	O	B	W	A	C
B	E	A	U	T	I	C	I	A	N	B	E
R	R	E	T	N	I	A	P	O	A	D	M

Métiers à retrouver :

← Policeman

→ Plumber

→ Actor

← Electrician

← Coach

← Painter

↓ Teacher

↑ Welder

↑ Mechanic

La phrase mystère est : I would like to find a job abroad.

2 Associez les éléments par paires pour former des noms de métier.

Shop assistant – disc jockey – sports coach – dog groomer – prop maker

Pour aider les élèves à acquérir davantage de lexique dans le domaine des métiers, téléchargez la fiche illustrée Jobs.

3 Ajoutez les verbes à la forme qui convient pour indiquer les tâches correspondant à ces métiers.

a. He **creates** websites. He is a web designer.

b. He **installs** and **services** satellite systems. He is a satellite TV technician

c. She **takes** payments. She is a cashier.

d. She **advises** and **serves** customers. She is a shop assistant.

4 Choisissez le mot interrogatif qui convient.

a. **Where** do you work? I work in a factory.

b. **What** do you do? I work as a maintenance technician.

c. **What** does your job consist of? I service and repair production machines.

d. **How much** do you earn per year? I earn about \$19,500 per year.

5 Complétez ces énoncés avec *could* et le verbe donné. Puis traduisez les énoncés complétés.

a. A big company **could offer** you a work placement.

Une grande entreprise pourrait vous offrir un stage.

b. Your manager and you **could visit** other companies.

Votre patron et vous pourriez visiter/ rendre visite à d'autres entreprises.

c. You **could improve** your chances to find a job.

Vous pourriez améliorer vos chances de trouver un emploi.

d. That **could be** great! *Cela pourrait être génial!*

6 Mettez ces énoncés à la forme négative.

a. I **don't like / do not like** working with the public.

b. He **doesn't need / does not need** a job.

c. They **don't work / do not work** in the same firm.

d. She **doesn't want / does not want** to be a prop maker.

Téléchargez trois exercices supplémentaires (ONLINE TRAINING exercices 7, 8 et 9) pour aller plus loin et varier vos activités. Travail en autonomie possible. Utilisable dans le cadre d'une pédagogie différenciée.

SOUNDS GOOD!

A Écoutez la prononciation des mots “how” /h/ et “what” /w/ et répétez.

CDI Track 21

how – what

B Écoutez et classez les mots interrogatifs en fonction de leur prononciation. Puis, répétez.

CDI Track 22

what – who – where – when – how – whose – why

/h/	/w/
who – how – whose	what – where – when – why

Page 44 – CCF PREP 5 Parties 1 et 2

Partie 1 Présenter un métier

1 Écoutez et complétez la présentation du métier de croupier.

CDI Track 23

Job title: Croupier

a. If you are interested in games and casinos and if you want to work with the public, croupier could the ideal job for you.

b. A croupier runs the games by spinning the roulette wheel and dealing cards.

c. Croupiers work in casinos. They often work in the evenings and at weekends.

d. They work from 35 to 40 hours per week, but their working hours are very variable.

e. Their starting salary is about £ 11,000 per year

2 Utilisez les éléments ci-dessous pour présenter ce métier.

Présentation possible :

If you are interested in gardening and sports and if you want to work outside, greenkeeper could be the ideal job for you.

A greenkeeper looks after sports grounds.

Greenkeepers work in stadiums, on tennis courts or golf courses. They work on weekdays and at weekends.

They work from 37 to 40 hours per week.

Their starting salary is about £16,500 per year.

Partie 2 Identifier une demande et formuler une réponse pertinente

3 Associez les questions (a-e) aux réponses (1-5). Puis écoutez et vérifiez.

CD1 Track 24

a. How many hours per week does a make-up artist work?

Well, errr... a make-up artist works from 25 to 50 hours per week. But it is variable.

b. Where does a make-up artist work?

A make-up artist generally works in cinema or TV studios, theatres or beauty salons.

c. What does a make-up artist's job consist of?

Well, a make-up artist applies make-up and styles hair for TV presenters, actors, dancers, singers and so on.

d. When does a make-up artist usually work?

A make-up artist usually works in the evenings.

e. How much does a make-up artist earn per year?

Err... A make-up artist earns about £10,000 per year. But you know, it is very variable.

1-c / 2-a / 3-d / 4-e / 5-b

4 Écoutez et répondez aux questions.

CD1 Track 25

a. What does a window fitter's job consist of?

b. Where does a window fitter work?

c. How much does a window fitter earn?

d. When does a window fitter usually work?

e. How many hours per week does a window fitter work?

Réponse possible :

A window fitter installs new or replacement windows.

A window fitter works on building sites, in homes and in companies.

S/he earns about £14,000 per year.

Window fitters generally work on weekdays.

S/he works about 40 hours per week.

5 Entraînez-vous par deux à poser des questions sur les métiers de la page ou d'autres métiers que vous connaissez et répondez-y.

Questions et réponses libres.

Page 45 – CCF PREP 6 Partie 3

Partie 3 Comprendre un article sur un métier

Répondez aux questions.

1. Quel est le sujet du document ? Il s'agit d'un article/d'une fiche profil sur le métier de chauffeur de taxi.

2. Quelles sont les qualités requises ? Un chauffeur de taxi doit conduire prudemment. Il doit également bien s'occuper de ses clients et être capable de planifier son temps.

3. Quelles sont les contraintes de ce métier ? Il faut souvent travailler le soir ou pendant les week-ends. Il faut s'attendre à travailler de 40 à 60 heures par semaine. On passe la plupart du temps sur la route, parfois au milieu d'une circulation intense.

4. Quelles sont les qualifications et documents nécessaires pour exercer ce métier ? Aucune qualification spécifique n'est requise. Cependant, il faut avoir une licence d'exploitation, avoir un casier judiciaire vierge et souvent réussir un examen pour vérifier vos connaissances en géographie.

Page 46 – FINAL TASK 3 Create a Job Description Flyer

Cette tâche finale sera réalisée en petits groupes ou individuellement étape par étape.

Pour gagner du temps et permettre aux élèves de travailler en autonomie, téléchargez la fiche à compléter et photocopiez-la pour chaque groupe ou chaque élève.

Cette fiche reprend les rubriques de la fiche page 46 du manuel mais est beaucoup plus détaillée, ce qui facilitera le travail des élèves :

Nom du fichier : FTF03.doc

UNIT 4

New Horizons

Cette unité à dominante culturelle permet aux élèves d'avoir un aperçu sur certains pays anglophones : la Nouvelle-Zélande, l'Australie, les USA et la Jamaïque.

À travers différentes tâches de communication, cette unité permet d'acquérir les connaissances culturelles et linguistiques suivantes :

- Vivre et agir au quotidien (modes de vie, tourisme) ;
- S'informer et comprendre (références historiques et géographiques) ;
- Reconnaître et prononcer les sons /i :/ (-teen) et /i/ (-ty) dans les nombres ;
- Quantifier (how many... ?) ;
- Interroger (How + adjectif... ?).

SPOTS / FINAL TASK

	Les activités	Les bonus à télécharger	Training / Sounds Good!
SPOT 1 Australian Outlook Comprendre un message pour compléter une fiche sur un pays. (CO – A2+)	Deux activités courtes (A et B) écrites et orales pour amener les élèves à repérer les caractéristiques simples et des informations chiffrées sur un pays.	WORD CARD Countries and Nationalities Cette fiche illustrée permet de mémoriser des noms de pays et les nationalités correspondantes	Training ex. 2, 3, 4, 5 Sounds Good! Prononciation de "ty" et "teen" – Accentuation des syllabes
SPOT 2 Australia Inside Out Demander ou donner des informations sur un pays (EOI – A2+)	Deux activités courtes d'entraînement à l'oral (C et D) pour amener les élèves à comprendre et donner des informations sur un pays	ONLINE TRAINING American Specials English-speaking Countries (1) English-speaking Countries (2)	Training ex. 6 et 7
SPOT 3 American Specials Comprendre un article sur une manifestation spécifique à un pays et en rendre compte en français (CE – B1)	Un travail progressif de compréhension des informations essentielles pour permettre une restitution la plus complète possible en français (Activity E)		
SPOT 4 Jamaica Comprendre un reportage sur un pays (CO – B1)	Vidéo disponible via : - le flash code - l'URL - le compte YouTube des éditions Foucher	Fiche VIDEO TIME complète 04_Jamaica_ANG: avec consignes en anglais 04_Jamaica_FR: avec consignes en français 04_Jamaica_CORR: corrigé	
FINAL TASK 4 Prepare and present a poster about a country (EE et EOC – B1)	Cette tâche finale peut être réalisée individuellement (ou en binôme si l'effectif de la classe est trop nombreux)	FTF04.doc	

CCF PREP

Se préparer aux différentes parties du CCF et travailler les stratégies nécessaires aux apprentissages en EOC, EOI et CE.

		Supports utilisés
CCF PREP 7	Partie 1 Préparer le plan d'un exposé Repérez les expressions de présentations – Regrouper les informations par thèmes ou rubriques	Audio + Fiche synthétique sur un pays
	Partie 2 Anticiper les questions sur un pays Rédigez une liste de questions susceptibles d'être posées sur les rubriques ou sur le pays choisi	Écrit : extrait d'un document de présentation
CCF PREP 8	Partie 3 Comprendre un article sur un pays Répondre aux questions de compréhension et acquérir une démarche pour comprendre l'article.	Texte : Chile, The Quiet South American

Page 47 – Ouverture de l'unité

Cette page permet d'avoir un aperçu sur un pays anglophone méconnu des élèves et part de leurs connaissances. Elle permet de les préparer à acquérir des informations de diverse nature sur différents pays.

1 Look at the photos and choose a caption for each one.

Photo en haut à gauche : A team before the match

Photo en bas à gauche : Maori Lovers

Grande photo : Turquoise sea waters

2 Choose the right information. Then listen and check.

CD1 Track 26

- a. New Zealand's national rugby team is called **the Kiwis or the All Blacks**.
- b. Before a match, the players sing their Haka, a traditional **Maori war song**.
- c. The Maori people wear beautiful **tattoos** as part of their culture.

Page 48 – SPOT 1 Australian Outlook

ACTIVITY A / Features of Australia

1 Look at the map and answer the questions.

- a. Where is Australia located?

It's between the Indian Ocean and the Pacific Ocean (in the southern hemisphere)

- b. How many provinces are there in the country? (There are) seven.

- c. What is the name of the capital city? Canberra.

- d. What are the characteristics of the flag?

It's like the British flag in one corner and there are also some white stars.

2 Listen to Matt and match the different elements.

CD1 Track 27

Hi. I'm Matt, and I am from Darwin. My father is an Aborigine. He is a famous musician and plays the didgeridoo, a typical Aborigine musical instrument. Most Aborigines live in the Northern Territories, where there is a very important place for them: Uluru or Ayers Rock.

a/3. Matt's home city: Darwin

b/4. The Aborigines' place of living: The Northern Territories

c/2. A famous Aborigine place: Uluru or Ayers Rock

d/1. A traditional music instrument: The didgeridoo

3 Listen to Cathy and choose the right information. Repeat the correct figures.

CDI Track 28

Hi, I'm Cathy, I'm Matt's girlfriend. I also live in Darwin. I love my city: it's a super place to live.

- Australia is a country, an island and also a continent with 10,000 beaches; yes, 10,000!
- It's the 6th largest country in the world.
- There are 23,558 million inhabitants.
- About 25% of the population comes from another country.
- There are also a great number of animals. 40 million is the estimated number of kangaroos living in the country, and 755 is the number of reptile species.

Remarkable numbers, aren't they?

- a. Australia is a country, an island and also a continent with **10,000** beaches.
- b. It's the **6th (sixth)** largest country in the world.
- c. There are **23,558** million inhabitants.
- d. About **25%** of the population comes from another country.
- e. **40 million** is the estimated number of kangaroos living in the country and **755** is the number of reptile species.

SPOTLIGHT

100 (cent) = a hundred 1 000 (mille) = thousand.
« And » se dit après « hundred » (et avant les unités).
On met une virgule dans les nombres avec « mille ». Exemples : 1,000 / 10,000

TASK 1

4 Listen to Graham and complete the information about his country.

CDI Track 29

Hi, I'm Graham. My home country is New Zealand, in the Pacific Ocean, not too far from Australia. The country is made up of two main islands and many small islands. There are over 4 million inhabitants. The native people are Maoris.

The capital city is Wellington: W-E-L-L-I-N-G-T-O-N; we all speak English in New Zealand. A special detail: in New Zealand, Christmas is in summer.

Name of the country: New Zealand
Population: 4,000,000 inhabitants
Native people: Maoris
Capital city: Wellington
Language: English
Other detail(s): not far from Australia – in the Pacific Ocean – many islands – Christmas is in summer.

ACTIVITY C / Follow Me

5 Listen and number the questions in the order you hear them.

CD1 Track 30

AT THE TOURIST INFORMATION CENTRE

Jude: Well, I am going to stay in Australia for three weeks. I'd like to visit some nice cities. Which cities are the most interesting?

Employee: Well, all cities are interesting. But I would suggest Sydney, Brisbane and Perth.

Jude: Where are they located?

Employee: Sydney and Brisbane are on the south-east coast, and Perth is on the south-west coast.

Jude: How big is Perth?

Employee: Perth is quite big; it's the 4th Australian city, with the biggest aquarium in Western Australia.

Jude: What are the other cities famous for?

Employee: In Sydney, there is a beautiful, world-famous opera house located in the harbour. Brisbane is the gateway to the Coral Reef. There are magnificent gardens and the river is excellent for...

- ☐ 4 a. What are these cities famous for? ☐ 3 c. How big is Perth?
☐ 2 b. Where are they located? ☐ 1 d. Which cities are the most interesting?

6 Look at the photo board; then match each city and the right information. Listen and check.

	City
a. There is a beautiful, world-famous opera house located in the harbour.	Sydney
b. It is the gateway to the Coral Reef. There are magnificent gardens.	Brisbane
c. It's quite big; it's the 4th Australian city, with the biggest aquarium in Western Australia.	Perth

ACTIVITY D / FAQs: See & Do

7 Read the FAQs about Uluru / Ayers Rock and use the elements to answer the questions.

- a.** What is it famous for? It's famous because it is a sacred Aboriginal place
b. How big is it? It's a huge rock, about 347 metres.
c. Is there a visitors' centre? Yes there is, with an art centre.
d. What activities are there? You can go for a camel ride / you can ride a camel. You can go on a Harley Davidson. You can go in a helicopter / you can have a flight in a helicopter / you can fly over the rock with a helicopter.

SPOTLIGHT

Combien y a-t-il de provinces ?

Quelle taille fait la ville ? / De quelle taille est la ville ?

TASK 2

8 Work in pairs. Ask and answer questions about Ireland and Canada.

Student A / Ireland (Fiche de réponses en annexe)

Student B / Canada (Fiche de réponses en annexe)

Questions et réponses possibles (les élèves ne sont pas obligés d'utiliser toutes les informations données dans les fiches d'information).

Where is Canada/Ireland located? Canada is in Northern America / Ireland is in Western Europe.
How many inhabitants are there? There are 35,540,419 inhabitants in Canada / 4,735,557 inhabitants in Ireland.

What is the capital city? Where is it located in the country? Ottawa in Ontario, in the east of the country / Dublin in the east of the country.

Are there other important cities? What are the other main cities? (Yes) Montreal, Quebec, Toronto and Vancouver / Cork, Galway.

What places of interest are there? What are the places of interest? There is Historical Quebec, Niagara falls, Banff and Jasper national parks / historical Dublin, scenic views: the Ring of Kerry, the Cliffs of Moher, Connemara.

What is the country's emblem? It's the maple leaf / the shamrock.

What money do they have? The Canadian dollar / The Euro.

What language do the people speak? What is the official language? The Canadians speak French and English / In Ireland they speak English and Gaelic.

Is there another specific information? Yes. 22% of the population is French speaking / The Saint patron is Saint Patrick.

Page 50 – SPOT 3 American Specials

ACTIVITY E / Native Americans' Pow Wows

1 Choose the right information.

- a. The document is about a specific cultural event.
- b. The Native American people are the American Indians.
- c. For Natives, pow wows are events for preserving the cultural heritage.

2 Answer the questions.

- a. What people are important at pow wows? Pow wow singers are very important people.
- b. How does a pow wow start? It starts with the Grand Entry (or the entry of all the people in the arena).
- c. What are the different steps during a pow wow? First there is the Grand Entry and the flags are brought. Then, there is a song. Then a prayer. Afterwards, the dances start.
- d. What flags are presented? The US flag, the tribal flags and the Pow flag.

TASK 3

3 Read the article about the Super Bowl and say what you have understood in French.

Réponse in extenso : Le Super Bowl est l'événement sportif le plus populaire du monde, qui ne dure qu'une journée. Cette manifestation a lieu en janvier ou début février. Il est né grâce à la coopération entre la Ligue de Football américaine et la Ligue de Football nationale le 8 juin 1966.

Il élit une super équipe tous les ans. Cette équipe reçoit en récompense le Trophée « Vince Lombardi » (en argent, celui-ci mesure 53 cm et pèse 35 kgs). Le stade d'accueil de l'événement est différent à chaque fois. Le dimanche du Super Bowl, cela signifie le Show d'avant le match, le Show de la mi-temps et de nombreuses festivités avec des feux d'artifices, des danseurs, des vedettes... Le lancer de pièce à pile ou face est un moment important : il dit quelle équipe donnera le coup d'envoi. Quant à la publicité et la consommation, les chiffres sont tout simplement impressionnants.

Page 51 – SPOT 4 Jamaica

VIDEO TIME Jamaica, Once You Go, You Know

PART 1-2

Once you set foot on Jamaican soil, you'll begin a journey you'll never forget. You'll discover unexpected treasures and unexpected pleasures from a warm, gentle people who will charm you with our sunny smiles and infectious laughter. Come. Discover our Jamaica.

PART 3

Kingston, Jamaica's capital city. And with its art galleries, museums, and vibrant theatrical productions, Kingston is the heart beat of Jamaica.

Then, there is the nature-lovers' paradise: idyllic Port Antonio, naturally. Where a part of you will remain for ever.

Ocho Rios, the centrepiece of Jamaica offers everything from a profusion of tropical flora to exciting outdoor activities.

High – energy fun lovers find just about every kind of entertainment under the sun in Montego Bay, the complete resort.

PART 4

If you want to travel back to nature, head west to the capital of Casual., Negril is the “do as you please” kind of place. Or take the road less travelled to the south coast, the other side of Jamaica, where a spirit of community warmly welcomes you.

PART 5

If golf is your game, Jamaica's 12 courses offer a diversity of spectacular settings and challenges, no matter your handicap.

Jamaica's accommodations are as diverse as our people, from luxurious resorts to seaside bungalows and private villas.

Shopping is always exciting in our duty -free shops. And bargain with local artisans for handmade creations in our crafts markets.

PART 6

Then really get to know us through the Jamaican Tourist Board's “Meet the People” programme, which introduces you to a Jamaican who shares similar interests. So, come to Jamaica. Meet our people and bask in our warmth. Unwind and share our joy for living.

Let our charm activate you as you embrace your Jamaican journey.

Once you go, you know.

PART 1 Watch the whole video

1 Answer the questions.

- What is the document about? It's about Jamaica, (an English-speaking country).
- Is it a promotional or geographical document? It's a promotional document.

PART 2 Watch the video from 0:01 to 0:21

2 Select the elements you can see.

dolphins – beaches – people of all colours and ages – golf greens

PART 3 Watch the video from 0:22 to 0:59

3 Number the cities in the order they are presented.

- a. Ocho Rios = 3 b. Port Antonio = 2 c. Montego Bay = 4 d. Kingston = 1

4 Match the cities and the information given.

a/3. Montego Bay: the complete resort for high-energy lovers.

b/4. Ocho Rios: the centrepiece of Jamaica.

c/1. Port Antonio: the nature – lovers' paradise.

d/2. Kingston: the capital city, art galleries, museums, theatrical productions.

5 Circle the cities mentioned on the map.

PART 4 Watch the video from 0:60 to 1:17

6 Listen and circle the correct words.

"If you want to travel back to nature, head west to the capital of Casual, Negril is the 'do as you please' kind of place. Or take the road less travelled to the south coast, the other side of Jamaica where a spirit of community warmly welcomes you."

7 Locate Negril on the map.

PART 5 Watch the video from 1:18 to 1:44

8 Underline the correct information for each subject.

Golf: a diversity of settings – large areas – many challenges – twelve golf courses – beginners

Accommodation: hotels – seaside bungalows – campsites – private villas – luxurious resorts

Shopping: local artisans – supermarkets – duty-free shops – shopping malls – crafts markets

PART 6 Watch the video from 1:45 to the end

9 Complete the script with the following words.

"Then really get to know us through the **Jamaican** Tourist Board's 'Meet the People' **Programme**, which introduces you to a Jamaican who shares similar **interests** So, come to **Jamaica**. Meet our **people** and bask in our warmth. Unwind and **share** our joy for living. Let our **charm** activate you as you embrace your Jamaican **journey**.
Once you go, you **know**."

10 Write a summary about a possible trip to Jamaica (route, activities...).

Réponse ouverte.

1 Associez chacun des pays aux informations correspondantes.

- a. The 2014 football World cup was a disaster for the national team but many stadiums were constructed for this championship. Brazil
- b. The Nile and the Pyramids are important landmarks; the capital is Cairo. Egypt.
- c. It's in Europe. Berlin is the capital. Germany.
- d. Paella is the national dish; flamenco is a traditional style of dancing. Spain.
- e. Sony, Yamaha and Toyota are companies from this country. Japan
- f. The film studios of Bollywood produce the highest number of films in the world. India.
- g. The country's two official languages are French and English. Canada.
- h. Nelson Mandela was an important and famous character in this country. South Africa.

Pour aider les élèves à acquérir davantage de lexique et d'informations sur les pays, téléchargez la fiche illustrée « Countries and nationalities » ainsi que l'exercice 11 des ONLINE TRAINING (travail en autonomie possible – utilisable dans le cadre d'une pédagogie différenciée).

2 Écoutez l'émission « In the Kitchen » et écrivez les nombres manquants de la recette écossaise du shortbread.

CD1 Track 31

Hello again. Today's recipe is shortbread, from Scotland.

First sieve together **100g** plain flour and **50g** rice flour. – Add **50g** sugar and **100g** butter. – Mix together well. Form into a flat, square cake. – Put it on a baking tray. Bake in a pre-heated oven, gas mark **3** or **160°C**, for **50-60** minutes.

3 Associez les nombres et leur écriture.

- a/3. 1,080: one/ a thousand and eighty
- b/5. 895: eight hundred and ninety-five
- c/1. 8,453,000: eight million four hundred and fifty-three thousand
- d/4. 1,180,000: one million one hundred and eighty thousand
- e/2. 18,405: eighteen thousand four hundred and five

4 Écrivez les nombres suivants en chiffres.

- a. two million = 2,000,000.
- b. seventy-eight per cent = 78%.
- c. six thousand three hundred and fifteen = 6,315.
- d. four hundred and fifty-two = 452.

5 Dites les nombres de l'exercice 4 à haute voix.

On peut en outre demander à des élèves de dire une suite de nombres et faire écrire ces nombres par les autres élèves.

6 Complétez avec le mot interrogatif qui convient.

- | | |
|--|--|
| a. What is the Gaelic name of Wales? | It's "Cymru". |
| b. When is the national day in Wales? | On March 1 st , St David's Day. |
| c. How many people can speak Welsh? | I don't know exactly, about 22%. |
| d. Where is the city of Aberystwyth? | It's in the west of Wales. |

Téléchargez l'exercice N° 12 (ONLINE TRAINING) pour un travail en autonomie possible, et/ou utilisable dans le cadre d'une pédagogie différenciée.

7 Posez des questions sur les mots soulignés.

- a. 10,000 people live in this urban area. **How many** people live in this urban area?
- b. St Patrick's Day is on March 17th. **When** is St Patrick's Day?
- c. It's located in the Middle West. **Where** is it located?

SOUNDS GOOD!

A Écoutez ces nombres et dites quelle est la syllabe accentuée.

CDI Track 32

30 – 13 – 19 – 90 – 50 – 15

thirty (30) – thirteen (13) – nineteen (19) – ninety (90) – fifty (50) – fifteen (15)

Les nombres terminés en « -teen » sont accentués sur cette syllabe. Les nombres terminés en « -ty » sont accentués sur la première syllabe.

Bien faire repérer la différence entre « -ty » et « -teen » aux élèves de façon à éviter toute confusion.

B Dites les nombres suivants.

eighty (80) – sixteen (16) – seventeen (17) – seventy (70) – sixty (60) – eighteen (18).

ERRATUM: Dans la première édition du manuel, un deuxième « sixteen » est écrit en lieu et place de « sixty ».

Page 54 – CCF PREP 7 Parties 1 et 2

Partie 1 Préparer le plan d'un exposé

1 Écoutez et choisissez les expressions que vous entendez.

CDI Track 33

- a. I am going to present Malta.
- b. I have chosen Malta because it's not well known.
- c. I would like to visit it.
- d. I'm going to start with...

2 Pour annoncer votre plan de présentation, regroupez les différentes rubriques sous les thèmes suivants.

Politics and economy: 446,547 inhabitants – Euro – Parliamentary republic – Maltese and English

Geography: Archipelago (7 islands) – South of Sicily – Mediterranean Sea – Valetta (6,675 inhabitants)

Tourism: Architectural and historical monuments. UNESCO World Heritage sites – Sea resorts – Fishermen's villages (*Cette dernière rubrique pourrait également être placée dans "Traditions"*).

Traditions: influences of Sicilian, North African, Spanish and English cuisines

Partie 2 Anticiper les questions sur la présentation d'un pays

3 Écrivez les questions qui pourraient être posées sur les rubriques de l'exercice 2.

Selon les élèves, il sera peut-être nécessaire de réactiver les pronoms interrogatifs même si ceux-ci ont été revus dans les unités précédentes et cette unité.

Where is Malta? What is the capital city? How many people live there?

What currency is used in Malta? What political system is there? What is the official language? Is tourism important? What traditions are there? Are there any traditions?

4 Lisez ce court article sur Malte. Préparez cinq questions qui pourraient vous être posées sur les nouvelles informations fournies.

What festivities are there in summer? What temperatures are there in summer? What is Gazo? What is typical in this place? What activities can people practice?

Page 55 – CCF PREP 8 Partie 3

Partie 3 Comprendre un article d'un magazine sur un pays

Répondez aux questions suivantes en français.

- Quel est le sujet du document ? L'article parle du Chili, un pays d'Amérique du sud.
- Pourquoi est-ce un pays de contrastes ? Car on y trouve aussi bien des déserts (au nord) que des glaciers (au sud, en Patagonie).
- Quelles différentes activités est-il possible de faire ? On peut faire du ski dans les Andes, du surf sur l'Océan pacifique, de l'équitation avec les cowboys de la Vallée centrale et conduire autour d'un lac.
- Quels éléments composent les plats de la cuisine chilienne ? Les fruits de mer et le bœuf.
- De quel type est la musique aujourd'hui ? C'est un genre de reggae, le « reggaeton » et de la « house music ».

Page 56 – FINAL TASK 4 Present a Poster About a Country

Cette tâche finale sera réalisée individuellement étape par étape. Si l'effectif de la classe est trop nombreux, la tâche peut être réalisée par groupe de deux élèves. Pour gagner du temps et permettre aux élèves de travailler en autonomie, téléchargez la fiche à compléter et photocopiez-la pour chaque élève (ou chaque groupe de deux).

Cette fiche reprend les rubriques de la fiche page 56 du manuel mais elle est beaucoup plus détaillée, ce qui facilitera le travail des élèves.

Nom du fichier : FTF04.doc

Page 57

1. Who was Mandela?

CDI Track 34

WHO WAS MANDELA?

Nelson Rolihlahla Mandela was a South African anti-apartheid revolutionary, politician and philanthropist who served as **President** of South Africa from 1994 to 1999.

Mandela was born on July, 18, 1918, in Mvezo, **South-Africa**.

He died on **December**, 5, 2013, in Johannesburg, South-Africa.

His nickname was **Madiba**.

Listen and complete.

2. What Was Apartheid?

Select the right answers.

Period: 1948 – 1994

Townships: underdeveloped parts of towns where non-white people are forced to live.

Segregation: separate education / medical care

Citizenship: only white people had the right to vote.

3. An Apartheid Sign

Look at the picture and answer the questions.

- a. The beach is reserved for white persons only.
- b. Coloured/Black people and dogs are not allowed to be on the beach.
- c. This picture was taken in South Africa in 1993.

4. Mandela's Life

Match the titles and the paragraphs.

Titles	Paragraphs
1	B
2	C
3	E
4	A
5	D

5. The Flag of South Africa

CD1 Track 35

The Flag of South Africa

The new national flag was adopted in 1994. It was designed to represent the new democracy. The letter **Y** represents the convergence toward unity.

The colours **black** and **white** represent the different people in South Africa.

Red is for the violence that led to freedom.

Green and **blue** represent the beauty of the land and ocean.

Yellow can be the sun or the gold mines in South Africa.

Guess the corresponding letter and colours. Then listen and check.

QUIZ

CD1 Track 36

1. The largest city in South Africa is Soweto.
2. 80% of South Africans are of black African ancestry.
3. The present South African national flag was created in 1994.
4. Mandela was imprisoned for 27 years.
5. In 1993, Mandela won the Nobel Peace Prize jointly with the former President of South Africa.

UNIT 5

Favourite Shops

Cette unité est en lien avec le domaine professionnel de la vente.

Elle peut être réalisée pendant le cours d'anglais ou bien en interdisciplinarité avec l'enseignement professionnel dans le cadre des EGLS.

À travers des tâches de communication en lien avec différentes activités propres aux lieux de vente dans les magasins, cette unité permet d'acquérir des connaissances linguistiques et de découvrir des faits culturels contemporains.

Le domaine et les outils de la communication sont les suivants :

- Vivre et agir au quotidien (Lexique de l'environnement professionnel de la vente et du shopping) ;
- Reconnaître et prononcer les sons /ch/ et /sh/ ;
- Faire faire / Mettre en garde (utilisation de l'impératif) ;
- Interroger (questions en WH-) ;
- Décrire (prix, réductions, conditions, lieu de vente).

SPOTS / FINAL TASK

	Les activités	Les bonus à télécharger	Training / Sounds Good!
SPOT 1 Advertising Events Comprendre une annonce radio (CO – A2)	Deux activités courtes (A et B) pour amener les élèves à repérer les informations clés et les expressions caractéristiques d'une annonce	WORD CARD Corner Shops Cette fiche illustrée permet de mémoriser le nom de différents magasins de proximité. ONLINE TRAINING Ex.13 Goods and Shops permet de revoir quelques noms de magasins ONLINE TRAINING Ex.15 Prices and Discounts permet d'enrichir les expressions d'offres promotionnelles	Training ex. 4, 5, 6 et 7
SPOT 2 A Unique Shopping Experience Demander ou donner des informations sur un magasin (EOI – A2)	Deux activités courtes d'entraînement à l'oral (C et D) pour amener les élèves à décrire un magasin et son ambiance	ONLINE TRAINING Ex.14 Ambient Factors permet de repérer et d'appareiller des facteurs d'ambiance	Training ex.1, 2 et 3
SPOT 3 Marketing Trouver des informations sur un magasin et en rendre compte en français (CE – A2+)	Un travail progressif de compréhension des informations essentielles pour permettre une restitution la plus complète possible en français (Activity E)		Sounds Good! Prononciation de "ch" et "sh"
SPOT 4 Virtual Stores Comprendre un reportage sur un nouveau concept de vente (CO – A2+)	Vidéo disponible via : - le flash code - l'URL - le compte YouTube des éditions Foucher	Fiche VIDEO TIME complète 05_Tesco_ANG: avec consignes en anglais 05_Tesco_FR: avec consignes en français 05_Tesco_CORR: corrigé	
FINAL TASK 5 Prepare a Flyer for a Grand Opening Event (EE et EOC – A2)	Cette tâche finale peut être réalisée en binômes, en petits groupes ou individuellement étape par étape.	FTF05.doc	

CCF PREP

Se préparer aux différentes parties du CCF et travailler les stratégies nécessaires aux apprentissages en EOC, EOI et CE.

		Supports utilisés
CCF PREP 9	Partie 1 Organiser les éléments d'une présentation orale Repérer les différentes informations et les ordonner pour reconstruire une brève présentation du magasin Harrods	Des photos, un plan prédéfini, – quelques informations essentielles – Pour entraîner l'élève à structurer le plan d'une présentation
	Partie 2 Répondre à des questions sur un magasin Répondre aux questions pour donner des détails sur Harrods	Audio : Questions enregistrées – Pour commencer à entraîner l'élève à se mettre dans les conditions de l'examen
CCF PREP 10	Partie 3 Comprendre un article sur un événement commercial Répondre aux questions de compréhension et acquérir une démarche pour comprendre l'article.	Texte : Invite This Mob to Your New Store Grand Opening

Page 59 – Ouverture de l'unité

Cette page permet de faire découvrir quelques mots de vocabulaire relatifs au monde de la vente, de les utiliser en contexte et d'introduire l'aspect professionnel du thème de l'unité.

1 Listen and pronounce the words then write the corresponding number.

CD1 Track 37		
1. The shop window	3. A shelf, the shelves	5. The storeroom
2. The display stands	4. The point of sale	6. The cash desk

2 Complete the rules with the words above. Listen and check.

CD1 Track 38	
RULES	
a. Keep the point of sale attractive.	d. Clean the souvenirs on the shelves .
b. Arrange the shop window carefully.	e. At the cash desk , smile at customers.
c. Space out the display stands .	f. Keep the storeroom tidy.

Page 60 – SPOT 1 Advertising Events

ACTIVITY A / Grand Openings

1 Look at the flyer and complete the event details.

Event – Place: There's a **grand opening event** on 5th Avenue in **New York**.

Gifts: Don't be late! You will receive a **free gift card**. The gift cards will be for the **first 400 customers**.

Name – Date: Save the date! A Forever 21 store is opening on **Saturday, November 20th**.

Opening time: The store is opening at **10:00am**.

2 Listen to the radio spot. Select the right solution.

CDI Track 39

GRAND OPENING EVENT

Get ready New York; on Thursday, Nov 14 we're opening a brand new store in Times Square! Queen of Pop Lady Gaga will join us for the event. At midnight, be one of the very FIRST to shop at H&M fashion store. We'll have special offers. You can even win a special private pre-shopping event with Lady Gaga!

Join us on the night of the opening. The first 300 people in line will receive a fashion pass valued up to \$100.

- a. H&M are opening a new store in Times Square, New York.
- b. The Grand Opening event is on Thursday, Nov 14 at midnight.
- c. People can win a private pre-shopping event with Lady Gaga.
- d. The first 300 people in line will receive an all access fashion pass up to \$100.

ACTIVITY B / Discounts and Promos

3 Listen to Mark Shelby. Take notes of the information he gives.

CDI Track 40

FLASH SALE

Extra discounts and special offers all day today at Abercrombie and Fitch. Be in the right place at the right time! I'm Mark Shelby. I'll be with you for the day. And now at Abercrombie and Fitch a special offer on the second floor!

We are having a FLASH SALE, especially for you! 30 minutes to get the best discounts ever on all clothes.

Don't be late! Very low prices. Shirts with 60% off. Get up to 75% off your favorite jeans! Bermuda shorts for \$34 only. Dresses for only \$19.50. Time to save money! Join us on the second floor.

Today at Abercrombie and Fitch, best prices for 30 minutes. Show your coupon and get an extra 25% off for \$100 purchased.

- | | | | |
|---------------------------------------|-----------------------|------------------------|------------|
| Name of the store: | Abercrombie and Fitch | Type of event: | flash sale |
| Floor or department: | second floor | Duration of the event: | 30 mns |
| Percentage off shirts / off jeans: | 60% / up to 75% | | |
| Price of Bermuda shorts / of dresses: | \$34 / \$19.50 | | |

4 Listen again and put the sentences in the order you hear them.

- a/3. Join us on the second floor!
- b/2. Don't be late!
- c/4. Show your coupon and get an extra 25% off \$100 purchase.
- d/1. Be in the right place at the right time!

SPOTLIGHT

Les verbes dans les expressions à l'impératif sont « join » et « be ». La marque de la négation est « don't ».

L'expression soulignée signifie « jusqu'à moins 75% ».

Pour demander le prix, on utilise le mot interrogatif « How much ».

TASK 1

5 Listen to the announcement and complete the flyer.

CD1 Track 41

SAMPLE SALE

Teens' T-shirts, ladies' dresses, gents' sweatshirts! You love them all and now they're on sale. We're having a three-day sample sale at Jack Wills. Discover all your favourite clothes at low prices!

Get ready for the sample sale from May 17th to May 20th at Jack Wills. Join us and save up to 60% off on trendy sweatshirts, shorts, dresses and T-shirts. Have fun shopping at Jack Wills, Kings Road, London. Three days of madness. 10 am to 6pm.

Get there early! Get a chance to win your favourite sweatshirt. First 100 customers will receive a free £20 gift card. Jack Wills, fabulously British!

Jack Wills Fabulously British

Sample Sale

Up to **60%** off on

Shorts, Sweatshirts, dresses, T-shirts

From **May 17** to **May 20**

10 am – 6 pm

First **100** customers: a **free £20** gift card

Page 61 – SPOT 2 A Unique Shopping Experience

ACTIVITY C / A Trendy Shop

6 Look at the photos and answer the questions.

- What's the name of the store? The name of the store is Cyberdog.
- Where is it located? It is in London
- What do you think you can buy there? It's a ... shop / They sell... / You can buy...
- In your opinion, how old are the customers? The customers are young people, teenagers.

7 Listen to Emma and Dylan and answer the questions.

CD1 Track 42

CYBERDOG, A UNIQUE SHOPPING EXPERIENCE

Emma: Cyberdog is a hip and trendy store. It is the best place for a unique shopping experience.

Dylan: What products do they sell?

Emma: It's a clothes shop. They sell clothes for young people.

Dylan: How many floors are there?

Emma: The store is quite big. There are three floors.

Dylan: I suppose it's very expensive. How much is a T-shirt?

Emma: They are from £24 to £40 but sometimes you can find T-shirts at attractive prices.

Dylan: What about the staff? Are they friendly?

Emma: They are very eccentric but they are very friendly.

Dylan: What are the opening hours?

Emma: I think it's open every day from 10 am to 7.30 pm.

Dylan: I'm sure it's worth having a look.

- a. What products do they sell? They sell clothes for young people.
- b. How many floors are there? There are three floors.
- c. How much is a T-shirt? It's about £24 or £40.
- d. What about the staff? Are they friendly? They are very eccentric but they are very friendly.
- e. What are the opening hours? It's open every day from 10 am to 7:30 pm.

ACTIVITY D / The Shop Atmosphere

8 For each element, select the correct ambient factor (a-d). Listen and check.

CDI Track 43
CYBERDOG, AMBIENT FACTORS
 Cyberdog is a clothes shop. They use many ambient factors.
 The first one is the colours. They sell fluorescent clothes and accessories, shoes, bracelets and all sorts of fun gadgets.
 The second one is the lights. Some clothes have flashing lights. Everything glows in the dark.
 The third one is the music. Inside the store, it looks like a nightclub. The techno music is so loud, you feel like having a party. There are dancers at the entrance and on platforms. They have a live DJ some days.
 The fourth one is the look of the staff. The staff are very eccentric. They have piercings and fluorescent dyed hair.
 It is a futuristic store.

- a. Fluorescent clothes and accessories. **Colours**
- b. Everything glows in the dark. **Light**
- c. Dancers on platforms. Live DJ. **Music**
- d. Piercings and fluorescent dyed hair. **Staff**

TASK 2

9 Write the information below as a list. Ask your partner questions. Then swap roles. Questions / réponses possibles. Les élèves ne sont pas obligés d'utiliser toutes les informations contenues dans les documents de façon exhaustive.

Student A / page 258 The Apple Store Student B / page 260 The M&Ms Store

What's the name of the store?	The name of the store is Apple Store / M&M's World.
Where is it located?	It's located in 5th Avenue in New York, opposite the Plaza Hotel, near Central Park South / in Las Vegas Boulevard in Las Vegas.
What products do they sell?	They sell computers, laptops and iPods / candies, candy dispensers, gifts and souvenirs and M&M's characters.
How many floors are there?	There is an underground selling space and an organized and innovative point of sale / There are four floors and a free 3-D movie theatre.

What about the staff? Are they friendly?	There are 300 employees. They are well trained / The staff interacts with the public, they are helpful and friendly.
What about the music? Is there music?	The music is pleasant / It's very loud.
What colours are there?	The colour is white / There are bright and flashy colours.
What about the light?	The light is bright and daylight comes from the cube / The light is bright.
What is the material?	It's a glass cube, it's 10 meters tall, there is a glass elevator and a spiral glass staircase / There is a full-sized Toyota race car and colourful candy dispensers.
What are the opening hours?	It's open 24 hours, 365 days a year / every day from 9am to midnight.

Page 62 – SPOT 3 Marketing

ACTIVITY E / Johnny Cupcakes

1 Read the document and complete the identity card of the store.

Name: **Johnny Cupcakes**

Address: **10 Foubert's Place London**

Type of shop: **clothes shop**

Boss: **Johnny Earle**

Creation: **2001**

Interior design: **retro bakery, refrigerators and bakery cases**

Characteristics of the brand: **cupcake logo**

2 Right or wrong. Justify your answers with elements from the document.

a. Johnny Earle sells items with a cupcake logo. Right

They sell clothes and accessories – T-shirts, earrings, purses, shorts, tops, necklaces and more – with a cupcake logo.

b. Only Londoners came for the grand opening. Wrong

Customers from all over the world want to get the most collectible T-shirts.

c. Customers can buy Johnny Cupcakes clothes on the Internet. Wrong

The most collectible T-shirts, only available at the Foubert's Place boutique because Johnny keeps his shirts out of chain stores.

TASK 3

3 Read the document on page 259 and sum it up in French.

Harry Gordon Selfridge crée Selfridges' le 15 mars 1909 dans Oxford Street à Londres. Pour garder les clients le plus longtemps possible dans le magasin, il installe des restaurants, une bibliothèque, des salles de réception, une salle de premiers secours et une salle silencieuse avec des lumières douces et des chaises profondes. Le client a toujours raison, il peut examiner la marchandise, il y a des livraisons à domicile et le personnel l'assiste. Grâce à l'ouverture

de différents rayons, il y a 15 millions de clients en 1922. Les grands magasins modernes ont adopté les techniques de marketing d'Harry Gordon Selfridge. Aujourd'hui le sac de Selfridges' est célèbre et le magasin de Londres est le deuxième plus grand magasin après Harrods.

Page 63 – SPOT 4 Virtual Stores

VIDEO TIME Homeplus Subway Virtual Store

PART 1-2

South Korea is a unique market. Tesco has been evolving itself adjusting to the local market. It even changed the name itself from Tesco to Homeplus. And at last it grew to rate number two in Korea. But Tesco had to overcome one obstacle, a fewer number of stores compared to the number one company e-mart. Mission: Could we become number one without increasing the number of stores? We made an in-depth study into Koreans once more. Koreans are the second most hard-working in the world. For them, grocery shopping once a week is a dreaded task so we decided to approach these busy and tired people.

PART 3

Idea: Let the store come to the people. We created virtual stores hoping to blend into people's everyday lives. Our first try was subway stations.

PART 4

Although virtual, the displays were exactly the same as actual stores from the display to the merchandise. Only one thing was different, you use smart phones to shop. Scan the QR code with your phone and the product automatically lands in your online cart. When the online purchase is done, it will be delivered to your door right after you get home. People can relax more after work and on weekends. "I like the way, it's exactly like shopping in the actual store."

Result: People can shop at Tesco Homeplus wherever they go without having to visit the actual store. Moreover we could change their waiting time to shopping time.

PART 5

After this campaign, online sales increased tremendously. Through this campaign, 10,287 consumers visited the online Homeplus mall using smartphones. The number of new registered members rose by 76 per cent and online sales increased 130 percent. Currently Homeplus has become number one in the online market and is a very close second offline.

PART 1 Watch the whole video

1 Answer the questions.

What's the name of the store? The name of the store is Tesco Homeplus.

In which country is it located? It is in South Korea.

How can people do their shopping? They can do their shopping with their smartphones.

PART 2 Watch the video from the beginning to 0:45

2 Complete the question asked in the report.

“Tesco grew to rank number two in Korea. Could we become **number one** without increasing the number of stores?”

3 Select the expressions you hear.

- a. Koreans are the second most **hard-working** in the world.
- b. For them **grocery shopping** once a week is a dreaded task.
- c. We decided to approach these **busy and tired** people.

PART 3 Watch the video from 0:46 to 1:35

4 Answer the questions.

- a. What is Tesco's idea? Let the store come to the people.
- b. What did they create? Virtual stores.
- c. Where? In subway stations.

5 Number the actions in the right order.

- a. The product is delivered to your door right after you get home. 5
- b. You use your smartphone to shop. 2
- c. The product automatically lands in your online cart. 4
- d. Scan the QR code with your phone. 3
- e. The displays or the merchandise don't change from the actual stores. 1

PART 4 Watch the video from 1:36 to 2:00

6 Complete the sentences about the advantages for the customers.

- a. They can **relax** more after work and on weekends.
- b. They can shop at Tesco Homeplus wherever they go without having to **visit the actual store**.
- c. They can use their waiting time to do **shopping**.

PART 5 Watch the video from 2:00 to the end

7 Write down the numbers you hear or see.

- a. Result: After this campaign, online sales increased tremendously.
- b. Number of consumers at online Homeplus: **10,287**
- c. Number of new registered members: **+ 76%**
- d. Number of online sales: **+ 130%**

8 Explain in French what you have understood about the conclusion of the report.

Homeplus est devenu le numéro 1 sur le marché en ligne et est très proche de le devenir en ce qui concerne les supermarchés traditionnels.

Pages 64/65 – TRAINING

1 Associez les éléments de la ligne 1 avec ceux de la ligne 2 puis complétez le texte.

shop windows – display stands – flash sale – cash desk – department store

This is a big **department store**. Today there is a **flash sale**. There are many Items displayed in the **shop windows**. The customers can find many accessories on the **display stands**. At the **cash desk**, they can get a good discount.

2 Complétez les énoncés avec les verbes suivants.

- a. **Clean** the shop.
- b. **Get** 10% off.
- c. **Receive** a gift card.
- d. **Display** the souvenirs.

3 Des erreurs de frappe se sont glissées dans la phrase ci-dessous. Reconstituez le message original puis formez une nouvelle expression avec les lettres restantes.

Welcome to the new store in Oxford Street. / Loyalty card

Pour aider les élèves à acquérir davantage de lexique concernant les magasins, téléchargez la fiche illustrée Corner Shops.

4 Écoutez et choisissez le prix que vous entendez.

CDI Track 44

- | | |
|----------------------------|------------------------------|
| a. The T-shirt is \$18.50. | c. This gadget costs €6.99. |
| b. The boots are £125.62. | d. The pyjamas cost \$15.35. |

5 Écrivez les expressions chiffrées en toutes lettres.

- | | |
|-------------------------------------|----------------------------|
| a. Up to seventy-five per cent off. | d. Ten per cent off. |
| b. Save thirty per cent. | e. Twelve dollars fifteen. |
| c. A fifty per cent discount. | f. Twenty-one pounds. |

6 Mettez les énoncés à la forme négative de l'impératif.

- a. Are they good products? No, **don't buy** them.
- b. Visit our store and **don't forget** your coupon.
- c. **Don't leave** the cash register open.
- d. **Don't go** to their grand opening.
- e. **Don't win** a pre-shopping event.

7 Rédigez les réponses aux questions suivantes en écrivant les chiffres en toutes lettres.

- a. How much is the cap? It's sixteen dollars.
- b. How much is the shirt with the discount? It's forty-two euros.
- c. How much are the trainers? They're fifty-four euros eighty.
- d. What discount do you get on the mug? You get ten per cent off.

Téléchargez trois exercices supplémentaires (ONLINE TRAINING exercices 13, 14 et 15) pour aller plus loin et varier vos activités. Travail en autonomie possible. Utilisable dans le cadre d'une pédagogie différenciée.

SOUNDS GOOD!

Classez les mots en fonction de la prononciation des lettres ch et sh. Écoutez puis répétez.

CDI Track 45

- [ch]:** cash – shelf – shop – T-shirt – shoe – shopping
[tch]: merchandise – purchase – chain – much – Chinatown – choose

Page 66 – CCF PREP 9 Parties 1 et 2

Partie 1 Organiser les éléments d'une présentation orale d'un magasin

1 Associez à chaque partie du plan la photo qui lui correspond.

1. Généralités (D) – 2. History (E) – 3. Staff (A) – 4. Customers (C) – 5. Ambient factors (B) – 6. Symbol (F)

2 Numérotez les réponses dans l'ordre du plan proposé dans l'exercice 1.

4	There are 300,000 customers on peak days.	1	It's located in Brompton Road, Knightsbridge, London. There are 7 floors and 330 departments. Motto: All Things for All People, Everywhere.
2	It was founded by Charles Henry Harrod in 1849.	6	Everybody knows the green Harrods bag with its gold and glitter logo.
3	Harrods employs more than 5,000 staff.	5	It is famous for the decorations in its food halls and Christmas department. Its illuminations at night: 11,500 lights.

Partie 2 Répondre à des questions sur un magasin

3 Complétez le tableau avec les mots interrogatifs suivants.

personne	objet	date	lieu	quantité	but
who	what	when	where	How many	What...for

4 Écoutez les questions et répondez en formulant des énoncés complets à partir des éléments ci-dessous.

15 million customers a year – Harrods' motto: All Things For All People, Everywhere – the people – open every day from 10 to 9 and from 12 to 6 on Sunday – famous for its illuminations at night – from 50 countries.

CD1 Track 46

- | | |
|--|------------------------------|
| a. Where are the staff from? | d. What is it famous for? |
| b. When is the store open? | e. What is Harrods' motto? |
| c. How many customers are there each year? | f. Who must be well-dressed? |

- a. The staff are from 50 countries.
b. The store is open every day from 10 to 9 and from 12 to 6 on Sunday.
c. There are 15 million customers a year.
d. It's famous for its illuminations at night.
e. Harrods' motto is "All Things for All People, Everywhere".
f. The people (must be well-dressed).

Page 67 – CCF PREP 10 Partie 3

Partie 3 Comprendre un article sur un événement commercial

Répondez aux questions.

1. Il s'agit d'organiser un flash mob pour se faire de la publicité lors de l'ouverture d'un nouveau magasin.

2. Le but est de motiver le public cible pour qu'ils essaient les produits, qu'ils viennent dans le magasin, qu'ils se souviennent du nom du magasin.
3. On peut réduire le coût de l'organisation de cet événement en recrutant ses propres employés, amis ou des membres de sa famille pour écrire les paroles, la chorégraphie et pour se joindre à l'événement.
4. On peut recruter facilement des participants sur Facebook ou sur Craigslist.

Page 68 – FINAL TASK 5 Prepare a Flyer for a Grand Opening Event

Cette tâche finale sera réalisée par groupes de deux ou individuellement étape par étape.

Pour gagner du temps et permettre aux élèves de travailler en autonomie, téléchargez la fiche à compléter et photocopiez-la pour chaque groupe ou chaque élève.

Cette fiche reprend les rubriques de la fiche page 68 du manuel mais est beaucoup plus détaillée, ce qui facilitera le travail des élèves.

Nom du fichier : FTF05.doc

UNIT 6

Back from Training

Cette unité tournée vers le domaine professionnel est la continuité de l'unité 3 (Job Profiles). Elle est plus axée sur la présentation de l'entreprise et la narration d'un stage. Elle pourra être mise en œuvre au retour du tout premier stage en entreprise.

Elle pourrait aussi être utilisée dans la cadre d'un **travail interdisciplinaire** (enseignement professionnel – anglais).

D'autres fiches profils d'entreprises pourraient être proposées à l'issue de l'unité.

Cette unité permet aux élèves d'acquérir les connaissances culturelles et linguistiques suivantes :

- Étudier et travailler (Culture et lexique du monde professionnel) ;
- Vivre et agir au quotidien (Relations professionnelles avec les autres) ;
- Raconter, relater (situer dans le temps, rendre compte de faits : prétérit) ;
- Communiquer (interroger, répondre) ;
- Reconnaître et prononcer la terminaison /ed/ du prétérit régulier.

SPOTS / FINAL TASK

	Les activités	Les bonus à télécharger	Training / Sounds Good!
SPOT 1 Workplaces Présenter l'entreprise d'accueil. (EOC – A2+)	Deux activités A et B principalement axées sur la découverte et l'acquisition du lexique professionnel permettant aux élèves de réussir la tâche intermédiaire : présenter une entreprise à partir d'une fiche-profil.	WORD CARD Work Premises and Places Cette fiche illustrée permet de mémoriser d'autres noms de lieux de travail et leurs définitions.	Training ex. 2
SPOT 2 First Day at Work Demander ou donner des informations sur la première journée de travail. (EOI – A2+)	Deux activités C et D de compréhension et de production orales préparant les élèves à la tâche intermédiaire : échanger des informations sur un stage effectué en entreprise.	ONLINE TRAINING: Work Experience: grille de mots cachés.	Sounds Good! Prononciation de la terminaison "ed" d'un verbe régulier au prétérit. Training ex. 1 et 4
SPOT 3 Feelings and Opinions Comprendre des avis sur un stage (CE – B1)	Activité E. Un travail de compréhension de l'écrit comprenant deux documents : la narration de la première expérience professionnelle d'un stagiaire et la fiche d'évaluation par le tuteur de stage. La description est ici enrichie par l'expression de sentiments et d'opinions sur le stage effectué.	ONLINE TRAINING: Preterit tense – interrogative and negative clauses. ONLINE TRAINING: Important past events.	
SPOT4 My Block-release Training Comprendre les caractéristiques d'un Centre de Formation (CO – B1)	Un travail progressif de compréhension orale concernant la présentation et le fonctionnement d'un authentique Centre de Formation pour Apprentis. Vidéo disponible via : - le flash code - l'URL - sur le compte YouTube des éditions Foucher	Fiche VIDEO TIME complète 06_Humber College_ANG: avec consignes en anglais 06_Humber College_FR: avec consignes en français 06_Humber College_CORR: corrigé	
FINAL TASK 6 Présenter a Work Placement (EE – A2+)	Cette tâche finale sera réalisée plutôt individuellement, étape par étape.	FTF06.doc	

CCF PREP

Se préparer aux différentes parties du CCF et travailler les stratégies nécessaires aux apprentissages en EOC, EOI et CE.

		Nature des supports utilisés
CCF PREP 11	Partie 1 S'inspirer d'un modèle pour présenter brièvement son stage en entreprise. (stage en mécanique).	Audio et écrit
	Partie 2 Demander ou exprimer une opinion sur un lieu de stage Poser des questions pour connaître l'avis d'un stagiaire sur son stage. Répondre aux questions en utilisant des arguments positifs ou négatifs.	Guide lexical
CCF PREP 11	Partie 3 Comprendre des recommandations officielles Répondre aux questions de compréhension sur le rôle à tenir d'un tuteur de stage.	Texte : Supervising and Coaching a Trainee.

Page 69 – Ouverture de l'unité

Cette page est un pas supplémentaire dans le domaine du monde professionnel. Elle présente l'entreprise qui accueille un stagiaire.

1 Look, listen and repeat.

CD2 Track 1		
1. the company name	3. the staff	5. the trainee
2. the workplace	4. the supervisor	

2 Read the information card about the Jaguar Land rover group and find the English for:

a. the head office b. last year's net profit c. a Private Limited Company d. a billion (bn)

3 Listen to Sam and complete the company profile.

CD2 Track 2
MY WORK PLACEMENT
My name is Sam Davidson. I am 16. I am a trainee at the Head Office of the Jaguar Land Rover Group. It is a big Private Limited Company. The Head Office is located in Coventry, West Midlands, UK.
The Group produces automobiles. It was created in 2008 and it employs 29,000 people worldwide. Last year, the Group made a profit of one billion two hundred and twenty million pounds.

Head office: Coventry, West Midlands, UK
Products: automobiles
Year of creation: 2008
Employees: 29,000

Page 70 – SPOT 1 My Workplaces

ACTIVITY A / General Presentation

1 Read the two business cards and find the English for:

- | | | |
|---------------------|----------------------|---------------|
| a. a small business | b. a retail business | c. since 2000 |
| d. organic food | e. takeaway meals | |

2 Complete the sentences with information from the cards. Listen and check.

CD2 Track 3

- a. Woodhouse Construction is a small business. They are located in Barnsley, England. They sell, install and repair kitchens. They are closed on Mondays.
- b. Listons Store is a retail business. It was created in 2000. The store is located on Camden Street in Dublin, Ireland. They sell organic food and takeaway meals. They are open from 9am to 6.30pm every day.

ACTIVITY B / Detailed Presentation

3 Read the information about the Glasgow Seniors' Welfare centre and find the English for:

- | | | |
|--------------------|----------------|-----------------|
| a. welfare workers | b. a treasurer | c. the turnover |
| d. subsidies | e. donations | |

4 Complete the sentences to present the Welfare Centre orally. Then listen and check.

CD2 Track 4

- a. Glasgow's Seniors' Welfare Centre is an association that provides old people with transportation and leisure activities.
- b. The head office is located on Sandyford Place in Glasgow, Scotland.
- c. The association was created in 1948.
- d. Sheena Glass is the manageress.
- e. There are 14 employees and 50 volunteers who work for the association.
- f. Public subsidies and donations represent a turnover of 57 million pounds.
- g. The Centre is open from Monday to Friday, from 10am to 5pm.
- h. You can contact the Centre by telephone or email.

TASK 1

5 Go to page 257 and present orally the company Quick Fix PC Repairs.

Suggestion

Quick Fix PC Repairs is a repair shop for computers, laptops and touch-pads. This small company is located in Dover, in the county of Kent in England. It was created in 2002 and Felix Black is the manager. There are 8 people who work there and the company is prosperous. It has a turnover of 510,000 pounds and last year's net profit amounted to 19,000 pounds. Quick Fix PC repair shop is open every day: between 9am and 6pm from Monday to Friday but on Saturdays, it opens at 10 in the morning and closes at 4 in the afternoon. You can contact the company by telephone (07 768 547 337) or send an email to: mail@quickfixrepairs.co.uk

Page 71 – SPOT 2 First Day at Work

ACTIVITY C / Oliver's First Contacts

6 Amelia is questioning Oliver about his first contacts on work placement. Listen and select Oliver's answers.

CD2 Track 5

FIRST CONTACTS

Amelia: So, Oliver, yesterday was your first working day, right? How was it?

Oliver: It was fine.

Amelia: Did you arrive late, as usual?

Oliver: No, I didn't. I arrived 10 minutes early.

Amelia: Were you scared?

Oliver: No, I wasn't. I was just a little nervous.

Amelia: Who was there to welcome you?

Oliver: Sandy Thompson, my supervisor. She's the boss's Personal Assistant.

Amelia: Did she give you any work to do?

Oliver: Oh no, she didn't! She gave me a cup of coffee, and then, she introduced me to the employees of the floor.

Amelia: And how did they react?

Oliver: Everybody was friendly and welcoming.

1/c. How was your first working day? It was fine.

2/b. Did you arrive late? No, I didn't. I arrived 10 minutes early.

3/b. Were you scared? No, I wasn't. I was just a little nervous.

4/a. How did the employees react? Everybody was friendly and welcoming.

7 Answer the same questions personally.

Expression personnelle.

ACTIVITY D / Oliver's First Day Programme

8 Listen to the programme of Oliver's first day and number the pictures in the right order.

CD2 Track 6

FIRST DAY PROGRAM

Amelia: And next? What did you do?

Oliver: I visited the rest of the department. Then I sat at my desk.

Amelia: And then, your supervisor gave you some work!

Oliver: Not exactly. In fact, I watched a video about the company.

Amelia: And then? Did you finally start working?

Oliver: Yes, I did. I learnt how the company's software works.

Amelia: What time did you leave?

Oliver: I left at 5pm. But before I left, I talked to Sandy about my timetable and my tasks for the week.

Amelia: Are you satisfied?

Oliver: Yes. I think my placement is going to be great!

I visited the rest of the department: picture 1. I watched a video about the company: picture 2.
 I talked about my timetable: picture 3. I left at 5pm.: picture 4.

9 Listen again and select what Oliver did.
 a – e – f – g – h

SPOTLIGHT

Au prétérit, « be » a deux formes : « was » (I, she, he, it) et « were » (you, we, they).
 Dans une question au prétérit, la structure verbale est : DID+ sujet+base verbale.
 « Arrive » est la base verbale de « arrived ». La base verbale de « gave » est « give ».

TASK 2

10 Work in pairs. Ask and answer questions about a work placement.
 Suggestion

Questions	Answers
Where did you go on work placement?	I went on placement... / I did my placement....
When was your first day?	I started on ...
What time did you arrive on the first day?	I arrived at... / I was early...
How did you feel when you arrived,	I was...
Who welcomed you?	
What does he/she do?	
Who was your supervisor?	
How were the employees?	
What did you do on the first day?	
What time did you leave,	
How did you feel in the evening?	

Page 72 – SPOT 3 Feelings and Opinions

ACTIVITY E / Remembering My First Work Experience

1 Read the document and find the following information.

- a. The workplace is called Authentic Ireland; it is a travel agency.
- b. The trainee’s first name is Jeremy; his supervisor is Christine.
- c. The placement took place last January and lasted 3 weeks.

2 Find in the document the English for:

- a. the safety talk
- b. improve
- c. IT skills
- d. feel comfortable
- e. self-confident

3 Answer the questions about Jeremy’s work experience.

- a. He provided clients with brochures and he booked transportation and hotels for them.
- b. he often worked on a computer and he developed his IT skills. He also often used the telephone and he improved his oral communication.
- c. He didn’t like staying late at work and didn’t like working on Saturdays.
- d. Thanks to Christine and the staff who were friendly and open, Jeremy felt comfortable and self-confident.

4 Read the assessment document and find the English for:

- | | | | |
|------------------|------------------------|---------------------|--------|
| a. an assessment | b. the attendance | c. eager to improve | d. shy |
| e. the behaviour | f. without supervision | g. manage his time | |

5 Which domains of the assessment are positive and which ones must Jeremy improve?

Positive domains: attendance and punctuality – motivation – integration in the company – cooperation with staff – general behaviour – quality of work

Domains to improve: initiative taking – time management

TASK 3

6 Read Milo's experience page 259 and sum it up in French.

L'an dernier, Milo est allé 3 semaines en stage au restaurant scolaire du Dearne Valley College. La première matinée fut épouvantable car personne ne semblait l'attendre. À 11 heures, après deux heures d'inquiétude à l'accueil, son tuteur, Jack, arriva enfin et tout devint normal. Ce fut un stage bien rempli : Milo travaillait de 9 h à 16 h avec seulement une demi-heure de pause à 11 h. Il participait à toutes les tâches de la cantine : nettoyage, vaisselle, service à la chaîne et préparation des sauces et de la crème anglaise. Il a été très satisfait de son stage.

VIDEO TIME Block-Release Training

Humber College Culinary Cook Apprentice Program

PART 2

My name is James Bodanis, coordinator of the Cook Apprenticeship Programs, which are all operated at the Ontario Cook Apprentice Training Centre, here in Humber.

We have over two hundred apprentices training to be chefs. This is the largest training center for cook apprentices in the province.

PART 3

As an apprentice training, you're working in industry and coming to Humber for classes at the same time. There are two options for you here:

First, block release – Here, you do your classroom and lab learning in 12-week full-time blocks.

Second, Day release – This option allows you to work in industry for part of the week and come to Humber for classes two days per week.

PART 4

There are over five hundred culinary students at Humber and our premises interact with all students. Your classroom training includes fifty percent theory and fifty percent practical. Subjects such as garde-manger*, baking and pastry, nutrition, contemporary cuisine, are just to name a few.

PART 5

Another very popular apprenticeship training option is Co-op Apprentice Diploma Program. Here, you come to school at Humber for two years – four semesters – and upon completion of the industry work hours, you graduate both as an apprentice and earn your Culinary Management Diploma.

PART 6

I trained as an apprentice, enjoyed a fabulous career, represented Canada at the World Culinary Olympics and currently manage Team Ontario.

*Un préposé garde-manger au Canada installe les tables dans un restaurant et veille à la propreté des locaux. Il participe aussi à l'achat des denrées et il est responsable de leur bon stockage et conservation. Il doit avoir de bonnes connaissances sur le plan culinaire et s'occupe souvent de la préparation des entrées et des desserts.

PART 1 Watch the whole video

1 Select the right statements.

- a. The video is about an Apprentice training Center.
- b. The video is an ad.
- c. We can see students having theory classes and practical classes.
- d. James Bodanis is presenting the way the school functions.

PART 2 Watch the video from the beginning to 0:25

2 Select what information appear on the screen.

The name of the Training Center – The position of James Bodanis in the establishment – the location of the establishment.

3 Answer the questions.

- a. The name of the Training center is Humber College.
- b. It is located in Canada, in the Province of Ontario.
- c. There are over 200 apprentices training to be chefs.
- d. James Bodanis is the coordinator of the Cook Apprenticeship programs.

PART 3 Watch the video from 0:26 to 0:55

4 select the statement corresponding to what you hear.

- A. Block release training
- c. The apprentice training takes place in industry and at college.
- B. The training rhythm: e. two options
- C. How does “Block release” training work in a year?
- f. in turns, the apprentice studies his job 12 weeks at College and 12 weeks in industry.
- D. How does “Day release” training work in a week?
- i. in turns, the apprentice studies his job 2 days at College and the rest of the week in industry.

PART 4 Watch the video from 0:56 to 1:18

5 Answer the questions.

- a. What do these numbers represent?
 - 500: There are over five hundred culinary students at Humber.
 - 50%: Their classroom training includes 50% theory.
 - 50%: The training also includes 50% practical.
- b. What’s the English for?
 - L’alimentation* : nutrition *La nouvelle cuisine* : Contemporary cuisine
 - Boulangerie et pâtisserie* : Bakery and pastry

PART 5 Watch the video from 1:19 to 1:37

6 Complete the description of a third apprenticeship training option at Humber College.

Another very popular apprenticeship training option is **co-op Apprentice Diploma Program**. Here, you come to school at Humber for **two years**four semesters – and upon completion of the industry work hours, you graduate both as an apprentice and earn your **Culinary Management Diploma**.

PART 6 Watch the video from 1:38 to the end

7 Select James Bodanis’s actions.

He represented his country at the World Culinary Olympics. He currently manages Team Ontario.

Pages 74/75 – TRAINING

1 Associez les images aux énoncés.

Picture 1: peel vegetables Picture 2: use the photocopier Picture 3: serve at the counter
Picture 4: meet the boss Picture 5: answer the phone Picture 6: visit the premises

2 Associez les mots aux définitions.

- a. A person who is studying a particular profession in a company or administration: a trainee.
- b. A day when workers don't go to work: a day-off.
- c. An experienced person who helps and guides a trainee in a company: a supervisor.
- d. A specialized division in a big company or supermarket: a department.
- e. A temporary job for a student to get work experience: a work placement.

3 Complétez les énoncés avec **was – wasn't – were – weren't**.

- a. Yesterday was Sunday and I wasn't at school.
- b. Where were you on placement last year? I was in a sportswear shop.
- c. In 1900, the conditions of work were difficult and the workers weren't happy.

4 Répondez aux questions par oui ou par non.

- a. Were you nervous on the first day of your placement? Yes, I was. / No, I wasn't.
- b. Did you have a good timetable? Yes, I did. / No, I didn't.
- c. Were the colleagues welcoming and helpful? Yes, they were. / No, they weren't.
- d. Was the work interesting? Yes, it was. / No, it wasn't.
- e. Did your supervisor teach you new things? Yes, he/she did. / No, he/she didn't.

5 Complétez les questions.

- a. When did they take a holiday? They took a holiday last month.
- b. Where did they go? They went to Morocco.
- c. How long did they stay? They stayed for two weeks.
- d. What did they visit in Marrakech? They visited the souk.

6 Répondez aux questions.

- a. When did you get your first mobile phone? I got...
- b. How old were you then? I was...
- c. Where did you buy it? I bought...
- d. Did you pay for it or was it a present? It wasn't..., I paid... / it was ..., I didn't pay...
- e. How much did it cost? It cost...

7 Expliquez ce que Jack a fait ou n'a pas fait hier.

- b. Yesterday, Jack didn't travel by train / didn't take the train; he travelled by plane / he took the plane
- c. He didn't go / fly to Paris; he went / flew to London.
- d. for dinner, he didn't have / eat a burger; he had / ate a pizza.

SOUNDS GOOD

A Écoutez ces verbes réguliers au preterit et répétez-les.

CD2 Track 7

I worked – we arrived – he needed

B Classez les verbes selon la prononciation de leur terminaison -ed. Écoutez et vérifiez.

CD2 Track 8 a. I showed b. you replaced c. she visited	d. he talked e. it started f. we watched	g. they discovered h. I counted i. you played
---	---	--

[t] I worked	you replaced – he talked – we watched
[d] we arrived	I showed – they discovered – you played
[id] he needed	she visited – it started – I counted

Page 76 – CCF PREP 11 Parties 1 et 2

PARTIE 1 S’inspirer d’un modèle pour présenter son stage en entreprise

1 Écoutez et lisez la présentation de stage ci-dessous.

CD2 Track 9

I went on my first work placement last January. It lasted three weeks. I worked in a garage in Bristol. The name of the company was Black Bear Auto. There are eight mechanics, a secretary and James Crown, the boss.

I started at 9 and finished at 5 every day. I had an hour’s break for lunch and Monday was my day off. I often worked with my supervisor. His name is Ted Elliott. With him, I learnt the name of new tools and how an engine works. Of course, I also cleaned the vehicles and the garage.

I enjoyed this placement because I learnt new things and the employees were very kind but I think I didn’t have enough work to do and some of the days were very long.

2 Utilisez les amorces en gras pour parler de votre stage ainsi qu’un dictionnaire si nécessaire.

Expression orale personnelle qui sera préparée sur une fiche-vocabulaire mais dont l’élève devra se détacher pour s’exprimer. Le professeur aidera les apprenants à prononcer correctement les éléments personnels de leur production, notamment les dates, les noms propres et les termes qui n’ont pas été vus au long de l’unité.

PARTIE 2 Demander ou exprimer une opinion sur un lieu de stage

3 Par deux, utilisez les éléments suivants pour répondre aux questions.

Questions	Positive answers	Negative answers
Example Did you enjoy your last work placement?	Yes, I did. I think I learnt a lot.	No, I didn't. There was nothing interesting to do
How did you feel?	feel confident – adult	shy – bored – not interested
Did you meet any difficulties?	find the tasks easy – understand very well	Too much work – too slow – understanding problems
How was the staff with you?	friendly – ready to help	distant – ignore
How were the premises?	clean – comfortable	dirty – old – cold
Would you recommend this place of work to a friend?	Interesting tasks – atmosphere – helpful supervisor	boring – no contacts – too busy supervisor

Réponses possibles :

- How did you feel? I felt confident and more adult. / I was shy – I was bored – I was not interested in the work.
- Did you meet any difficulties? No, I didn't. I found the tasks very easy and I understood everything very well. / Yes, I had difficulties. There was too much work and I was too slow. I had problems in understanding the work.
- How was the staff with you? The people were friendly and always ready to help. / The employees were very cold and distant with me. They ignored me and never said a word to me.
- How were the premises? The place was very clean and comfortable. I liked it very much. / The building was very old and it was dirty and cold everywhere. I hated that place.
- Would you recommend this place of work to a friend? Yes, I would. My tasks were interesting and the atmosphere was very friendly, thanks to the kind employees and to my supervisor who was very helpful and patient. / No, I wouldn't recommend this place of work to a friend because I found it boring. I had no contacts with the employees and my supervisor, who was very busy all the time, never showed me new things and never helped me.

4 Posez des questions supplémentaires à votre partenaire puis changez de rôle.

Suggestions :

- Did you ask for help when it was necessary?
- Did you ask for more work when your tasks were finished?
- Did you learn new things in your work?
- Where do you feel more at ease? At school or on placement?

Page 77 – CCF PREP 12 Partie 3

Partie 3 Comprendre des recommandations officielles.

Répondez aux questions.

1. Ce sont des recommandations destinées aux tuteurs de stages pour bien entourer et guider leurs stagiaires.
2. Le tuteur est un modèle pour les stagiaires. le tuteur est la personne qui les aide à apprendre leur métier.
3. Le tuteur doit présenter le stagiaire aux employés qu'il va côtoyer, guider le stagiaire dans la visite du lieu de travail, lui expliquer le règlement concernant la sécurité, le comportement, le code vestimentaire, l'emploi du temps, la pause-déjeuner etc. Le tuteur doit aussi décrire l'entreprise, ses objectifs et ses stratégies.
4. Le tuteur doit comprendre le manque de connaissances du stagiaire, il doit utiliser un langage simple et vérifier la compréhension du stagiaire. Il doit prendre le temps de montrer comment le travail doit être réalisé. Il doit être patient et encourager le stagiaire, et même le féliciter quand il le mérite.
5. Le tuteur a la satisfaction de transmettre ses compétences et ses connaissances. Il éprouve également de la satisfaction de voir le stagiaire progresser et prendre de l'assurance dans son travail.

Page 78 – FINAL TASK 6 Present a Work Placement

Cette tâche finale sera réalisée individuellement. Au cas où plusieurs élèves auraient accompli leur stage dans la même entreprise, la réalisation de l'étape 1 pourrait être faite de manière commune par ces élèves.

Pour gagner du temps et permettre aux élèves de travailler en autonomie, téléchargez la fiche à compléter et photocopiez-la pour chaque groupe ou chaque élève.

Cette fiche reprend les rubriques de la fiche page 78 du manuel mais est beaucoup plus détaillée, ce qui facilitera le travail des élèves.

Nom du fichier : FTF06.doc

Culture Blog

Top Women

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1. The Arts

CD2 Track 10

A. Long after her death, Marilyn Monroe remained a Hollywood movie star, a legendary sex symbol and a fashion icon. However, her love life was a disaster.

B. Discovered in an amateur contest, Ella Fitzgerald became the American top female jazz and blues singer for more than 50 years. She was the first African-American woman to win 14 Grammys throughout her career.

C. J.K. Rowling is a world-famous British novelist who created the *Harry Potter* fantasy series. Those seven novels have been translated in 65 languages and have sold over 400 million copies.

1. Look and listen. Write the information you hear about their nationalities, their jobs and the reasons why these women are famous.

2. Listen again and answer the questions

a. Did Marilyn have a happy love life? No, she didn't. Her love life was a disaster.

b. How long was Ella famous? For over 50 years.

c. How many Grammys did she win? She won 14 Grammys.

d. How many languages have the Harry Potter novels been translated into? In 65 languages.

e. How many copies have been sold? Over 400 million.

2. Working for Humanity

Read the documents and answer the questions.

a. She was a scientist.

b. She received two Nobel prizes for her works on radiation and she was the first woman to become a university professor.

c. No. She was a humanitarian sister in India.

d. She created dispensaries and hospices for ill people. She also created orphanages and schools.

e. She received the Nobel Peace prize.

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3. The Youngest Ever Nobel Peace Prize Winner

Read Malala's personal information and present her orally.

Suggestion : Malala Yousafai is a young Pakistani woman who was born in 1997. She lived in Pakistan between 1997 and 2012, then, in 2013, she left her country and moved to Birmingham in England. She became famous thanks to an autobiographic book: *I am Malala*:

The Girl Who Stood Up for Education and Was Shot by the Taliban. In 2014, she became the youngest Nobel Peace Prize winner.

4. More Information about Malala

Read more about Malala and answer the questions.

- a. Because she was an activist expressing on her blog her fight for children's education and for women's rights.
- b. She was the victim of a terrorist assassination attempt.
- c. A Taliban gunman tried to assassinate her on her school bus.
- d. It is an extract from Malala's speech when she received the Nobel Peace Prize in 2014.

QUIZ

CD2 Track 11

- 1. Coco Chanel was a French fashion designer.
- 2. Indira Ghandi was the first female Prime Minister of India.
- 3. Diana Spencer, Princess Diana, was Prince William and Prince Harry's mother.
- 4. Estée Lauder founded a cosmetics company in the US.
- 5. British Prime Minister Margaret Thatcher was nicknamed "The Iron Lady".

UNIT 7

Coach Me!

Cette unité est en lien avec le thème de la santé et du bien-être. La tâche finale pourra être réalisée dans le cadre d'un **travail interdisciplinaire** (arts appliqués – anglais).

Au travers de tâches de communication, cette unité permet d'acquérir les connaissances culturelles et linguistiques suivantes :

- Vivre et agir au quotidien – Modes de vie et Relations avec les autres (hygiène de vie, régime alimentaire, habitudes sportives...);
- Reconnaître et prononcer les sons /a:/, /æ/, /ei/ et /ə/ ;
- Comparer (comparatif de supériorité / comparatif d'infériorité) ;
- Donner son avis, conseiller (should, 'd better...).

SPOTS / FINAL TASK

	Les activités	Les bonus à télécharger	Training / Sounds Good!
SPOT 1 My Best Performances Présenter des performances sportives (EOC – B1)	Deux activités courtes de compréhension orale (A et B) pour amener les élèves à comprendre des performances sportives.	WORD CARD Sports Cette fiche illustrée permet de mémoriser d'autres noms de sports et propose des exercices supplémentaires.	Training ex. 6
SPOT 2 Healthy Routines for Athletes Demander ou donner des informations sur les habitudes pour une bonne hygiène de vie (EOI – A2+)	Deux activités courtes (C et D) pour préparer les élèves à l'expression orale en interaction de la tâche intermédiaire.	ONLINE TRAINING Comparing	Sounds Good! Prononciation /a:/, /æ/, /ei/ et /ə/ Training ex. 3
SPOT 3 Tips for Teenagers Comprendre et rédiger des conseils (CE, EE – A2+)	Un travail progressif de compréhension (activités E et F) qui amènera l'élève à rédiger par mimétisme des conseils.	ONLINE TRAINING Giving Advice	Training ex. 4, 5 et 7
SPOT 4 Eating Habits Comprendre une vidéo sur les habitudes alimentaires des adolescents (CO – B1)	Vidéo disponible via : - le flash code - l'URL - sur le compte YouTube des éditions Foucher	ONLINE TRAINING Fruit and Vegetables Fiche VIDEO TIME complète U07_Eating habits_ANG: avec consignes en anglais U07_Eating habits_FR: avec consignes en français U07_Eating habits_CORR: corrigé	Training ex. 1 et 2
FINAL TASK 7 Create and Present a Poster about Health (EE et EOC – A2+)	Cette tâche finale sera réalisée en petits groupes ou individuellement étape par étape.	FTF07.doc	

CCF PREP

Se préparer aux différentes parties du CCF et travailler les stratégies nécessaires aux apprentissages en EOC, EOI et CE.

		Nature des supports utilisés
CCF PREP 13	Partie 1 Utiliser des mots-outils pour structurer le discours	Audio et écrit
	Partie 2 Identifier le type de questions et exprimer son point de vue	Audio et écrit
CCF PREP 14	Partie 3 Comprendre un article sur une activité sportive inédite Répondre aux questions de compréhension et acquérir une démarche pour comprendre l'article.	Texte : Aurora Personal Trainer Launches Dog-Friendly Yoga Class

Page 81 – Ouverture de l'unité

1 Choose the best definition of “personal trainer”.

a. A personal trainer is a person who gives personal tips for a better life.

2 Match the problems and the appropriate personal trainer (Tim, Robert or Teresa).

a. Robert

b. Teresa

c. Tim

Page 82 – SPOT 1 My Best Performances

ACTIVITY A / A Fitness Tracking App

1 Read the document and answer the questions.

a. The jogger's name is Jake van Damme.

b. You can read information about Jake's running performances.

2 Listen to the comments for today's performance and select the sentences you hear.

CD2 Track 12

Hello! Runtastic coach speaking! Today the temperature is 16.2 degrees and it's good weather with a lot of sunshine. Do not forget to drink water every thirty minutes!

You've been running for 20 minutes and eleven seconds. You've already run 4.2 kilometres. Your heart rate is 152 beats per minute.

For the moment I count more calories burnt than last time.

You were more energetic last Friday! Your pace is slower than last Friday but that's better for a longer distance. You should keep up this pace!

There are 10 more kilometres to do to reach your destination.

a. Do not forget to drink water every thirty minutes.

b. For the moment I count more calories burnt than last time.

c. You were more energetic last Friday.

d. That's better for a longer distance.

e. You should keep up this pace.

SPOTLIGHT

Comparatifs de supériorité : *more energetic, slower, better.*

Comparatifs d'infériorité : *less energetic.*

Pour les comparatifs de supériorité, les adjectifs longs sont précédés de MORE et on ajoute -er aux adjectifs courts.

Pour former un comparatif d'infériorité, on ajoute LESS devant l'adjectif.

« 10 kilomètres de plus » se traduit par « ten more kilometers ».

« moins de calories » se traduit par « fewer calories ».

ACTIVITY B / Comparing Performances

3 Listen and select what you hear.

CD2 Track 13

Jack: Fiona, look at what I did today today! What do you think of that?

Fiona: Well done! You ran 7.7 kilometres. That's good!

Jack: Well, not bad...

Fiona: Look, you ran the same distance on April 25th but you burnt fewer calories!

Jack: Yes, I can't explain that...

Fiona: And your pace was a lot faster on April 11th.

Jack: Of course, that was a sprint!

Fiona: Alright, I understand... Your pace was the same on January 27th but on that day you ran for a longer distance.

Jack: Yes, that's my usual pace...

- a. You ran the same distance on April 25th but you burnt fewer calories.
- b. Your pace was a lot faster on April 11th.
- c. You ran for a longer distance.

TASK 1

4 Compare Jake's performances last Tuesday and Friday.

Réponses possibles :

Jake burnt more calories on Friday.

His pace was faster on Friday.

He ran for a longer time on Friday.

He ran for a longer distance on Friday.

Page 83 – SPOT 2 Healthy Routines for Athletes

ACTIVITY C / The Eatwell Plate of an Athlete

5 Read the document and find the English equivalents for:

- | | | |
|-------------------------------|--|--------------------------------|
| a. <i>de la viande</i> : meat | b. <i>des produits laitiers</i> : dairy food | c. <i>des haricots</i> : beans |
| d. <i>du pain</i> : bread | e. <i>des légumes</i> : vegetables | |

6 True or False for a healthy diet.

- | | |
|---------|---------|
| a. True | b. True |
|---------|---------|

7 Listen and select the correct answers.

CD2 Track 14

Listen to our tips for a healthy diet:

- You should eat a lot of fruit and vegetables – at least five portions and plenty of cereals every day.
- You can eat bread, rice, potatoes and pasta twice a day.
- Choose the right moment of the day to consume certain products: for example, you'd better drink milk or eat dairy products at breakfast.
- A wide variety of food is essential for good health. You shouldn't eat junk food more than once a week.
- You'd better drink sufficient amounts of water. You should limit your consumption of energy drinks and drink alcohol in moderation.

- a. You should eat five portions of fruit and vegetables every day.
- b. You can eat bread, rice, potatoes and pasta twice a day.
- c. You'd better drink milk or eat dairy products at breakfast.
- d. You shouldn't eat junk food more than once a week.
- e. You should limit your consumption of energy drinks.

ACTIVITY D / At The Training Sports Centre for Young Athletes

8 Listen to the conversation between Lizzie and a sports coach and answer the questions.

CD2 Track 15

Lizzie: Hello!

Sports Coach: Hello, Lizzie. So you're here for a check-up.

Lizzie: Yes.

Sports Coach: Right. First, let's see what you weigh. Over here, please. Mmm. 65 kilos. That's fine.

Lizzie: Really?

Sports Coach: Of course. Which sport do you practise?

Lizzie: Volleyball. I play volleyball.

Sports Coach: Do you take part in competitions?

Lizzie: Yes, once or twice a month.

Sports Coach: And how many training sessions do you have in a week?

Lizzie: Well, I train five times a week. That is to say every day except weekends.

Sports Coach: So you have to be in a good physical condition. How many hours do you sleep per night?

Lizzie: Well, about 7 hours per night.

Sports Coach: You should sleep more, really. And what about food? What do you usually eat for breakfast?

Lizzie: Well, I often skip breakfast. I'm not really hungry in the morning.

Sports Coach: That's not good for you at all. And what do you like eating for lunch and dinner?

Lizzie: I like pizza, or sausages or roast chicken with French fries.

Sports Coach: Well, that's not good for you either. You shouldn't eat so much junk food. Once a week, if you like it... And you should eat more fruit and vegetables and starchy food like pasta. Eating pasta is essential before playing a match. But you probably know that.

Lizzie: Er, yes, I'll try.

Sports Coach: Right. Let's listen to your heart...

- a. Lizzie weighs sixty-five kilos.
- b. She practises volleyball.
- c. She participates in competitions once or twice a month.
- d. She trains five times a week.
- e. No, she doesn't. She often skips breakfast.
- f. She likes pizzas, sausages or roast chicken with French fries.
- g. The doctor says that she shouldn't eat so much junk food and that she should eat more fruit and vegetables and starchy food like pasta.

TASK 2

9 Work in pairs. In turns, ask your partner questions about the athletes' habits, then give advice for the athletes.

Réponses possibles :

What is his discipline? He is a pole vaulter / a shot putter.

How often does he train? He trains twice a week / three times a week.

How often does he participate in competitions? He participates in competitions four times a month / twice a month.

How many hours does he sleep per night? He sleeps for 12 / 6 hours per night.

What are his eating habits? He likes eating junk food, sugary food and sodas / meat, potatoes, energy drinks and he doesn't eat dairy products.

Page 84 - SPOT 3 Tips for Teenagers

ACTIVITY E / Online Medical Advice

1 Read the document and match the pictures with the names.

Andrea = b

Ian = c

Sofia = a

2 Find the English equivalents in the document.

a. strain the muscle (§1)

b. be in severe pain (§1)

c. nurses (§2)

d. get physical exercise (§3)

e. support (§2)

f. light (§3)

3 True or False. Justify with elements from the document.

a. False. Keep your ankle relaxed and try not to walk too much.

b. False. It's important to talk about your problem.

c. False. You can find help in an alcohol advice centre.

d. False. It may be good for you to have a light dinner, to take a warm bath and to relax in the evening.

e. True. It is absolutely essential not to use your computer, tablet or mobile phone after dinner.

SPOTLIGHT

Les expressions soulignées sont suivies d'un verbe à l'infinitif.

TO introduit l'infinitif.

Pour la forme négative, on place NOT devant l'infinitif en TO.

TASK 3

4 Read the message and write at least two different pieces of advice.

Réponse personnelle.

VIDEO TIME Teenagers and Food

The Top 5 Food Mistakes Most Teens Make and How to Fix Them

PART 2

“Nutrition isn’t really important to me because I’m only fifteen.” – “It’s hard to have self-control when there’s that much junk food available to me.” – “I’m usually busy with being outside, playing sports and nutrition is really out my mind.” – “I’ve never looked at a nutrition label once in my life.” – “I don’t usually look at the nutrition labels.” – “I buy fast food two, maybe three times a week.” – “I don’t eat healthy.” – “I think I’m sort of healthy but I can – I could do better.”

PART 3

- Deciding what to eat: it’s something we think about every single day of our lives, at breakfast, lunch and dinner and with various snacks throughout the day. What to eat? It’s a complicated question.

Why is it complicated? Because teens aren’t making smart choices about what they eat. The average teenager eats way too many overly processed foods and not enough healthy wholefoods.

- Bad food choices can lead to big health problems: obesity, diabetes, heart disease and more. Your health, good or bad, starts with what you eat.

PART 4

- That’s what this program is all about: understanding the top five food mistakes most teens make and how to fix them.

- It’s especially important for teenagers to make healthy eating choices. Your bodies are still developing and you’re working hard to get good grades and perform your best athletically. Good food will boost your energy for schoolwork, athletics, and just plain life.

PART 5

- Let’s get started. What’s the first mistake teens make when it comes to food? Not getting enough healthy stuff like fresh fruits and vegetables.

“No, I don’t like broccoli.” – “I do not like broccoli at all.” – “Spinach is all right.” – “I hate spinach, I really really hate spinach.” – “I don’t really like spinach in general but when I do I just kind of close my eyes and hope for the best.” – “The last time I had vegetables was probably, like, lettuce on my burger two or three days ago.”

- Research shows that most teens aren’t getting enough servings of healthy items like fresh fruits and vegetables.

- That’s a problem because fruits and veggies pack tons of important vitamins, minerals, nutrients and fiber.

- It’s really important for teens to eat a lot more fresh fruits and vegetables than they’re eating because they really can get a lot of their nutrients, their vitamins, their minerals, their antioxidants and it will help them feel more full when they’re eating more of those things than some of the other more calorie-dense or calorie-rich foods that they might be having. So how do you fix mistake number one? It’s simple really: add more fruits and vegetables to your daily diet.

PART 1 Watch the whole video

1 Select the correct answers.

- a. The video is about teenagers’ eating habits.
- b. The video explains teenagers’ bad eating habits but also gives them some advice.
- c. The video gives advice about the variety of food.

2 Put the elements in the order you see them.

- a. 2 b. 4 c. 1 d. 3

PART 2 Watch the video from the beginning to 0:31

3 True or False.

	True	False
a. The teenagers think that nutrition is very important for them.		X
b. Some of them admit that they never look at nutrition labels.	X	
c. One of them says that he eats fast food once or twice a week.		X

PART 3 Watch the video from 0:32 to 1:30

4 Tick the correct answers.

- a. The average teenager’s diet is processed food.
- b. The consequences of bad eating habits can be health problems.
- c. The program is about identifying the food mistakes of teenagers and suggesting solutions.

PART 4 Watch the video from 1:31 to 1:41

5 Complete with the missing words.

Your bodies are still developing and you’re working hard to get good grades and perform your best athletically. Good food will boost your energy for schoolwork, athletics and just plain life.

PART 5 Watch the video from 1:42 to 2:17

6 Select the produce they are talking about.

Broccoli, spinach and lettuce.

PART 6 Watch the video from 2:18 to the end.

7 Answer the questions.

- a. Because they pack lots of important vitamins, minerals, nutrients and fiber.
- b. They will feel more full.
- c. No, it hasn’t.

PART 7 Express Yourself

8 Talk about your daily diet and say if you eat enough fruit and vegetables.

Réponse personnelle.

Pages 86/87 - TRAINING

1 Associez les mots aux parties du corps correspondantes.

ankle (6) – fingers (4) – neck (1) – head (2) – leg (8) – feet (7) – hand (3) – arm (5)

2 Associez les problèmes de santé (a-f) aux images correspondantes (1-6).

- | | | |
|-------------------|-------------------------|-----------------------|
| a. a sore eye = 2 | b. a broken arm = 1. | c. a swollen nose = 5 |
| d. a headache = 3 | e. a sprained ankle = 6 | f. a stomachache = 4 |

Pour aider les élèves à acquérir davantage de lexique dans le domaine des sports, téléchargez la fiche illustrée Sports.

3 Utilisez les éléments suivants pour faire des énoncés au comparatif.

- a. A hamburger is fattier than a salad.
- b. A bike is slower than a car.
- c. A village is less polluted than a city.
- d. A broken arm is more annoying than a sprained wrist.

4 Complétez ces conseils pour une vie saine avec *should* ou *shouldn't*.

- a. You shouldn't eat too much sugar.
- b. You shouldn't eat fatty meals in the evening.
- c. You should eat more vegetables.
- d. You should have regular walks.
- e. You shouldn't sit and watch TV all day long.

5 Complétez avec 'd better, should ou shouldn't et un des verbes.

- a. He shouldn't eat crisps every day.
- b. You'd better walk for thirty minutes every day.
- c. My mother shouldn't drink so much coffee.
- d. My father is exhausted. He should sleep for seven or eight hours every night.
- e. My parents are tired. They shouldn't work seven days a week.

6 Répondez de façon personnelle.

Réponses libres.

7 Rédigez des conseils en utilisant les éléments donnés.

- a. She should exercise regularly and eat healthy food.
- b. He'd better stop working at weekends and spend more time with the family.
- c. She should eat less sugary food and walk more often.

Téléchargez trois exercices supplémentaires (ONLINE TRAINING exercices 19, 20 et 21) pour aller plus loin et varier vos activités. Travail en autonomie possible. Utilisable dans le cadre d'une pédagogie différenciée.

SOUNDS GOOD!

A Écoutez et répétez.

CD2 Track 16

father – calories – headache – stomach

B Classez les mots suivants selon la prononciation de la lettre “a”.

CD2 Track 17

a. bath

c. practice

e. distance

g. teenager

b. advice

d. duration

f. alcohol

h arm

/a:/	/æ/	/ei/	/ə/
bath – arm	practice – alcohol	duration, teenager	advice – distance

Page 88 – CCF PREP 13 Parties 1 et 2

Partie 1 Utiliser des mots-outils pour structurer le discours

1 Écoutez et sélectionnez ce que vous entendez.

CD2 Track 18

a. For me the poster is about friendship.

b. There are eight speech bubbles on the poster explaining how to make and keep friends.

c. The poster is colourful.

2 Associez ces mots-outils avec leurs équivalents anglais.

a4 / b6 / c1 / d2 / e3 / f5

3 Utilisez les mots-outils pour présenter cinq conseils de l’affiche que vous trouvez essentiels.

Réponse personnelle.

Partie 2 Identifier le type de questions et exprimer son point de vue

4 Lisez les questions. Votre interlocuteur souhaite-t-il que vous donniez des détails ou que vous exprimiez votre point de vue ?

- a. Question qui demande un point de vue.
- b. Question qui demande des détails.
- c. Question qui demande un point de vue.
- d. Question qui demande des détails.

5 Associez les questions aux réponses. Écoutez et vérifiez.

CD2 Track 19

a. Do you think that you must always listen carefully to your friends?
Yes, I think that listening to our friends is essential.

b. For you, is a good friend always there?
In my opinion, a good friend should always be there.

c. Do you agree with tip number 7?
Well, I’m not sure about that... Honesty is not always necessary.

d. I disagree with tip number 5. What about you?
Personally I agree with this tip.

6 Répondez aux questions de façon personnelle.

Réponses libres.

Partie 3 Comprendre un article sur une activité sportive inédite

Répondez aux questions.

1. Il s'agit d'un article sur des cours de yoga.
2. C'est un cours d'une heure pour les adultes et leurs chiens.
3. Oui.
4. Ses cours ont commencé le dimanche précédent.
5. Ils ont lieu tous les dimanches à 9 heures le matin.
6. Non, Isabel Chamberlin peut prêter des chiens.

Page 90 – FINAL TASK 7 Create and Present a Poster about Health

Cette tâche finale sera réalisée en petits groupes ou individuellement étape par étape.

Pour gagner du temps et permettre aux élèves de travailler en autonomie, téléchargez la fiche à compléter et photocopiez-la pour chaque groupe ou chaque élève.

Cette fiche reprend les rubriques de la fiche page 90 du manuel mais est beaucoup plus détaillée, ce qui facilitera le travail des élèves.

Nom du fichier : FTF07.doc

Looks and Trends

Cette unité est une unité sur les styles vestimentaires, la mode et les modes.

Dans les sections « Habillement », elle pourrait aussi être utilisée dans le cadre d'un **travail interdisciplinaire** (enseignement professionnel – anglais).

Au travers de tâches de communication, cette unité permet d'acquérir les connaissances culturelles et linguistiques suivantes :

- Vivre et agir au quotidien (vêtements, styles vestimentaires) ;
- Reconnaître et prononcer les sons /i/, /ə:/ et /ai/ dans les mots ayant la lettre « i » ;
- Décrire (adjectifs – présent en –ING) ;
- Relater (marqueurs du passé – prétérit en –ING).

SPOTS / FINAL TASK

	Les activités	Les bonus à télécharger	Training / Sounds Good!
SPOT 1 Special Styles Comprendre une description de styles vestimentaires (CO – A2+)	Deux activités courtes (A et B) orales et écrites pour amener les élèves à repérer le lexique lié aux vêtements et les expressions caractéristiques liées à la description de styles vestimentaires.	WORD CARD Clothing and Colours Cette fiche illustrée permet de mémoriser de nouveaux noms de vêtements ONLINE TRAINING Ex.22 Captions Exercice à cocher qui permet de revoir les temps en -ING Ex.23 Midday in London Exercice d'appariement Ex.24 Colours Exercice ludique, à cocher sur les couleurs	Training ex. 1,2 Training 5, 6 et 7 Sounds Good! Prononciation de la lettre « i »
SPOT 2 From Styles to Styles Donner des informations sur des styles vestimentaires (EOC – A2+)	Deux activités d'entraînement à l'oral (C et D) pour amener les élèves à parler des styles vestimentaires du passé et d'aujourd'hui.		
SPOT 3 Fashion only Écrire un commentaire et un article sur un blog (EE – B1)	Un travail progressif de compréhension des informations essentielles d'un blog pour pouvoir écrire un commentaire et un court article en réponse. (Activity E)		
SPOT 4 Streetwear Comprendre un reportage sur des styles vestimentaires (CO – B1)	Vidéo disponible via : - le flash code - l'URL - le compte YouTube des éditions Foucher	Fiche VIDEO TIME complète U08_Brick Lane_ANG: avec consignes en anglais U08_Brick Lane_FR: avec consignes en français U08_Brick Lane_CORR: corrigé	
FINAL TASK 8 Create a fashion slide show (EE et EOC – B1)	Cette tâche finale peut être réalisée individuellement, en binôme (ou en petits groupes éventuellement) étape par étape.	FTF08.doc	

CCF PREP

Se préparer aux différentes parties du CCF et travailler les stratégies nécessaires aux apprentissages en EOC, EOI et CE.

		Supports utilisés
CCF PREP 15	Partie 1 Décrire une photo Repérer les différentes informations et les ordonner pour décrire une photo de défilé de mode.	Audio + Photos
	Partie 2 Répondre à des questions sur une photo Répondre aux questions pour donner ses sentiments/ impressions sur une photo.	photo
CCF PREP 16	Partie 3 Comprendre un article sur un fait historique lié à la mode Répondre aux questions de compréhension et acquérir une démarche pour comprendre l'article.	Texte : First Women to Wear Pants

Page 91 – Ouverture de l'unité

Cette page permet de faire découvrir certains adjectifs en rapport avec les styles vestimentaires et de sensibiliser les élèves aux évolutions de ces styles.

1 Match the dates and the photos of Jenny's album. Listen and check.

CD2 Track 20

Photo D was taken in the early 1900s.

Photo B was taken in the 70s, photo A in the 20s and photo C in the late 50s.

In the early 1900s (d) – in the 20s (a) – in the late 50s (b) – in the 70s (b).

2 Listen and complete with the correct adjectives from the list below.

CD2 Track 21

a. These people are my great-great-grandparents. The photo was taken at the photographer's in the early 1900s. They are really **elegant** but they look so **strict**.

b. Now, my great-uncle and -aunt with friends, at the Ascot horse race, in London in the 20s. They are wearing **smart** clothes. They are very **chic**.

c. Jane and Arthur are my cousins. It was in the late 50s. They were rock "n" roll fans and their style was **simple** but **nice**.

d. Well! Granny and Grandad... In the 70s! At that time, they were hippies, into Flower Power. Their clothes were very **colourful**.

3 Say which photo and style of clothes you prefer and why.

Réponse libre. On peut attendre deux adjectifs dans la réponse.

Page 92 – SPOT 1 Special Styles

ACTIVITY A / Punk Generation

1 Listen and match the names of clothes and accessories with the numbers on the photo.

CD2 Track 22

Let's see the typical clothes and accessories for punks.

Number 1 is dyed hair, number 2 is for their piercings. A leather jacket is number 3.

Number 4 is torn jeans; number 5 is for the boots. Chains are number 6 and tattoos is number 7.

2 Listen, look at the picture and describe the boy using the following prompts.

CD 2 Track 23

a. He is wearing a black leather jacket. He is also wearing jewellery and chains with ripped jeans and red boots,

b. He has tattoos and many piercings on his face; he has dyed hair; he has a strange hairstyle too.

In this picture:

- a. He is wearing a leather jacket and jewellery; he is also wearing chains, ripped jeans and black boots.
- b. He has tattoos, piercings, dyed hair. He has a strange hairstyle.

3 Answer the questions.

- a. When and where was the Punk movement born? In the 70's, in England.
- b. What was their motto? (It was) "No Future".
- c. Which music band influenced these young people? The English group/band "Sex Pistols".

ACTIVITY B / Rockabilly

4 Listen and choose the correct information.

CD2 Track 24

- a. Rockabilly was a fashion trend **in the fifties**.
- b. Look at the picture; the girls were wearing **colourful** dresses or skirts, with flowery or **checked** patterns.
- c. The dresses or skirts were very flared and down to the **knees**.
- d. Boys had straight **jeans** and tight T-shirts.
- e. Rockabilly enjoyed an important revival **in the early 1980s** with the Stray Cats.

TASK 1

5 Listen to the report and correct the journalist's errors about the Show "Fashion through the Times". The photos are on page 260.

CD2 Track 25

Our show "Fashion Through the Times" is now coming to an end.

The female model is wearing a short orange dress. She has got elegant black boots and has a small black cap on her head.

As for the male model, he is wearing a black sweatshirt with the name AC/DC printed on it. He has got black jeans. He is wearing black boots. There are chains on his boots.

Photo 1

I see: a mini (short) red dress – black shoes / I hear: a short orange dress – black boots – a black cap on her head

Photo 2

I see: black jeans – black and white shoes – a white T-shirt with a pattern – a necklace / I hear: a black sweatshirt with a pattern on it (AC/ DC) – black jeans – black boots with chains.

Page 93 – SPOT 2 From Style to Style

ACTIVITY C / A Party Wear

6 Listen to Mandy and Charlene and choose the correct information.

CD2 Track 26

Party Wear

Charlene: Hi Mandy. How are you doing? It's been such a long time...

Mandy: Hi Charlene. Yes. Well, I am fine, thank you. You didn't go to Helen's birthday party, did you?

Charlene: No...I didn't know about the party. When was it?

Mandy: Err. Three weeks ago. Yes. That's right. Three weeks ago.

Charlene: I wasn't here anyway. I was in San Diego.

Mandy: Oh! Lucky you! When did you get back?

Charlene: I came back four days ago. Was it a nice party?

Mandy: Yes. It was really super. There were lots of people. It was very different from last year...

Charlene: Really? I remember, last year it was a theme party: the 70s. Casual and simple.

Mandy: But not this year. It was a formal party: no jeans, no trainers. Jeans and trainers were not permitted at all. Everyone was very, very smart.

Charlene: What were you wearing?

Mandy: I had my new miniskirt and a nice red top.

Charlene: Were you wearing a new pair of shoes? I suppose so...

Mandy: Yes. Black shoes, very elegant, very trendy. You'll like them, for sure...

- a. The birthday party was **three weeks ago**.
- b. Charlene came back from San Diego **four days ago**.
- c. Last year, the theme of the party was **the 70's**.
- d. The party was **casual**.

7 Listen again and answer the questions.

- a. What clothes were not permitted? Trainers and jeans (were not permitted).
- b. What clothes was Mandy wearing? She was wearing a miniskirt and a nice top.
- c. What colour was her top? (It was) red.
- d. Did she have new shoes? Yes, she did.
- e. What sort of shoes are they? Black, elegant and trendy shoes.

SPOTLIGHT

Les formes verbales encadrées = « Be » (au présent ou au prétérit) + V-ing.

L'imparfait en français = « was / were » + V-ing.

Dans les années 50 – Il y a trois semaines.

« ago » est placé après l'expression de temps, contrairement au français.

ACTIVITY D / Special Looks

8 Look at the photo and imagine where Andrew was before he meets David.

Réponses possibles : Andrew was in an office, at work, at a catwalk, for a job interview...

9 Listen to Andrew and David and answer the questions.

CD2 Track 27

David: Hi Andrew! How smart you are!

Andrew: Hi David. Err, well, I'm just back from an interview...

David: An interview?

Andrew: My interview for the position at the Tourist Information Centre. I'd like to work there next summer.

David: Do you really have to wear a suit for a job interview?

Andrew: Yes... and a tie... and a shirt! A white shirt, or a pale blue one, or a striped one... In fact, you must wear the right clothes. You must be smart.

David: You mean. I can't apply for a job with these clothes?

Andrew: No, I am afraid, not... Converse sneakers, an NBA jersey...

David: ...And have you got the job, Mister Elegant?

Andrew: I don't know yet. I'll get a letter next week...

- Where was the interview? At the Tourist Information Centre.
- When does he want to work over there? (He wants to work there) next summer.
- What clothes are not permitted for a job interview? Jersey, sneakers, jeans...
- When will Andrew know if he is accepted or not? Next week.

10 Describe David's attire or Andrew's attire.

Réponses possibles : Andrew is wearing a suit, a shirt and a tie, with black shoes.

David is wearing baggy jeans, a jersey shirt, a cap and Converse shoes...

TASK 2

11 Present Scarlet's different looks: Her look today and her look at the party last Saturday. See pictures page 260.

Réponses possibles :

Last Saturday, at the party, Scarlet was very smart; she was wearing pale blue leggings with black high-heeled shoes. She had a navy blue mini-skirt with a pale blue top. She was also wearing a short blue jacket. Her hair was tied up and she had large earrings.

Today, Scarlet is wearing boots and trendy brown jeans. She has a striped scarf with a brown pullover on her shoulders. Her hair is loose. It's very trendy.

Page 94 – SPOT 3 Fashion Only

ACTIVITY E / Ollie's Blog

1 Choose the right information.

- The document comes from: **the Internet.**
- It's about: **Summer fashion.**

2 In the document find out the English words for:

- amazing – b. loose – c. flat shoes – d. airy

3 Answer the questions.

- a. Who is Olie? She is a fashion blogger.
- b. What is her favourite colour? black.
- c. What adjectives does she use about this colour? super stylish, elegant, mysterious.
- d. What type of clothes does she suggest wearing? denim shorts, a loose black shirt, flat shoes. Airy clothes: shirts, shorts, dresses.
- e. What comparison does she make? She makes a comparison with blackbirds.

4 Say if the following information is true or false. Correct it when it's false.

- a. Summer means tight clothes for Olie. → False: a loose black shirt, airy clothes.
- b. "Sanja" and "allbeauty talks"'s comments are positive. → True.

TASK 3

5 Send Olie a comment about her article and write about your favourite attire.

Réponses possibles :

Comment : "A great look! I love it". / "Black is super"/ "The perfect model for summer fashion"

Article : Réponse ouverte.

Page 95 - SPOT 4 Street Wear

VIDEO TIME Street Style Brick Lane

PART 1-2

Racquel Stewart: I am here in East London on Brick Lane famous for its unique urban fashion. Let's have a look at some street styles.

Girl with the fur coat: A fur coat from H&M, a dress kind of skirtish, kind of thing from River Island, shoes from "Office" and a bit of everything you know, a kind of mix and match.

Racquel Stewart: I am loving your hair as well. Amazing.

Girl with the fur coat: Thank you. I am loving yours!!

Girl with the black jacket: I'm looking quite basic today but let's roll with it. I've got a Top Shop jacket on, jeans from I can't remember where, "Office" shoes, and my "Fiorelli" bag.

Racquel Stewart: Amazing.

PART 1-3

Girl with a bun: Um, I am wearing a vintage jacket; my jumper is from Top Shop; jeans are from Top Shop and shoes are from ASOS.

Racquel Stewart: Okay, so you're a kind of, like you're a big "Top Shop" fan I see.

Young man with a cap: Eh, I actually work at "Ben Sherman". Pretty much everything I am wearing right now is Ben Sherman.

Black young man: A bit of vintage little boutiques and bit of High street just a mixture really.

Racquel Stewart: Amazing! You look absolutely brilliant.

PART 1-4

Young man: This was from a charity shop a few days ago. I got this shirt on eBay, it was “Alexander Wang”. It’s supposed to be £250.

Racquel Stewart: How much did you get it for?

Young man: I got it for £10.

Racquel Stewart: Amazing! A bargain finder. I love that. OK.

Girl with a jumper: This is off eBay; a lot of stuff is off eBay. The jumper is from eBay, The jumper and the shirt and these leggings and some socks that my friend tie-dyed for me and Creepers.

Racquel Stewart: Okay. Where do you like to shop?

Girl with a jumper: Um, Top Shop... I went to Camden Market and I got this jumper and all sorts of places really, like the Internet.

PART 1-5

Girl: Eh, I’m wearing “American Apparel” disco pants, and a cream shirt from a charity shop and a “Barbour” jacket which is also from a charity shop.

Racquel Stewart: Amazing; OK and yourself?

Girl: I am wearing a velvet shirt and I got it from a little vintage market in Falmouth – I went there for the weekend – and “fishnets” and scruffy boots which...

Racquel Stewart: Love it. Where did you get your bag from?

Girl: Eh, this is from ASOS.

Girl in sunglasses: I got this jumper in a shop in Shoreditch High Street, it’s just like a boutique store, um, shirt’s from “Reiss”. Jeans are from Top Shop, desert boots.

PART 1-6

Racquel Stewart: So, Okay, I can tell you guys you aren’t from London? Where are you guys from?

Group of 3 young men: We’re from Denmark.

Racquel Stewart: Ooh Denmark, we love that. Okay and is the fashion cool in Denmark? Is it as cool as in London? Or is it? Or is it not really?

Group of 3 young men: Yeah. You can check our style.

Racquel Stewart: Well I do. Exactly you’re “roughing it” for Denmark.

Young man: I like very small boutique store that they make their own, you know, products and have their own independent view on what fashion entails.

Racquel Stewart: Amazing.

PART 1 Watch the whole video

1 Tick the correct information.

- a. The document is about **fashion in the streets**.
- b. Racquel Stewart, the reporter, is interviewing **young people**.
- c. The reporter is **in London**.

PART 2 Watch the video from 0:01 to 0:49

2 Listen and complete the beginning of the script with some of the following words.

“I am here in East **London** on Brick Lane famous for its unique **urban** fashion. Let’s have a **look** at some street **styles**.”

3 Number the people's portraits in the order you see them.

- a. young man (2) b. two blond girls (3) c. two black girls (1)

4 Match the black girls' clothes and the brands

Clothes

- a. a fur coat
b. a dress
c. shoes
d. a jacket
e. a bag

Shops or brands

5. H&M
4. River Island
1. Office
2. Top Shop
3. Fiorelli

PART 3 Watch the video from 0:50 to 1:12

5 Match the people and their favourite brands or shopping places.

People

- a. The girl with a bun
b. The young man with a cap
c. The girl with a fur hat

Shopping places

3. Top Shop
1. Ben Sherman
2. Little boutiques

6 Listen to Racquel's last comment and choose the right phrase.

- b. "Amazing! You look absolutely brilliant!"

PART 4 Watch the video from 1:13 to 1:51

7 Say if it is true or false.

- a. The boy got his shirt on eBay.
b. He paid £80 for it.
c. The girl with the yellow bag buys many things in charity shops.
d. The second girl likes to shop in Top Shop, Camden Market and the Internet.

PART 5 Watch the video from 1:52 to 2:24

8 Listen and complete these parts of the script with the following words.

- "Eh, I'm wearing 'American Apparel' disco pants, and a cream shirt from a **charity shop**. A 'Barbour' **jacket** which is also from a charity shop".

Racquel "**Amazing!** OK and yourself?"

- "I am wearing a **velvet shirt** and I got it from a little vintage market in Falmouth – I went there for the weekend – and 'fishnets' and scruffy **boots** which..."

Racquel "Love it.

Where did you get your **bag** from?"

- "Eh, this is from **ASOS**".

PART 6 Watch the video from 2:25 to the end

9 Choose the right information.

- a. The first boys Racquel is interviewing are **three**.
b. They are from **Denmark**.
c. Racquel is asking them if fashion is **cool**.
d. The boys have got a **trendy style**.

10 Listen to the last young man and circle the right words.

Very **small** boutique stores where they **make** their own, you know, products and have their own independent view on what **fashion** entails.

11 Select Racquel's favourite words and expressions when she is interviewing the different people

Amazing – I love it

PART 7 Express yourself

12 Choose the outfit you like best in the whole video and describe it.

Réponse ouverte.

Pages 96/97 – TRAINING

1 Décrivez Harry et Sally en complétant les phrases suivantes

- a. Sally's wearing a large **hat** and a tight blue **jacket**.
- b. Harry's got a very long **coat**. His flared **jeans (pants)** are too short.
- c. Sally isn't wearing a dress; she's wearing an orange **skirt** and a white **top (blouse / T-shirt)**.
- d. Sally's **boots** and **bag** are brown.
- e. **Harry's wearing a jumper (sweatshirt) under his pullover and he's got a cap on his head.**

2 Entourez l'intrus dans chacune de ces séries de mots.

- a. a scarf – a sock – a shoe
- b. a pullover – a jacket – a pair of pants
- c. shorts – pants – shirts
- d. stilettoes – belts – trainers
- e. a bag – a hat – a cap

Pour aider les élèves à acquérir davantage de lexique sur les vêtements et accessoires, téléchargez la fiche illustrée Clothing and Colours.

3 Répondez aux questions suivantes.

- a. What is your favourite clothes style? *Réponses ouvertes.*
- b. What were you wearing yesterday?
- c. What do you usually wear for parties?
- d. When did you last go to a party?

4 Associez les styles et les vêtements correspondants.

- a. a formal wear / 4. smart clothes for work or formal events
- b. beachwear / 1. swimming suits and bikinis
- c. streetwear / 5. teenagers' trendy clothes, unusual, unique
- d. casual wear / 2. everyday and ordinary clothes
- e. sportswear / 3. technical clothes for leisure and sports activities

5 Complétez les énoncés par les marqueurs de temps demandés.

- a. Meryem and Ken were models for a fashion agency **three years ago**.
- b. Because it was too hard, Jimmy stopped the job **six months ago**.
- c. Fashion was very flashy **in the 70's**.
- d. **Today** they are working in a communication agency.
- e. They will go to the States **next year**.

6 Dites ce que chacun est en train de faire en ce moment.

- b. The girl is running / is jogging.
- c. They are watching television in the lounge.
- d. He is getting dressed.
- e. She is listening to music with her headset, on her bed.

7 Complétez les énoncés avec les formes verbales proposées, conjuguées au présent ou au prétérit en fonction du contexte.

- a. We didn't go out last night because it **was raining**
- b. I think his English **is improving**: he attends evening classes regularly.
- c. Come and help me, Jaimie! I **am preparing** a room for you.
- d. Jane and John **were having** dinner in a restaurant when they heard the terrible new.
- e. When there was the accident, Pierce **was watching** the news on TV.

Téléchargez deux exercices supplémentaires (ONLINE TRAINING exercices 22 et 23) pour aller plus loin et varier vos activités. (= travail en autonomie possible ; utilisables dans le cadre d'une pédagogie différenciée).

SOUNDS GOOD!

A Écoutez la prononciation de la lettre « i » dans les mots suivants : music, skirt, attire.

CD2 Track 28
music – skirt – fire

B Écoutez ces mots et classez-les dans la colonne qui convient. Puis, répétez-les.

CD2 Track 29
nice – shirt – strict – tie – third – birthday – fifties – tight – fit

	nice	shirt	strict	tie	third	birthday	fifties	tight	fit
/i/ music			x				x		x
/ə:/ skirt		x			x	x			
/aɪ/ fire	x			x				x	

Page 98 – CCF PREP 15 Parties 1 et 2

Partie 1 Décrire une photo

1 Observez la photo puis complétez-en la description à l'aide des éléments fournis. Écoutez et vérifiez.

CD2 Track 30

- a. This photo is about a **fashion show** inside a building, with **black** walls and stairs.
- b. In the middle and in the foreground, I see **a model** with a red **outfit** and a hat; she is walking along a grey catwalk.
- c. In the background, there is another model wearing a **pale blue** dress and white gloves. She is at the top of **the stairs**.
- d. On the right, there is one part of the audience; the people are **watching** the show.
- e. On the left, the other part of **the audience** is also watching the show or **writing** in notebooks.

2 Décrivez la photo ci-dessous.

a. This photo is about a catwalk in a coloured area.

b. In the foreground, I see many reporters with their cameras; they are shooting the models.

c. *Réponses possibles :*

In the middle, there are two lines of models walking on the catwalk. They are wearing colourful clothes. / On the left and on the right, the audience is clapping their hands. In the background, there is a green wall.

PARTIE 2 Répondre à des questions sur une photo

3 Répondez aux questions suivantes.

a. What do you see on the left of the photo? I see reporters shooting a smart lady / taking photos of a smart lady.

b. What else do you see? I see other reporters in the background, on the right. I see a house in the background.

c. Why is the person in the middle being photographed? Because she is famous / she may be a film star or a top model.

d. Do you like this photo? *Réponse ouverte*

e. What are your impressions? I think it is...

Réponse ouverte : On attend une réutilisation des adjectifs utilisés dans l'unité. Il sera possible d'utiliser un dictionnaire pour trouver de nouveaux adjectifs d'appréciation.

Page 99 – CCF PREP 16 Partie 3

Partie 3 Comprendre un article sur un fait historique lié à la mode

Répondez aux questions suivantes en français.

1. Il s'agit d'un article sur les premières femmes qui ont osé porter un pantalon.

2. E. Miller a aidé les femmes américaines à obtenir le droit de vote et elle a été une des premières femmes à porter un pantalon.

3. Elle portait des corsages amples, avec des pantalons et des robes qui s'arrêtaient aux genoux.

4. Car elle portait un pantalon et que c'était la première fois qu'une femme osait mettre un pantalon à la Chambre des Représentants des États-Unis.

5. Les pantalons sont devenus populaires dans les années 50.

Page 100 – FINAL TASK 8 Create a Fashion Slide Show

Cette tâche finale sera réalisée individuellement étape par étape. En cas d'effectif trop nombreux dans la classe, cette tâche peut être réalisée par groupe de deux ou trois élèves.

Pour gagner du temps et permettre aux élèves de travailler en autonomie, téléchargez la fiche à compléter et photocopiez-la pour chaque élève (ou éventuellement pour chaque groupe d'élèves).

Cette fiche reprend les rubriques de la fiche page 100 du manuel mais est plus détaillée.

Nom du fichier : FTF08.doc

Page 101

1. Are You an NBA Fan?

Do the matching in less than one minute.

a. Basketball	•	1. a professional basketball league
b. NBA	•	2. a process to allocate players to teams
c. All-Star Game	•	3. a sport played by 2 teams of 5 players
d. Draft	•	4. an exhibition game with the best players

2. Team Locator

Match the names of my favorite teams and their logos on the map.

- a. Los Angeles Lakers: à gauche sur la carte (California).
- b. Chicago Bulls: en dessous des lacs (Illinois).
- c. San Antonio Spurs (Texas): au-dessus du Rio Grande.
- d. New York Knicks (State of NY): à droite sur la carte.
- e. Miami Heat (Florida): en bas à droite sur la carte.

3. Are You a Real Basketball Expert?

Fill in the exact height and diameter of the basket to complete the description.

Diameter of the ring: 18 inches / 46 cm.

Height from the ring to earth: 10 feet / 3.05 meters.

Page 102

4. NBA All Star Game

Match the pictures and the corresponding paragraphs. Then explain in French what you have understood about the NBA All-Star Game.

The All-Star game is an exhibition match between the star players from the Eastern Conference to their counterparts from the Western Conference.

→ Photo terrain de basketball lors du *All-Star Game*

Millions of fans vote to select five players from each conference. NBA offers the possibility to vote in three languages (English, Spanish and Chinese). NBA coaches vote for the reserves; they are not allowed to vote for their own players.

→ Affichette *Vote for your All-Star Team*

The game begins like a gigantic party with fanfares, dance music and pyrotechnics. At half-time, concerts are performed by very popular artists such as Elton John, Beyoncé, Shakira, OutKast, Alicia Keys and Rihanna.

→ Photo feux d'artifice

5. My Top 3 NBA Players

CD2 Track 31

James LeBron
My favorite basketball player is James LeBron. He is number 23 with the Cleveland Cavaliers. He is excellent! He is the forward in his team.
He was born in 1984. He is very tall, that's to say 6 feet, 8 inches or 2.03 meters.
He was ten times NBA All-Star between 2005 and 2014.
His current statistics are very good: he has an average of 27.1 points!

Kevin Durant
My second favorite basketball player is Kevin Durant. He is number 35 with the Oklahoma City Thunder. He is amazing too! He is also the forward in his team.
He was born in 1988. He is 6 feet, 9 inches or 2.06 meters tall.
He was 5 times NBA All-Star between 2010 and 2014.
His current statistics are incredibly good: he has an average of 32 points!

Listen to my podcast and find the information about my 2 top-favorite NBA players.

James LeBron n°23 – Cleveland Cavaliers Position: Forward Born: 1984 Listed height: 6 ft 8 in (2.03m) 10 × NBA All-Star (2005-2014) Current season stats: 27.1	Kevin Durant n°35 – Oklahoma City Thunder Position: Forward Born: 1988 Listed height: 6 ft 9 in (2.06 m) 5 × NAB All-Star (2010-2014) Current season stats: 32
--	---

Search the Internet to find the information about my third-favorite NBA player.

Joakim Noah
N° 13 Chicago Bulls
Position: **Centre-Forward**
Born: 1985
Listed height: 6 ft 11 in (2.11m)
Listed weight:232 lb (105 kg)
2x NBA All-Star (2013-2014)
Current season stats: 12.6

QUIZ

CD2 Track 32

1. A basketball game is played in four 10-minute parts.
2. The NBA All-Star Weekend is in February.
3. The NBA team from Canada is the Toronto Raptors.
4. Tony Parker plays with the San Antonio Spurs.
5. The greatest basketball player of all time is Michael Jordan.

UNIT 9

Brands & Products

Cette unité en lien avec la publicité et la consommation pourra être mise en œuvre pour que les élèves s'expriment à propos de leurs produits et marques préférés.

Elle pourrait aussi être utilisée dans le cadre d'un **travail interdisciplinaire** en EGLS (Enseignement Général Lié à la Spécialité) et/ou avec l'enseignant(e) d'arts appliqués pour réaliser la tâche finale.

Au travers de tâches de communication, cette unité permet de réactiver les compétences liées aux connaissances culturelles et linguistiques suivantes :

- *Vivre et agir au quotidien* (pour la présentation des produits de consommation) ;
- *S'informer et comprendre* (par l'intermédiaire de la publicité) ;
- *Reconnaître et prononcer la prononciation de la terminaison* "est" au superlatif de supériorité ;
- *Décrire* (nommer, caractériser, qualifier et comparer).

SPOTS / FINAL TASK

	Les activités	Les bonus à télécharger	Training / Sounds Good!
SPOT 1 Tips for a New Phone Donner son avis sur un produit (EE – A2+)	Deux activités courtes (A et B) pour amener les élèves à réussir la tâche intermédiaire.	WORD CARD Advertising Cette fiche illustrée permet de mémoriser d'autres noms de supports publicitaires.	Training ex. 2, 3, 4 et 5
SPOT 2 My Favourite Sports Brand Comprendre des informations sur une marque (CE – A2+)	Deux activités courtes d'entraînement à l'oral (C et D) pour amener les élèves à réussir la tâche.	ONLINE TRAINING Advertising Vocabulary Product Reviews Needs	Sounds Good! Prononciation de la terminaison "est"
SPOT 3 The Best Adverts! Décrire un document publicitaire (EOC – A2+)	L'étude d'une image publicitaire sert de modèle aux élèves pour décrire une publicité. (Activity E)		Training ex. 1, 6 et 7
SPOT 4 Competitive Advertising Comprendre un document à caractère publicitaire (CO – B1)	Vidéo disponible via : - le flash code - l'URL - sur le compte YouTube des éditions Foucher	Fiche VIDEO TIME complète 09_Samsung Commercial_ANG: avec consignes en anglais 09_Samsung Commercial_FR: avec consignes en français 09_Samsung Commercial_CORR: corrigé	
FINAL TASK 9 Create an Ad for a Product (EE – B1)	Cette tâche finale sera réalisée en groupes étape par étape.	FTF09.doc	

CCF PREP

Se préparer aux différentes parties du CCF et travailler les stratégies nécessaires aux apprentissages en EOC, EOI et CE.

		Supports utilisés
CCF PREP 17	Partie 1 Justifier un choix Aider l'élève à expliquer pourquoi il/elle a choisi le thème présenté à l'oral.	Écrit
	Partie 2 Répondre à des questions sur une marque à partir d'une <i>mindmap</i> Donner des informations sur une marque dans les conditions de l'épreuve du CCF.	Écrit : <i>mindmap</i> Audio : Questions enregistrées susceptibles d'être posées au cours de l'examen
CCF PREP 18	Partie 3 Comprendre un article sur un nouveau produit. Répondre aux questions de compréhension et acquérir une démarche pour comprendre l'article.	Texte : Softjox Plush are Cuddly, Personalized Friends

Page 103 – Ouverture de l'unité

Cette page est une présentation d'objets innovants dans des domaines différents (mode, architecture, musique...). Les mots proposés sont intéressants parce qu'ils sont faciles à comprendre/traduire mais difficiles à prononcer.

1 Look, listen and repeat.

CD2 Track 33		
1. Fashion	3. Music	5. Digital Innovation
2. Furniture	4. Architecture	6. Transport

2 Match the description and the domain.

- a. the most impressive building (4)
- b. the healthiest school chairs (2)
- c. the cheapest futuristic-looking vehicle (6)
- d. the most unusual sound-maker (3)
- e. the quickest eye-test app (5)
- f. the most amazing collection (1)

Page 104 – SPOT 1 Tips For a New Phone

ACTIVITY A / At the Phone Shop

1 Look at the picture and answer the questions.

Réponses possibles :

- a. The scene takes place in a phone shop.
- b. The man wants to buy a new mobile.

2 Listen and select the right telephone. Then answer the questions.

CD2 Track 34

At the Phone Shop

Shop assistant: Hello! Can I help you?

The customer: Yes, please. I want to buy a new mobile. I need it to make calls but I don't have to use it for photos.

Shop assistant: These three models are the best ones: Samsung, Apple and Google phone.

The customer: OK. Which one has the most storage?

Shop assistant: Apple: 128GB.

The customer: Which is the cheapest one?

Shop assistant: We have a discount on Google phones this month.

The customer: Errr... Which one is the most powerful?

The shop assistant: Samsung.

The customer: OK. Which one is the best?

Shop assistant: Samsung is definitely the best pick.

The customer: All right. I'll take it!

	Samsung	Apple	Google
a. Which one has the most storage?		x	
b. Which is the cheapest one?			x
c. Which one is the most powerful?	x		
d. Which one is the best?	x		

Réponses possibles :

- a. **Apple** has the most storage.
- b. **Google** phone is the cheapest one.
- c. **Samsung** is the most powerful phone.
- d. **Samsung** is the best mobile.

ACTIVITY B / The Best Tablet

3 Find the English for:

- a. *le poids* : weight
- c. *l'autonomie* : battery life
- e. *La vitesse* : speed.
- b. *la taille* : size
- d. *l'écran* : screen

4 Use the chart to select the right adjective. Listen and complete the sentences.

CD2 Track 35

- a. Asus has **the slowest** processor.
- b. Apple has **the largest** screen.
- c. Samsung's processor is **the most powerful**.
- d. Samsung is **the lightest** tablet: only 331 grams!
- e. Samsung is definitely **the best** tablet.

SPOTLIGHT

The most powerful: *le plus puissant* – the quickest: *le plus rapide*.

Ces expressions servent à exprimer le superlatif de l'adjectif pour classer le produit comme le meilleur de sa catégorie. Le superlatif se forme ainsi :

- the most + adjectif pour les adjectifs longs ;
- the + adj-est pour les adjectifs courts.

Don't have to sert à exprimer l'absence d'obligation. *Need* sert à exprimer le besoin. *Can* sert à exprimer la possibilité.

TASK 1

5 Write 5 sentences about your phone or the one you would like to have (page 260).

Réponses possibles :

I would like to buy Samsung Galaxy S5. For me, it is definitely the best mobile phone. It has the quickest processor. The screen is the largest one. It has also the most powerful battery.

Page 105 – SPOT 2 My Favourite Sports Brand

ACTIVITY C / Just Do It!

6 Match the elements (1-6) and the corresponding words.

- a. le directeur/dirigeant
- c. les couleurs principales
- e. l'année de création de l'entreprise
- b. Le nom de la marque
- d. le slogan
- f. le logo.

ACTIVITY D / A Success Story

7 Read the NIKE success story and say if the statements are true and false.

- a. False. It was created in 1971.
- b. False. They sold shoes only.
- c. False. Swoosh is the logo's name.
- d. True.
- e. True.
- f. False. They create sportswear for both men and women.

TASK 2

8 Read the text on page 261 and sum it up in French.

Réponse possible :

Reebok International Limited est une entreprise spécialisée dans la vente de vêtements et de matériel de sports. Cette société a été créée en Angleterre en 1895 par M Foster. C'est lui qui a conçu la première paire de chaussures à pointes. Aujourd'hui, Reebok fait partie du groupe allemand Adidas.

Leur logo a évolué au cours des années. Au début, il représentait le drapeau britannique et le mot Reebok qui désigne une antilope en Afrique du sud. De nos jours, un triangle rouge remplace le Union Jack. Jay-Z est la première personne célèbre, non issue du monde sportif, à avoir donné son nom à une paire de chaussures Reebok.

Page 106 – SPOT 3 The Best Adverts!

ACTIVITY E / Let's Play Games!

1 Match the words and the numbers.

- a. The product: 6
- b. The brand-name: 2
- c. The slogan: 1
- d. The background/the setting: 4
- e. The text: 3
- f. The price: 5

2 Listen and fill in the description of the ad with the information you hear.

CD2 Track 36

This document is an **advert** promoting a console game. On the right, you can read the **text** in different colours. It indicates the goals of the game. When you read it and when you see the character standing in the middle of the poster, you conclude that the **target audience** must be girls and young women. Just above the text, there is the **slogan**: "Play With Life".

The **setting or background** is green, yellow and white. There are also some illustrations of the characters in some scenes of the game as described in the text. At the top, on the left, you can see the **name of the game**: SIMS3.

On the right, at the bottom, we focus on the **product**. There is also the **logo**: EA Electronic Arts – which is the name of the company that sells the game. On the left, the **price** is given: £29.99.

SPOTLIGHT

La cible doit être des filles ou des jeunes femmes.

Must sert à exprimer *une forte probabilité*.

3 What's the English for:

- a. *le produit* : the product b. *la marque* : the brand-name c. *la publicité* : the advert
e. *la cible* : the target audience d. *le fond/l'arrière-plan* : the background/the setting
f. *le slogan* : the slogan

TASK 3

4 Go to page 261 and describe the advert.

Réponse possible :

This document is an advert promoting a console game. The action must take place in a futuristic planet during wartime. The setting/background is blue and dark.

In the foreground, in the middle of the poster, I can see the name of the game “destiny”, and the date 09-01-14 is written in yellow. There is also a mysterious and frightening character who is wearing black clothes. We cannot see his or her face. On his/her both sides, in the background, there are two characters. They are wearing white clothes. The three of them are carrying weapons.

At the top, on the right, you can read “16” – it must be the minimum age of the players. On the right, at the bottom, we focus on the product.

And, on the left, there is also the logo and the name of the game: PS4. The target audience must be teenagers – aged 16 and more – who are interested in war games.

VIDEO TIME Samsung Commercial

Script de la vidéo

PART 1-2

The Samsung Galaxy S4 was about to revolutionize the handset market. A phone so highly specced that it would reinvent how we communicate. It was the next big thing in smartphone technology. The only problem was: coming from us, that kind of sounded like bullshit.

PART 1-3

We decided the best way to launch the Galaxy s4 was to get our fans to launch it for us. So we saved them from lining up outside a store and got them to line up online. Fans joined the smartphone line through Facebook and Twitter.

Every day for the two weeks leading up to the launch we gave them features of the S4 to promote through their social media network. The more their friends liked, reposted, retweeted, commented and shared these features, the further up the line they moved. To get the first S4 in the country all they had to do was get to the front of the line.

PART 1-4

The smartphone line was broadcast live to a massive electronic billboard, turning the virtual queue into a real-world line. The avatars moved and reacted like a normal line would. At night they would go under blankets and into sleeping bags, and when it rained they put up umbrellas.

PART 1-5

“What happens is I tell my friends and family about how great the new Samsung phone is and every time I do a little speech bubble pops out and people coming down here at Aotea Square can actually see what I’m talking about: the more I share it, the closer I got to the front of the line.”

PART 1-6

As a result twelve thousand people queued for two weeks. They spread eighty-five thousand stories to over three million people which had an organic reach of over fifteen million people. Since the Galaxy s4 launched, market share of the premium smartphone market has grown by twelve percent. Instead of leaving our biggest fans waiting outside a store for days, we turned them into our media channel and proved that the Galaxy s4 really is the next big thing.

PART 1 Watch the whole video

1 Answer the questions.

- The video is a commercial promoting a new mobile phone.
- They are talking about Samsung.

PART 2 Watch the video up to 0:25

2 Listen and complete with one of the following words.

“The **Samsung Galaxy S4** was about to revolutionize the handset market. A **phone** so highly specced that it would reinvent how we **communicate**. It was the next **big** thing in smartphone **technology**. The only **problem** was: coming from us, that kind of sounded like bullshit”.

PART 3 Watch the video from 0:26 to 1:15

3 Match the numbers and the topics.

a/2 b/3 c/1

4 Say whether the statements are true or false.

a. True b. False c. False d. False e. True

PART 4 Watch the video from 1:16 to 1:34

5 Complete with the missing words.

“The smart-phone line was broadcast live to a massive **electronic** billboard turning the virtual queue into a real-world line. The avatars **moved** and reacted like a normal line would. At **night** they would go under blankets and into sleeping bags, and when it **rained** they put up umbrellas”.

PART 5 Watch the video from 1:35 to 1:49

6 Listen, look and choose the right element

- a. The journalist on screen is: **a young man**.
- b. He is wearing: **a blue tie and a blue shirt**.
- c. The report is presented in: **Auckland**.
- d. He is talking about: **the Samsung virtual line**.

7 Listen to the journalist speaking and circle the right words.

“What **happens** is that I tell my friends and family how **great** the new Samsung phone and every time I do a little speech bubble pops out, – and people coming down here at Aotea Square can actually see what I’m talking about. The **more** I share it the closer I got to the front of the **line**”.

PART 6 Watch the video from 1:50 to the end

8 Match the figures and the facts.

- a. 12,000 / 3. people queued
- b. 2 / 4. weeks
- c. 85,000 / 2. stories
- d. 15,000,000 / 1. people concerned with the experience
- e. 12% / 5. the growth of the market share

PART 7 Express yourself.

Would you like to participate in this virtual queue? Why or why not?

Réponses possibles :

I would like to choose to participate in this virtual queue because you can have a product for free. I think it is the funniest advertising for mobile phones. You don’t have to wait for hours at the phone shop, and that is the most positive thing for me. In my opinion, everyone must love this and would like to participate in this virtual queue.

1 Complétez le texte avec les éléments suivants.

Apple is the world's second-largest information technology company by revenue after Samsung Electronics. It was founded in **1976** by **Steve Jobs**. Everything started in **Cupertino**, a town located in the state of **California**. The **logo** is an apple. Two of their most famous slogans are "back to the future" and "**think different**".

Pour aider les élèves à acquérir davantage de lexique dans le domaine des loisirs, téléchargez la fiche illustrée Advertising.

2 Complétez avec les adjectifs au superlatif de supériorité.

- This pair of boots is **the most fashionable** for me.
- I bought **the most powerful** computer yesterday.
- This is **the smallest** cat in the world.
- She is one of **the prettiest** women I know.

3 Trouvez six adjectifs dans la grille. Choisissez-en deux pour parler de votre marque ou de votre produit de consommation préféré(e).

Adjectifs à trouver : → trendy – simple / ← cheap / ↓ red / ↑ modern – basic.

Réponses possibles : *Today, beanies are the trendiest hats / Yesterday, I bought the most modern phone.*

4 Complétez ces informations du *Livre des Records* à l'aide des superlatifs de supériorité.

- The **tallest** man is Sultan Kösen who measures 251 cm (8 ft 3 in). He lives in Turkey.
- Rodrigo Martin Santos won the record for the **largest** Collection of Tomb Raider Memorabilia with 2,383 items!
- Tom Wiberg, from Sweden, built the world's **smallest** motorcycle with a front wheel diameter of 16 mm (0.62 in) and a rear wheel diameter of 22 mm (0.86 in) in 2003.
- The **most tattooed** senior citizen is Isobel Varley (UK), who has covered 93% of her body with tattoos.

5 Retrouvez les superlatifs de supériorité des adjectifs suivants et utilisez-les dans des phrases.

- The most amazing: I think *Divergent* is **the most amazing** film in 2015.
- The biggest: Apple tablet has **the biggest** storage.
- The cheapest: In this shop, they sell **the cheapest** clothes of the town.
- The most powerful: My brother has **the most powerful** computer.
- The healthiest: **the healthiest** way of losing weight is to eat more vegetables and fruit.

6 Complétez ces phrases à l'aide de *can, need, must* ou *don't/doesn't have to*.

- It is sunny outside. You **don't have to** take your umbrella.
- Can** I ask you a few questions?
- He **doesn't have to** pay for the party. It is free for students.
- I **don't have to** buy a new phone. The mobile I have is the best one!
- They **must** be late because of the bus.
- I **need** your help for my maths homework.

7 Analysez cette publicité.

Réponse possible :

This document is an ad promoting a pair of trainers. In the poster, the focus is on the product: Nike trainers. They are black, white and green. There are also a mobile phone and earphones. At the bottom, on the left, I can read the slogan and a text below. On the right, I can see the Swoosh, the logo of the brand. At the top, on the left, there is a text but I can't read it because it is too small. The target audience must be people who do sports.

Téléchargez trois exercices supplémentaires (ONLINE TRAINING exercices 25, 26 et 27) pour aller plus loin et varier vos activités. Travail en autonomie possible. Utilisable dans le cadre d'une pédagogie différenciée.

SOUNDS GOOD!

A Écoutez et répétez la prononciation de la terminaison « -est ».

CD2 Track 37
the west / the biggest

B Classez les mots en fonction de leur prononciation. Écoutez et vérifiez.

CD2 Track 38

a. the largest	b. the quest	c. the best	d. the thinnest
e. the rest	f. the test	g. the cheapest	h. the healthiest

/est/	/əst/
The quest – the best – the rest – the test	The largest – the thinnest – the cheapest – the healthiest

Page 110 – CCF PREP 17 Parties 1 et 2

Partie 1 Justifier un choix

1 Lisez les arguments suivants concernant Abercrombie and Fitch, puis repérez les mots ou expressions qui permettent de justifier son choix.

Parce que : because / Je pense que : I think / pour ma part : as for me / par conséquent : so.

2 Indiquez les raisons pour lesquelles cet élève a choisi cette marque.

Demander aux élèves de repérer les arguments suivants dans les énoncés (a-d) :

- Les meilleurs vêtements décontractés : a
- Sa marque préférée : b.
- La marque préférée de son chanteur préféré : d
- Des vêtements à la mode qu'il aime acheter : c.

Partie 2 Répondre à des questions sur une marque à partir d'une mindmap

3 Complétez les phrases suivantes en vous aidant de la mindmap ci-dessus.

- a. A&F was founded in 1892.
- b. The first store opened in New York City, USA.

- c. Their slogan is “Casual Luxury”.
- d. Today, there are more than 836 stores in the USA.

4 Écoutez et répondez aux questions sur Abercrombie and Fitch en vous aidant de la *mindmap*.

CD2 Track 39

- | | |
|--|---|
| a. When was A&F founded? | e. What is their slogan? |
| b. Who were the founders? | f. How many shops are there in the USA? |
| c. Where did the first store open? | g. What kind of clothes do they sell? |
| d. Who are their main target audience? | |

- a. A&F was founded in 1892.
- b. The founders were David and Ezra.
- c. The first store opened in New York City.
- d. Their main target audience are young people.
- e. Their slogan is “Casual Luxury”.
- f. There are more than 836 stores in the USA.
- g. They sell casual wear.

Page 111 – CCF PREP 2 Partie 3

Partie 3 Comprendre un article sur un nouveau produit

Répondez aux questions.

1. Le document parle d’une nouvelle gamme de peluches.
2. Des peluches qui représentent des sportifs.
3. La peluche est à l’effigie d’un joueur de football américain. Sur l’avant, on peut faire inscrire le prénom de son enfant et, au dos, son chiffre préféré.
4. Lena l’a prénommé “Softbox” parce que le nom de la marque est inscrit dessus. Elle pense aussi qu’il est impossible que sa peluche puisse porter le même prénom qu’elle.
5. Elle dort avec sa peluche toutes les nuits et lui fait des câlins chaque matin sur le canapé avant d’aller à l’école.
6. Le prochain produit représentera un joueur ou une joueuse de football (*soccer*) rose et mauve. La “cible” sera les petites filles.

Page 112 – FINAL TASK 9 Create an Ad for a Product

Cette tâche finale sera réalisée en petits groupes étape par étape.

Pour gagner du temps et permettre aux élèves de travailler en autonomie, téléchargez la fiche à compléter et photocopiez-la pour chaque groupe ou chaque élève.

Cette fiche reprend les rubriques de la fiche page 112 du manuel mais est beaucoup plus détaillée, ce qui facilitera le travail des élèves :

Nom du fichier : FTF09.doc

UNIT 10

TV Series

Cette unité est en lien avec le domaine culturel. Elle peut être réalisée pendant le cours d'anglais ou bien en interdisciplinarité avec le professeur d'arts appliqués.

À travers des tâches de communication en lien avec le thème des séries télévisées, cette unité a pour objectif de faire acquérir des connaissances linguistiques, autant lexicales que syntaxiques, qui permettront aux élèves de décrire de façon plus précise et approfondie la série télévisée de leur choix. La variété des activités et des documents vise à les aider à structurer leur pensée pour réaliser une présentation la plus cohérente possible et à s'exprimer à partir d'une trame.

Le domaine et les outils de la communication sont les suivants :

- Se cultiver et se divertir (Lexique de la description d'une série télévisée) ;
- Identifier l'accentuation (adjectifs) ;
- Décrire (voix passive) ;
- Interroger (questions en WH) ;
- Comparer (comparatifs d'infériorité, d'égalité).

SPOTS / FINAL TASK

	Les activités	Les bonus à télécharger	Training / Sounds Good!
SPOT 1 Fantasy Drama Donner des informations sur une série télévisée (EOC – A2+)	Deux activités courtes (A et B) pour préparer les élèves à présenter les informations essentielles concernant la création et les personnages principaux d'une série télévisée	WORD CARD Television Crew Cette fiche illustrée permet de mémoriser le nom de différents métiers du cinéma. ONLINE TRAINING Ex.28 TV Vocabulary permet de revoir quelques mots en relation avec le monde de la télévision	Training ex. 1, 2, 6 et 7
SPOT 2 Cast and characters Comparer deux personnages (EE – B1)	Deux activités courtes d'entraînement à l'oral (C et D) pour amener les élèves à comparer deux personnages à l'aide de comparatif d'égalité et d'infériorité	ONLINE TRAINING Ex.29 Review permet de consolider l'utilisation du comparatif de supériorité	Sounds Good! Syllabe accentuée dans les adjectifs Training ex. 3, 4 et 5
SPOT 3 Storylines and Twists Comprendre le résumé d'une série télévisée et écrire une brève critique (CE et EE – A2+)	Un travail progressif de compréhension des informations essentielles pour permettre la rédaction d'un avis quelque peu nuancé (Activity E)	ONLINE TRAINING Ex.30 TV Form Exercice de rédaction de phrases à la voix passive à partir d'informations données	
SPOT 4 The Walking Dead Comprendre des explications sur le tournage d'une série télévisée (CO – A2+)	Vidéo disponible via : - le flash code - l'URL - le compte YouTube des éditions Foucher	Fiche VIDEO TIME complète U10_ The Walking Dead_ANG: consignes en anglais U10_ The Walking Dead_FR: consignes en français U10_ The Walking Dead_CORR: corrigé	
FINAL TASK 10 Present a TV Series (EE et EOC – B1)	Cette tâche finale peut être réalisée en binômes, en petits groupes ou individuellement étape par étape.	FTF10.doc	

CCF PREP

Se préparer aux différentes parties du CCF et travailler les stratégies nécessaires aux apprentissages en EOC, EOI et CE.

		Supports utilisés
CCF PREP 19	Partie 1 S'exprimer sur une série télévisée à partir de mots-clés Repérer les thèmes traités par les différentes informations puis les utiliser pour reconstruire une brève présentation de la série Grey's Anatomy	Des titres, des informations essentielles Pour entraîner l'élève à utiliser des mots-clés lors d'une présentation
	Partie 2 Répondre à des questions concernant l'intrigue d'une série télévisée Répondre aux questions pour donner des détails sur un épisode de la série	Audio : Questions enregistrées Pour commencer à entraîner l'élève à se mettre dans les conditions de l'examen
CCF PREP 20	Partie 3 Comprendre un article sur une nouvelle série télévisée Répondre aux questions de compréhension et acquérir une démarche pour comprendre l'article.	Texte : Daredevil (2015): Charlie Cox talks about Daredevil

Page 113 – Ouverture de l'unité

Cette page permet de réactiver le vocabulaire lié aux genres de séries télévisées et d'introduire le thème de l'unité.

1 Listen and pronounce the following TV series genres then write the number of the corresponding photo.

CD2 Track 40 a. supernatural teen drama b. adventure drama c. sci-fi drama d. historical fiction

- a. supernatural teen drama: Teen Wolf (4)
- b. adventure drama: Black Sails (1)
- c. sci-fi drama: The 100 (3)
- d. historical fiction: The Tudors (2)

2 Listen and take notes of the programme and answer the question.

CD2 Track 41 WHAT'S ON TONIGHT? Tonight on Showtime , there's <i>The Tudors</i> . It's a historical fiction television series. Tonight on CW , there's <i>The 100</i> . It's a sci-fi drama TV series. Tonight on CBS , there's <i>The Mentalist</i> . It's a police drama TV series. Tonight on Starz , there's <i>Black Sails</i> . It's a dramatic adventure TV series. Tonight on ABC , there's <i>Desperate Housewives</i> . It's a comedy drama TV series. Tonight on MTV , there's <i>Teen Wolf</i> . It's a supernatural teen drama TV series.

ACTIVITY A / Making Of

1 Listen and write the Information.

CD2 Track 42

THE CREATION OF "GAME OF THRONES"

David: Hello! I'm David Benioff. I'm D.B.'s friend. I'm American and I'm the executive producer of the fantasy drama TV series "Game of Thrones".

D.B.: Hello! I'm D.B. Weiss. I'm David's friend. I'm American and I'm also the executive producer of the fantasy drama TV series "Game of Thrones".

David: A few years ago, I read a fantasy book. The title was "A Game of Thrones". It was written by George R.R. Martin. This is the first novel of his fantasy series called "A Song of Ice and Fire". And that's how the TV series "Game of Thrones" was created by D.B. and me.

D.B.: That's right, "Game of Thrones" is a TV series based on "A Song of Ice and Fire". The first novel was adapted for the screen in 2006 and one episode per season is written by George R.R. Martin himself.

David: The series premiered on HBO on April 17, 2011. Game of Thrones' was nominated and awarded. The episodes were filmed in a Belfast studio and on location in Northern Ireland, Malta, Scotland, Croatia, Iceland, the United States, Spain and Morocco.

D.B.: However George R.R. Martin is still writing the last books of his series and the TV series may end before the last novels are published.

David Benioff and D.B. Weiss's job: **executive producer**

Genre of the TV series: **fantasy**

Created by: **David Benioff and D.B. Weiss**

Based on: **A song of Ice and Fire**

Written by: **George R.R. Martin**

Adapted to the screen in: **2006**

Original channel: **HBO**

Original run: **17 April, 2011**

2 Listen again and select what you hear.

- One episode per season is (directed / produced / **written**) by George R. R. Martin himself.
- "Game of Thrones" was (adapted / **awarded** / chosen) several times.
- The episodes were (imagined / **filmed** / written) in a Belfast studio and on location* (= sur site).
- The TV series may end before the last novels are (**published** / planned / read).

SPOTLIGHT

La base verbale des participes soulignés est : *write* / *create* / *film*. L'auxiliaire qui est utilisé devant ces participes passés est *be*. Il s'agit de la voix passive. "by" veut dire « par ».

ACTIVITY B / Core Characters

3 Use the information to present the fantasy drama TV series “Once Upon a Time”.

Once upon a Time is a fantasy drama TV series. It premiered in 2011.

It was created by Edward Kitsis and Adam Horowitz.

It was produced by ABC Studios. The music is/was composed by Mark Isham and Michael Baber

It is based on fairy tales. Emma Swan is portrayed by J. Morrison and Rumpelstiltskin is portrayed by R. Carlyle. Lana Parrilla plays the part of the Evil Queen and Ginnifer Goodwin plays the part of Snow White.

4 Listen and find more information about the characters (address, family links).

CD2 Track 43

ONCE UPON A TIME: CASTING

Storybrooke is a fictional town where the fairytale characters are prisoners of the Evil Queen.

Emma Swan is portrayed by Jennifer Morrison. Emma Swan abandoned her son Henry when he was a baby. Now she helps him. She doesn't believe in fairy tales but in fact she is Snow White's daughter.

Rumplestiltskin is a dangerous fantastic character. He is portrayed by Robert Carlyle. He is also Mr Gold in the real world.

Lana Parrilla plays the role of the Evil Queen. She is also Regina Mills and she has adopted Henry.

Ginnifer Goodwin plays the part of Mary Margaret. In fact she is Snow White, a strong character in the series.

The characters live in Storybrooke. They are fairy tale characters. They are prisoners of the Evil Queen.

Emma Swan is Snow White's daughter. Her son is Henry.

Rumpelstiltskin is a dangerous fantastic character. He is Mr Gold.

The Evil Queen is Regina Mills. She has adopted Henry. Snow White is Mary Margaret.

TASK 1

5 Work in group. Choose one of the series on page 113 and prepare a presentation for the class (title, genre, creators, original channel, original run, based on, characters...)

Réponse libre.

Page 115 - SPOT 2 Cast and Characters

ACTIVITY C / A Outstanding Characters

6 Match the opposite pairs of adjectives.

eccentric ≠ classic

excitable ≠ calm

stupid ≠ smart, clever

quiet ≠ hyperactive

dangerous ≠ safe

gothic ≠ flashy

7 Listen to the description and complete the table with the adjectives you hear.

CD2 Track 44

OUTSTANDING CHARACTERS

Abby has gothic accessories and tattoos. Garcia has flashy accessories.
Garcia is as eccentric-looking as Abby.
Abby is always happy. Garcia is rarely sad.
Garcia is not less fun-loving than Abby.
Abby is generally hyperactive. Garcia is quiet sitting at her desk.
Garcia is less excitable than Abby.
Abby has powerful computer skills. Garcia is a dangerous hacker.
Garcia is as smart as Abby.

	ABBY	GARCIA	Comparison
Look	gothic accessories	flashy accessories	as eccentric-looking as
Temper	always happy	rarely sad	not less fun-loving than
Activity	hyperactive	quiet	less excitable than
Skills	powerful computer skills	a dangerous hacker	as smart as

SPOTLIGHT

Les mots qui encadrent les adjectifs soulignés sont « as...as » et « less...than ». L'expression « as...as » signifie « aussi ...que » et l'expression « less...than » signifie « moins... que ».

ACTIVITY D / Make-Up

8 Use the comparatives of equality or inferiority to distinguish Gustaf from Floki.

- a. Gustaf has no make-up and he doesn't look as dangerous as Floki.
- b. Gustaf is wearing a hat and he looks less brutal than Floki.
- c. Does Gustaf look as unsane as Floki? Certainly not. He looks less scary.

TASK 2

9 Use the information on page 261 to write a comparison between the two Sherlock Holmes.

- Sherlock is as addicted to tobacco as Holmes.
Sherlock is as good as Holmes at changing his looks.
Sherlock is as good as Holmes at boxing.
Sherlock is less reserved than Holmes.
Sherlock is as selfish as Holmes.
Sherlock is as unemotional as Holmes.
Sherlock is as sentimental as Holmes because he cares about Watson.
Sherlock is as smart as Holmes.
Sherlock is as famous as Holmes.
Sherlock is as clever and bright as Holmes.

ACTIVITY E / Synopsis and Review

1 Read the synopsis and find the following information.

- a. Television series: **Arrow**
- b. Episode number: **1**
- c. Main character: **Oliver Queen**, the green hooded archer
- d. Portrayed by: **Stephen Amell**
- e. Nickname: **the Hood**
- f. Job: **billionaire**
- g. Address: **Starling City**
- h. Costume: **green hood**
- i. Mission: **to save his city from corruption and neutralise an organisation of criminals**

2 Read the critics' and audience's reviews and find the English equivalents.

- a. *inspirée d'une BD* : comic book-inspired
- b. *une intrigue forte* : strong plotting
- c. *une distribution* : cast
- d. *riche en événements* : action-packed

3 Read the critics' reviews and list the strong points of the series.

Action sequences, strong plotting, and intriguing characters

Fantastic action, a widening cast of intriguing, richly written characters

4 Say who among Joanne, Sam and Andy gives a positive review.

Joanne and Andy give a positive review.

TASK 3

4 Add your rating and add a review of this series or of another series.

Réponse libre.

VIDEO TIME Making of The Walking Dead: Stunts in Season 5

Script de la vidéo

PART 1-2

Stunt coordinator Monty Simons: This season it's bigger than all the other seasons put together. We're in for a wild roller-coaster ride. Choreographing a fight out here sometimes gets a lot more complicated than it will on a regular movie or television set. Probably the most difficult thing is finding the right type of stunt person to be a walker. We need our walkers to be emaciated, to be weak, skinny-looking people. Basically getting all the stunt people in line with the look of the show.

PART 3

The Walking Dead is very realistic.

Coach: The really silly kit you've got...snappy shoulders...[?]

Stunt coordinator Monty Simons: When you get shot on Walking Dead you drop straight to the ground. It's very specific. But we also want to push them because when we get out on the set it's not the easiest thing in the world. They have layers of make-up on, they've got clothes on, they're having to stand in a field and be baked by the sun all day long. We have to take the action up but yet keeping it realistic. It's having my doubles do it first, teaching our actors how to do it so it looks good. We'll set up each individual little fight between a walker and the actor then we'll move to the next one and we'll make sure they're not interfering with each other and then we'll add a third one.

Coach: Just imagine a string's holding you up and the string's been cut...

PART 4

Stunt coordinator Monty Simons: We have to sometimes get creative when it comes to their reactions and the timing of their reactions we have to do sound cues for them just to get them to take the hit at the right time. It can get a little overwhelming.

I'm not going to put people in a position that I'm not willing to go in myself or that I haven't been in before as a stuntman.

PART 5

There's going to be a lot more going on, it's something different, something you're not used to, all hell breaks loose.

PART 1 Watch the whole video

1 Choose the theme of the video.

The video is about choreographing the fights of the show (b).

2 Answer the questions.

- What's the name of the TV series? The name of the TV series is The Walking Dead.
- Which characters do the actors portray? The zombies.
- Do the stunt people replace the actors? No, they are showing them what to do.
- Who is Monty Simons? The stunt coordinator.

PART 2 Watch the video from 0:00 to 0:28

3 Complete the sentences with the adjectives from the list.

- a. This season is **bigger** than all the other seasons put together.
- b. Choreographing a fight out there sometimes gets a lot more **complicated** than it will on a regular movie or television set.
- c. Probably the most **difficult** thing is finding the right type of stunt person to be a walker.

4 Select three adjectives from the list used to describe the walkers.

“Walkers are (white / dark / **emaciated** / strong / horrible / **weak** / tall / **skinny-looking**) people.”

PART 3 Watch the video from 0:31 to 1:15

5 Number the actions in the right order.

4 / When we get out on the set, it's not the easiest thing in the world.

1 / The Walking Dead is very realistic.

6 / We have to take the action up but yet keeping it realistic.

2 / When you get shot on Walking Dead you drop straight to the ground.

5 / They have layers of make-up on, they've got clothes on, they're having to stand in a field and be baked by the sun all day long.

3 / It's very specific.

6 Match the beginning of the sentences to their proper endings.

Beginnings	Endings
a. It's having my doubles do it first	4. teaching our actors how to do it.
b. We'll set up each individual little fight	5. between a walker and the actor.
c. then we'll move to	1. the next one.
d. and we'll make sure they're not	2. interfering with each other
e. and then we'll add	3. a third one.

PART 4 Watch the video from 1:19 to 1:38

7 Complete the script.

We have to sometimes get **creative** when it comes to their **reactions** and the **timing** of their reactions we have to do sound cues for them just to get them to take the hit at the **right** time. It can get a little overwhelming.

I'm not going to put **people** in a position that I'm not willing to go in myself or that I haven't been in **before** as a stuntman.

PART 5 Watch the video from 1:39 to the end

8 Tick the right sentence to sum up Monty Simons's idea of the show.

According to Monty Simons Season 5 is going to be interesting because **there's going to be a lot more going on, it's something different, something you're not used to, all hell breaks loose.**

1 Complétez les définitions à l'aide des différents types de programme de la liste ci-dessous.

- a. "Friends" is a **sitcom**.
- b. "Bugs Bunny" is a **cartoon**.
- c. "Big Brother" and "Secret Story" in France are **reality shows**.
- d. "Masterchef" is a **cookery** programme.
- e. It's 8pm on BBC1. Here is **the news**.
- f. "Dallas" is a **soap opera**.
- g. "The Oprah Winfrey Show" and "On n'est pas couché" are **talk** shows.
- h. A **DIY** show helps you to repair things.

2 Placez les éléments dans l'ordre logique afin de retrouver la phrase d'origine.

The casting director selects all the actors and actresses.

3 Complétez à l'aide du comparatif d'égalité (=) ou d'infériorité (-).

- a. The make-up artists are (as efficient as) the sound editor.
- b. French series are (less absorbing than) American TV.
- c. The soundtrack is (as essential as) the cast.
- d. For this film, the synopsis is (less long than) the reviews.

4 Comparez les items en utilisant les adjectifs entre parenthèses.

- a. Vampire Diaries is more thrilling than / less thrilling than / as thrilling as The Originals.
- b. Person of interest is more violent than / less violent than / as violent as Breaking Bad.
- c. American Horror Story is scarier than / less scary than / as scary as Falling Skies.
- d. Revenge is more interesting than / less interesting than / as interesting as / Mr Selfridges.

5 Transformez ces phrases en utilisant des comparatifs d'infériorité.

- a. The acting is more important than the visual effects.
The visual effects are less important than the acting.
- b. American cartoons are funnier than Japanese mangas.
Japanese mangas are less funny than American cartoons.
- c. Sitcoms are shorter than soap operas.
Soap operas are less short than sitcoms.
- d. Documentaries are more interesting than talk shows
Talk shows are less interesting than documentaries.

6 Mettez les verbes entre parenthèses au participe passé.

- a. The story was **invented** by Stephen King.
- b. The actors are **paid** a lot as it is dangerous.
- c. This gadget is **used** in the Star Wars films.
- d. A new script was **sent** to the film director.

7 Complétez les éléments manquants.

- a. My father bought a new TV set in 2011.
→ A new TV set was bought **by my father** in 2011.
- b. This producer spends a lot of money on expensive projects.
→ A lot of money **is spent** on expensive projects by this producer.
- c. The technicians created the visual effects.
→ The visual effects **were created** by **the technicians**.

Téléchargez trois exercices supplémentaires (ONLINE TRAINING exercices 28, 29 et 30) pour aller plus loin et varier vos activités. Travail en autonomie possible. Utilisable dans le cadre d'une pédagogie différenciée.

SOUNDS GOOD!

Écoutez les adjectifs suivants, soulignez la syllabe accentuée et répétez-les.

CD2 Track 45

a. eccentric	d. fun-loving	g. stupid	j. powerful
b. gothic	e. flashy	h. hyperactive	k. classic
c. quiet	f. dangerous	i. excited	l. unrecognisable

Page 120 – CCF PREP 19 Parties 1 et 2

Partie 1 S'exprimer sur une série télévisée à partir de mots-clés

1 Associez les titres ci-dessous à chaque liste d'informations clés.

- | | | |
|-----------------------------|------------------|-----------------|
| a. Cast and Characters (5) | b. Seasons (4) | c. Genre (1) |
| d. Creator (3) | e. Storyline (6) | f. Premiere (2) |
| g. Audience and Critics (7) | | |

2 Utilisez les informations clés de chaque partie pour construire des phrases simples afin de présenter la série.

Grey's Anatomy is an American medical drama television series. It premiered on ABC on March 27, 2005. It was created by Shonda Rhimes. There are 11 seasons. Dr Meredith Grey is portrayed by Ellen Pompeo. Her best friend Dr Cristina Yang is portrayed by Sandra Oh. Patrick Dempsey plays the part of Dr Derek Shepherd, her lover. The storyline is about the doctors' personal and professional lives. It was well received by critics and it is the highest-rated drama among viewers aged between 18 and 49.

Partie 2 Répondre à des questions concernant l'intrigue d'une série télévisée

3 À l'aide des mots-clés de la fiche ci-contre, répondez aux questions en anglais.

- What is the title of the episode? The title of the episode Is Perfect Storm.
- Why is the hospital in the dark? Because there is a storm and there is no electricity.
- What is the weather like? There is a big storm.
- What is happening to Meredith? She is having her baby.
- Why is Callie sad? She is sad because Arizona cheated with Dr Boswell.

4 Écoutez les questions et répondez-y à l'aide des mots-clés de la fiche.

CD2 Track 46

- Where does the scene take place?
- Who saves Meredith's life?
- Who plays the part of Callie?
- Who loves Jo?
- What happened to Webber?

- a. The scene takes place at the Grey-Sloan Memorial Hospital.
- b. Bailey saves Meredith's life.
- c. Sara Ramirez plays the part of Callie.
- d. Alex loves Jo.
- e. Webber was electrocuted by the generators.

Page 121 – CCF PREP 20 Partie 3

Partie 3 Comprendre un article sur une nouvelle série télévisée

Répondez aux questions.

1. L'acteur Charlie Cox explique son rôle dans Daredevil.
2. Le monde des bandes dessinées est vaste et l'univers de Marvel est très important pour beaucoup de gens.
3. Il porte un costume noir de ninja qui lui permet de se camoufler.
4. L'acteur a dû lire un grand nombre de bandes dessinées.
5. Le héros ne peut pas s'arrêter de défendre la loi et il est comme drogué.
6. Matt Murdock est aveugle mais a des pouvoirs extra-sensoriels, avocat le jour, il combat le crime la nuit sous le nom de Daredevil.

Page 122 – FINAL TASK 10 Present a TV series

Cette tâche finale sera réalisée par groupes de deux ou individuellement étape par étape.

Pour gagner du temps et permettre aux élèves de travailler en autonomie, téléchargez la fiche à compléter et photocopiez-la pour chaque groupe ou chaque élève.

Cette fiche reprend les rubriques de la fiche page 122 du manuel mais est beaucoup plus détaillée, ce qui facilitera le travail des élèves :

Nom du fichier : FTF10.doc

1. The Republic of Cuba

Listen and fill in the information about Cuba.

CD3 Track 1

The capital city of Cuba is Havana.

Cuba is a socialist republic.

The official language is Spanish.

There are 11 million inhabitants in Cuba.

The republic of Cuba is an archipelago of islands. Cuba is the principal island.

It is located in the northern Caribbean Sea.

Cuba is 150 kilometers from the USA (Florida) and 210 kilometers from Mexico.

It is a multiethnic country with diverse origins and influences:

- first, the American Indian tribes,
- then, the long period of Spanish colonialism,
- and the introduction of African slaves.

Capital: Havana

Form of government: a socialist republic

Official language: Spanish

Population: 11 million

Geography: an archipelago of islands. Cuba is the principal island.

Location: in the northern Caribbean Sea.

Distances from the continent: 150 kilometers from the USA (Florida) / 210 kilometers from Mexico.

Multiethnic country with diverse origins and influences:

- the American Indian tribes,
- the long period of Spanish colonialism,
- the introduction of African slaves.

2. A Rolling Car Museum

Say if these statements are right or wrong. Justify your answers.

a. **WRONG:** The American cars were brought in until 1960 (before 1960-1961).

b. **WRONG:** There are no junkyards in Cuba because everything is used to repair the antique cars.

c. **RIGHT:** These antique cars are used as Cubans' everyday vehicles, which means they are in a good operating condition.

3. Cuban History

Match the dates and the paragraphs. Then explain what you have understood.

A-5

B-3

C-1

D-4

E-2

4. Music and Dance in Cuba

Listen and select the right information.

CD3 Track 2

As it is a synthesis of numerous styles, Cuban music is often considered to be one of the world's richest and most influential regional musical genres.

Cuban musical ancestry is from West Africa and Spain

But Cuban music was also influenced by: Jamaica, United States and France.

Cuban music has contributed to the development of a wide variety of genre and musical styles all over the world, such as: rumba, Afro-Cuban jazz, flamenco and the famous salsa. People can dance everywhere in Cuba: in caf  s and nightclubs, on the beaches and even in the streets.

The most popular dance is a Cuban-style salsa or Salsa Cubana which is called Casino in Cuba.

As it is a synthesis of numerous styles, Cuban music is often considered as one of the richest and most influential regional music of the world.

Cuban music ancestry: *West America* / *West Africa* / *Spain* / *Mexico*.

Cuban music also influenced by: *Jamaica* / *Argentina* / *United States* / *France* / *Italy*.

Cuban music has contributed to the development of a wide variety of genre and musical styles all over the world as: *rumba* / *tango* / *Afro-Cuban jazz* / *samba* / *flamenco* / *salsa*.

Places where to dance in Cuba: *caf  s* / *restaurants* / *nightclubs* / *beaches* / *streets*.

The most popular dance is a Cuban-style salsa or Salsa Cubana which is called *Casino* / *Latino* in Cuba.

QUIZ

Tick the right answer. Listen and check.

CD3 Track 3

1. Fidel Castro was in power in Cuba for 49 years.

2. In 2015, 3 million tourists visited Cuba. Most of them came from Canada and the European Union.

3. The local currency is the peso. The real is Brazilian and the bolivar is Venezuelan.

4. A monument in Havana which looks exactly like a famous American landmark is the Capitol.

5. One of the most famous Cuban cocktails (made with local white rum) is the Mojito.

1-C

2-B

3-A

4-A

5-C

UNIT 11

Cultures and Traditions

Cette unité sera l'occasion d'une ouverture interculturelle en découvrant et parfois en comparant les différentes traditions, fêtes calendaires, habitudes culturelles dans le monde. La tâche finale pourra être réalisée dans le cadre d'un **travail interdisciplinaire** (arts appliqués / anglais) ou dans le cadre des **Enseignements Généraux Liés à la Spécialité (EGLS)** (économie-gestion / arts appliqués / anglais).

Au travers des tâches de communication en lien avec différents événements culturels, cette unité permettra d'acquérir les connaissances culturelles et linguistiques suivantes :

- *Vivre et agir au quotidien* (relations avec les autres) ;
- *S'informer et comprendre* (références historiques et géographiques) ;
- *Se cultiver et se divertir* (fêtes et traditions) ;
- *Reconnaître et prononcer les sons* /i:/ /ɛ/ /ei/ /ɪə/ /ɑ:/ ;
- *Rendre compte de faits* (adverbes de fréquence) ;
- *Comparer* (whereas).

SPOTS / FINAL TASK

	Les activités	Les bonus à télécharger	Training / Sounds Good!
SPOT 1 Family Roots Comprendre des informations sur les racines familiales (CO – A2+)	Deux activités courtes (A et B) pour entraîner les élèves à comprendre des informations sur les liens familiaux, les nationalités, les origines et les intérêts.	WORD CARD Continents, Countries and Nationalities	Training ex. 1
SPOT 2 Street Celebrations Demander ou donner des informations sur un événement culturel (EOI – A2+)	Deux activités courtes (C et D) pour amener les élèves à poser des questions sur une tradition, un événement local et y répondre.	ONLINE TRAINING Seasons and events Guy Fawkes Night	Sounds Good! Training ex. 2, 3, 4
SPOT 3 Autumn Festivals Comprendre des informations sur un événement culturel et en rendre compte (CE – A2+)	Un travail progressif de compréhension d'un article présentant deux traditions culturelles (Activity E) pour préparer l'élève à lire en autonomie un article présentant un autre événement culturel afin d'en rendre compte en français.	ONLINE TRAINING Countries and Contrasts	Sounds Good! Prononciation des lettres "ea" associées (/i:/ /ɛ/ /ei/ /ɪə/ /ɑ:/) Training ex. 5
SPOT 4 Canadian Festivals Comprendre un reportage vidéo sur une fête locale (CO – A2+)	Vidéo disponible via: - le flash code - l'URL - sur le compte YouTube des éditions Foucher	Fiche VIDEO TIME complète U11_Winter Carnival_ANG : consignes en anglais U11_Winter Carnival_FR : consignes en français U11_Winter Carnival_COR : corrigé	
FINAL TASK 11 Create a Poster to Present a Cultural Event (CE, EE et EOC – A2+)	Cette tâche finale sera réalisée par deux ou en petits groupes étape par étape.	FTF11.doc	

CCF PREP

Se préparer aux différentes parties du CCF et travailler les stratégies nécessaires aux apprentissages en EOC, EOI et CE.

		Supports utilisés
CCF PREP 21	Partie 1 Commencer son exposé oral	Audio : présentation de la Fête des Lanternes. Support écrit pour présenter oralement la Festival des Lumières.
	Partie 2 Identifier des questions sur un événement culturel et y répondre	Appariement de questions. Audio : questions enregistrées auxquelles les élèves s'entraînent à répondre oralement.
CCF PREP 22	Partie 3 Comprendre un article sur un événement culturel Répondre aux questions de compréhension et acquérir une démarche pour comprendre l'article.	Texte : Celebrating Holi

Page 125 – Ouverture de l'unité

Cette page permet de découvrir quelques points communs et différences culturelles évoqués par de jeunes américains issus de familles multiethniques.

1 Match the pictures and the corresponding greetings and traditions. Then listen and check.

CD3 Track 4	
A. Fist-bumping	D. Always removing shoes when entering
B. Walking in a circle with a suitcase	E. Kite-flying
C. Bowing or shaking hands?	F. Potluck dinner

2 Listen and find the information about Yuko and Rob.

CD3 Track 5 Yuko: Hi! I'm Yuko. I'm American. I live in San Francisco. My family is of Japanese origin. The traditional Japanese greeting is bowing. But with my friends, I prefer fist-bumping! Our home tradition is always to remove shoes when entering someone's home. My favorite New Year's tradition is kite-flying with my family. And my favorite American tradition is potluck dinner. Everyone brings food and we enjoy the dinner together! Rob: Hello! I'm Rob. I'm American too. I'm Yuko's friend. I also live in San Francisco. My family is of Cuban origin. The traditional Cuban greeting is a handshake. But I also prefer a fist-bump with my friends! It's funny because we have the same home tradition: always removing our shoes when entering someone's home. My favorite New Year's tradition is walking in a circle with a suitcase, which brings good luck for your future trips! It's crazy, isn't it? I agree with Yuko, my favorite American tradition is potluck dinner!

Yuko	Rob
Family origins: Japanese	Family origins: Cuban
Traditional greeting: Bowing	Traditional greeting: A handshake
Friendly greeting: Fist-bumping	Friendly greeting: Fist-bumping / A fist-bump
Home tradition: Always removing shoes when entering	Home tradition: Always removing shoes when entering
New Year's tradition: Kite-flying	New Year's tradition: Walking in a circle with a suitcase
Favorite American tradition: Potluck dinner	Favorite American tradition: Potluck dinner

3 Say your favorite ways of greeting and your family traditions.
Réponse libre.

Page 126 - SPOT 1 Family Roots

ACTIVITY A / My Family Origins

1 Listen and match the characters and their origins.

CD3 Track 6

Lucy’s father is of Danish origin. His family is from Copenhagen.

Jenny’s stepsister is of Russian origin. Her family is from Moscow.

Tom’s grandmother is of Irish origin. Her family is from Dublin.

Brad’s grandfather is of Vietnamese origin. His family is from Hanoi.

Rita’s cousin is of Turkish origin. His family is from Ankara.

Paula’s boyfriend is of Senegalese origin. His family is from Dakar.

2 Make sentences as in the example. Then talk about your family.

Jenny’s stepsister is of Russian origin. Her family is from Moscow.

Tom’s grandmother is of Irish origin. Her family is from Dublin.

Brad’s grandfather is of Vietnamese origin. His family is from Hanoi.

Rita’s cousin is of Turkish origin. His family is from Ankara.

Paula’s boyfriend is of Senegalese origin. His family is from Dakar.

My family is of... origin. My grandparents are from...

ACTIVITY B / Beyoncé, a Multi-Ethnic Artist

3 Listen and select the correct information about Beyoncé.

CD3 Track 7

Beyoncé’s Roots

Hi I’m Kate; I know a lot about Beyoncé! She is really fantastic! She is a multi-ethnic artist. She is American. She was born in Texas. But her mother Tina is of African, Native American and... err... French ancestry. Yes, she has Creole origins. And her father Andrew is African American. These different origins influence her music as she loves black gospel and jazz. She is also fond of Creole music... and cuisine, of course! I know she is proud of her origins. But she really feels American.

Her nationality: American.

Her mother Tina: Of African, Native American and French ancestry.

Her father Andrew: African American.

What she likes: Black gospel and jazz / Creole music and cuisine

Her feelings: she feels more American.

SPOTLIGHT

L'adverbe se place après le verbe être (auxiliaire). Il se place avant un verbe simple.

Les gens goûtent généralement la nourriture des Caraïbes (Habituellement, les gens goûtent la nourriture des Caraïbes.)

C'est toujours entre fin janvier et début mars.

TASK 1

4 Listen and write the information about another artist: Shemar Moore.

CD3 Track 8

Shemar Moore

Hi! Do you know Shemar Moore? He is a famous actor! He was born in California. He is American, yet he is a multi-ethnic artist. His father is African-American and his mother's family is of Irish and French-Canadian origins.

He likes Danish culture because he spent some time in Denmark as a child. But he loves discovering new cultures and traveling around the world. He thinks people should respect each other. He hates racism.

His nationality: he is American.

His father is African American.

His mother is of Irish and French-Canadian origins.

What he likes: Danish culture

His feelings: He thinks people should respect each other / He hates racism.

Page 127 – SPOT 2 Street Celebrations

ACTIVITY C / My Favourite Celebration

5 Match questions and answers. Then listen and check.

CD3 Track 9

Notting Hill Carnival

Reporter: What's your favourite celebration?

Londoner: The Notting Hill Carnival.

Reporter: Where does it take place?

Londoner: In the streets of Notting Hill in West London.

Reporter: When is it?

Londoner: It's at the end of August over a weekend.

Reporter: What do people celebrate?

Londoner: They commemorate the Caribbean carnivals of the early 19th century and celebrate the abolition of slavery.

Reporter: Why do you like it?

Londoner: Because the street parade is fantastic and there are thousands of colourful dancers in the street! People usually taste Caribbean food and they have fun all weekend long!

a-3

b-5

c-1

d-2

e-4

ACTIVITY D / Parades

6 Listen to the dialogue and find the missing information.

CD3 Track 10

Chinese New Year Parade

Reporter: Hello Chang. What's your nationality and what are your family origins?

Chang: I'm American. I live in California. My mother is of Asian origin and my father is of Caribbean origin.

Reporter: What's your favorite celebration?

Chang: The Chinese New Year Parade.

Reporter: Where does it take place?

Chang: In San Francisco, in California.

Reporter: When is it?

Chang: It's always between the end of January and the beginning of March.

Reporter: What do people celebrate?

Chang: People celebrate Asian culture.

Reporter: Why do you like it?

Chang: Because the parade is extraordinary: over 100 groups take part in it. There are magnificent floats, elaborate costumes, marching bands, lion dancers and Chinese acrobatics.

Name: Chang

Nationality: American

Family origins: Asian – Caribbean

Favourite event: Chinese New Year Parade

Place: San Francisco, California.

Period: always between the end of January and the beginning of March.

Reason for the event: People celebrate Asian culture

♥ : extraordinary

over 100 groups participate – magnificent floats, elaborate costumes, marching bands, lion dancers and Chinese acrobatics.

7 Work in pairs. Interview Chang. Then swap roles.

Echange en interaction libre.

TASK 2

8 Work in pairs. Ask and answer questions to complete the information about your partner and his/her favourite celebration.

Expression personnelle guidée pages 262 et 263.

Page 128 – SPOT 3 Autumn Festivals

ACTIVITY E / Day of the Dead vs. Halloween

1 Match the titles and the numbers of the paragraphs.

a. 2

b. 1

c. 4

d. 3

2 Find the English for:

a. *pagan festival*

b. *carved pumpkins*

c. *ready to cause mischief*

d. *mourning*

e. *skulls*

f. *death and rebirth*

3 Complete the comparison chart.

	Halloween	Day of the dead
Origins	A pagan festival celebrated in Northern Europe: a time when spirits can make contact with the physical world	A holiday combining elements of Catholicism with ancient Aztec symbolism to honor the spirits of the dead family and friends who are believed to return to earth to join in the celebrations
Countries	USA, Scotland, Ireland	USA, Latin America, Mexico
Dates	October 31	November 1 and 2
Usual activities	Dressing-up in costumes Decorating homes with carved pumpkins Trick-or-treating	Going to the cemeteries with candles, flowers and food Building special altars to commemorate dead people
Symbols	Ghosts and skeletons Witches and wizards	Skulls

4 Answer the questions.

a. Yes, children have fun because they enjoy dressing up in costumes and going trick-or-treating from house to house and because they are given sweets.

b. No, people are not sad because the atmosphere is rather that of a picnic than mourning and because it is a celebration of life itself.

SPOTLIGHT

Le mot *whereas* marque le contraste, l'opposition. Il se traduit par *alors que*.

TASK 3

5 Read the document page 262 about the Obon festival in Japan and explain in French what you have understood.

Réponse possible

Obon se déroule au Japon au mois d'août. Cette fête s'appelle également le festival des lanternes. Pendant cette période, certains croient que les esprits des morts reviennent dans le

monde des vivants pour rendre visite à leur famille et leurs amis. Beaucoup de bouddhistes célèbrent cette fête en préparant des offrandes de nourriture qui sont placées sur des autels dans les temples et dans leur maison.

Quand le soleil se couche, les familles allument des lanternes de papier et les accrochent devant leur maison pour aider les esprits à revenir. À la fin des célébrations, les familles font flotter le long des rivières ou sur la mer des lanternes de papier coloré éclairées par des bougies pour guider les esprits de leurs chers disparus et les aider à retourner vers le royaume des morts jusqu’à l’année suivante.

Page 129 – SPOT 4 Canadian Festivities

VIDEO TIME Winter Carnival in Quebec

Part 1-2

It’s easy to see why Quebec City is a UNESCO World Heritage Site. Quebec City was founded in the year 1608 by Samuel de Champlain. Today there is a population of over half a million people and it’s considered the most European looking city in North America.

The city is divided into the Upper and Lower Towns and funiculars built into the hill facilitate the climb between them. Amidst the centuries-old buildings are wonderful shops and restaurants. The striking Chateau Frontenac hotel rises over Cap Diamant and is one of the locations of Quebec’s famous Winter Carnival festivities.

Part 1-3

Carnival is an annual gathering with sleigh rides and wintry sports such as ice climbing. With a wide variety of entertainment, it’s a great celebration for the whole family. Re-live the good old days with skating, curling and snow slide adventures you can enjoy right in the middle of the city. A magical atmosphere has been created at all Carnival sites. Adults will re-live some of the childlike wonder of winter while kids get a full dose of the magic.

Part 1-4

Quebec City has been informally celebrating Carnival since about 1894 and it’s been almost 50 years since it’s been organized into the event as we know it today. The Carnival centers around activities that are meant to be enjoyed in the winter time when the weather is cold. On the other hand there are some people that don’t necessarily find this weather all that cold!

For the brave-hearted, nothing beats a refreshing roll in the snow in a bathing suit.

Part 1-5

A whole different set of activities brings many hundreds of people out at night during Carnival. Exciting ice sculptures are beautifully lit up at mascot Bonhomme’s Palace featuring light, sound and multimedia effects and of course, everyone comes out for the colorful Carnival Parade. All over the city, musicians are playing up a storm of foot-stomping melodies hot enough to warm up the coldest winter nights.

PART 1 Watch the whole video.

1 Answer the questions in English.

- a. This Carnival takes place in Quebec City, Canada.
- b. It is winter.

2 Number (from 1 to 4) the different parts of the video in the order you see them.

- a. 3
- b. 1
- c. 4
- d. 2

PART 2 Watch the video from the beginning to 0:43.

3 Select the right information.

- a. Quebec City is a UNESCO World Heritage Site.
- b. The city was founded in 1608 by Samuel de Champlain.
- c. Today there is a population of over half a million people.
- d. The city is divided into the Upper and Lower Town and *funiculars* facilitate the climb between them.

4 Select what the city is famous for.

- a. Centuries-old buildings
- b. Wonderful shops and restaurants
- c. Chateau Frontenac hotel

PART 3 Watch the video from 0:43 to 1:14.

5 Select in the lists the activities which are mentioned.

- a. Rides: bicycle rides, horse rides, sleigh rides.
- b. Wintry sports: skiing, ice-climbing, skating, ice hockey, curling.
- c. Other fun activities: snow slide adventures, zip slide adventures.

6 Tick true or false.

	TRUE	FALSE
a. Carnival is an annual gathering.	X	
b. People can enjoy a variety of entertainment near the city.		X
c. Adults and kids enjoy the magical atmosphere of the carnival.	X	

PART 4 Watch the video from 1:14 to 1:43.

7 Complete the script.

- a. Quebec City has been informally celebrating Carnival since about 1894.
- b. It's been fifty years since it's been organized into the event as we know it today.
- c. The Carnival activities are meant to be enjoyed in the winter time when the weather is cold.

8 Answer the questions in French or in English.

Some people think the weather is not cold enough.

Because they enjoy dancing in the snow in a bathing suit / they enjoy a refreshing roll in the snow in a bathing costume.

PART 5 Watch the video from 1:43 to the end.

9 Select the correct answers.

- a. At night, hundreds of people are attracted by exciting *ice* sculptures.
- b. The sculptures are beautifully *lit up*.
- c. They are featuring light, sound and multimedia *effects*.

10 List (in French or in English) the 2 other reasons why everyone comes out.

- the colorful Carnival Parade
- Musicians playing foot-stomping melodies all over the city.

Pages 130/131 - TRAINING

1 Mots cachés. Retrouvez dans la grille 12 nationalités. Puis indiquez le nom du pays et le numéro du drapeau correspondant.

Across:

- Chinese – China (flag 1)
- ← British – United Kingdom (flag 10)
- ← Indian – India (flag 4)
- Algerian – Algeria (flag 2)
- ← Spanish – Spain (flag 3)
- Austrian – Austria (flag 6)
- German – Germany (flag 7)
- Moroccan – Morocco (flag 12)

Down:

- ↓ Greek – Greece (flag 5)
- ↓ Italian – Italy (flag 8)
- ↓ Canadian – Canada (flag 9)
- ↓ French – France (flag 11)

2 Trouvez le lien familial correspondant à la définition.

- a. He is my uncle.
- c. She is my cousin.
- e. He is my grandson.
- b. She is my grandmother.
- d. She is my stepmother.

3 Écoutez et trouvez les informations données sur Thanksgiving.

CD3 Track 11

Thanksgiving is celebrated on the fourth Thursday of November in the USA.
Many people travel long distances to spend time with their families.
They prepare a big family dinner together with the traditional turkey.

Date: the fourth Thursday of November

Country: USA

Tradition: Big family dinner together with the traditional turkey.

4 Complétez les énoncés avec l'adverbe de fréquence entre parenthèses.

- a. Pancake Day is always 47 days before Easter Sunday.
- b. Teachers sometimes make pancakes for their pupils on that day.
- c. British people usually organise pancake races in the streets of their villages.
- d. In England, there are often special football games on Pancake Day.

5 Rédigez des énoncés exprimant le contraste à l'aide des éléments ci-dessous.

- a. The US national holiday is on July, 4 whereas the French national holiday is on July, 14.
- b. Rio Carnival takes place in Brazil whereas Quebec Carnival is in Canada.
- c. For Halloween, people dress up in costumes whereas for the Day of the Dead, people wear masks.

SOUNDS GOOD!

A Écoutez la prononciation des lettres “ea” associées dans les mots suivants et répétez.

CD3 Track 12

/i:/ feast /ɑ:/ dead /ei/ great /Iə/ appear /ɑ:/ heart

B Classez les mots suivants en fonction de leur prononciation. Écoutez et vérifiez.

CD3 Track 13

/i:/ feast: treat – cheap – sea – teacher
/ɛ/ dead: head – death – weather – treasure
/ei/ great: break – steak
/Iə/ appear: fear – hear – real
/ɑ:/ heart: heartsick – brave hearted

Page 132 – CCF PREP 21 Parties 1 et 2

PARTIE 1 Commencer son exposé oral

1 Écoutez et repérez les éléments que vous entendez dans ce début d'exposé sur la fête des lanternes.

CD3 Track 14

The Chinese Lantern Festival

I'd like to talk about the Lantern Festival, which is one of the most magical events in China.

The festival is usually celebrated in February or March.

I've chosen this topic because I think it is a very interesting tradition which dates back to the 6th century.

- a. I'd like to talk about...
- b. ...the Lantern festival which is one of the most magical events in China.
- c. This festival is usually celebrated in February or March.
- d. I've chosen this topic because I think it is a very interesting tradition which dates back to the 6th century.

2 Présentez le festival des lumières de Chicago à l'aide des éléments ci-dessous et des expressions de l'exercice 1.

Réponse possible

I will present you the Festival of lights which takes place in Chicago. It is an American festival which is usually celebrated in November. It dates back to 1949. I've chosen this topic because I think it is a marvelous event with the numerous lights and decorations in the town and the colorful night parade.

PARTIE 2 Identifier des questions sur un événement culturel et y répondre

3 Associez par paires les questions ayant la même signification.

a – j b – i c – g d – h e – f

4 Écoutez les questions et répondez-y à l'aide des éléments ci-dessous.

CD3 Track 15

What are you going to talk about?

Where is it celebrated?

When does it take place?

What do people commemorate?

Why have you chosen this topic?

Réponses possibles

I am going to talk about Independence Day.

It is celebrated in the USA.

It takes place on July, 4.

They commemorate the adoption of the Declaration of Independence in 1776.

I have chosen this topic because there are magnificent fireworks and parades everywhere in the USA.

5 Entraînez-vous par deux à poser des questions et y répondre à l'aide des éléments ci-dessous.

Questions et réponses possibles

What will you present? I'm going to talk about the Queen's birthday parade (or Trooping the Colour).

When is it celebrated? It on the second Saturday in June.

Where does it take place? In London.

What is celebrated? British people commemorate the salute of British regiments to the Queen dating back to 1748.

Why have you chosen this topic? Because it is the biggest royal event of the year and I like this fabulous military parade with thousands of Royal guards.

PARTIE 3 Comprendre un article sur un événement culturel

Répondez aux questions.

1. Le sujet de cet article est le festival des couleurs, appelé Holi qui est surtout célébré au nord de l'Inde.
2. C'est une fête d'origine hindoue qui célèbre la victoire du bien sur le mal.
3. Le premier jour, des feux de joie sont allumés et on brûle un pantin représentant une femme démon hindoue appelée Holika. Tout le monde est joyeux. Les gens chantent et dansent.
4. Les enfants préfèrent la seconde journée car ils s'amuse beaucoup avec des pistolets à eau et arrosent avec de l'eau coloré leurs amis et leur famille.
5. Cette fête permet de rapprocher les gens de différentes communautés et d'âges différents. Les gens se serrent dans les bras les uns des autres tout en se barbouillant mutuellement le visage de peinture.

Page 134 – FINAL TASK 11 Create a Poster to Present a Cultural Event

Cette tâche finale sera réalisée par deux ou par petits groupes, étape par étape. Les élèves seront incités à rechercher ou vérifier les informations utiles sur des sites en langue anglaise (afin d'assurer de l'emploi d'une langue authentique).

Pour gagner du temps et permettre aux élèves de travailler en autonomie, téléchargez la fiche à compléter et photocopiez-la pour chaque groupe d'élèves.

Cette fiche reprend les rubriques de la fiche page 134, de façon plus détaillée.

Nom du fichier : FTF11.doc.

UNIT 12

Teen Heroes

Cette unité sera l'occasion d'une ouverture culturelle autour des superhéros et s'inscrit dans la préparation au CCF.

En effet, la tâche finale préparera, dans un premier temps, les élèves à la première partie du CCF (ils pourront en effet s'aider de la méthodologie proposée pour présenter n'importe quel superhéros ou héros) et, dans un second temps, à la deuxième partie du CCF dans la mesure où ils apprendront à anticiper les questions qui pourront leur être posées.

Au travers de tâches de communication en lien avec différents superhéros, cette unité permet d'acquérir les connaissances culturelles et linguistiques suivantes :

- *Se cultiver et se divertir* (Monde et histoire des arts ; cinéma, séries télévisées...);
- *Reconnaître et prononcer la voyelle « u »* (/u:/, /ʊ/, /ʌ/, /ju:/);
- *Interroger* (Has he got ...?, What colour ...?, Where does the action take place?...);
- *Décrire* (be / have au présent);
- *Situer dans le temps* (prétérit).

SPOTS / FINAL TASK

	Les activités	Les bonus à télécharger	Training/Sounds Good !
SPOT 1 Favourite Superheroes Comprendre la présentation d'un personnage fictif (CO – A2+)	Deux activités courtes (A et B) pour amener les élèves à comprendre la présentation orale d'une superhéroïne.	WORD CARD Powers and Abilities Cette fiche illustrée permet de mémoriser les pouvoirs et capacités de superhéros.	Training ex. 1 Sounds Good ! Prononciation de la lettre "u".
SPOT 2 Video Game Heroes Demander ou donner des informations sur un personnage fictif (EOI – A2+)	Deux activités courtes d'entraînement (C et D) pour préparer l'élève à un travail oral d'interaction.	ONLINE TRAINING Superhero Quiz Ant-Man	Training ex. 2 et 3
SPOT 3 Zombies Comprendre un article sur des personnages fictifs (CE – B1)	Un travail progressif de compréhension écrite pour amener l'élève à restituer en français un autre court document.	ONLINE TRAINING Superman	Training ex. 4 et 5
SPOT 4 Mother Helped by Superheroes Comprendre une vidéo en lien avec un super-héros. (CO – B1+)	Vidéo disponible via : - le flash code - l'URL - sur le compte YouTube des éditions Foucher	Fiche VIDEO TIME complète U12_BlueEar_ANG : avec consignes en anglais U12_BlueEar_FR : avec consignes en français U12_BlueEar_CORR : corrigé	
FINAL TASK 12 Present a Character and Quiz the Audience (EOC et EOI – B1)	Cette tâche finale sera réalisée individuellement ou en binômes.	FTF12.doc	

CCF PREP

Se préparer aux différentes parties du CCF et travailler les stratégies nécessaires aux apprentissages en EOC, EOI et CE.

		Supports utilisés
CCF PREP 23	Partie 1 Présenter une problématique	Audio et activités orales
	Partie 2 Répondre aux questions sur la problématique	Audio et une activité à l'oral
CCF PREP 24	Partie 3 Comprendre un article sur un phénomène Répondre aux questions de compréhension et acquérir une démarche pour comprendre l'article	Texte : Who Says Comic Books Are Just for Kids?

Page 135 – Ouverture de l'unité

Cette page est l'occasion d'un travail oral autour de super-héros et de leurs pouvoirs, avec une réactivation de l'auxiliaire de modalité CAN.

1 Match the pictures with the heroes.

- a. Maleficent: picture 3
- c. Bella Cullen: picture 1
- e. Iron Man: picture 4
- b. Professor X: picture 5
- d. Remus Lupin: picture 2
- f. Harry Potter: picture 6

2 Classify the six heroes from exercise 1 in the right categories.

Superheroes	Villains	Witches and Wizards	Vampires	Werewolves	Mutants
Spiderman Catwoman Iron Man	The Joker Maleficent	The Beauchamp Sisters Harry Potter	Count Dracula Bella Cullen	Alcide Herveaux Remus Lupin	Tornado Wolverine Professor X

3 Talk about the heroes'abilities and say what they can do using the following elements.

- Mutants like Wolverine can turn into a wolf.
- Superheroes like Iron Man can have extraordinary strength.
- Witches and wizards like Harry Potter can use magic powers.
- Vampires can use telepathy.
- Werewolves can perceive events that are taking place somewhere else.

Page 136 – SPOT 1 Favourite Superheroes

ACTIVITY A / What Makes a Hero?

1 Listen and choose the correct information.

CD3 Track 16

The action takes place on Long Island in the United States. The main character is Tony Stark. He has a dual identity and he is nicknamed Iron Man.

He is a superhero and his main weapon is his powered metallic armour. He is very powerful: he has super strength. He also has the ability to fly and to shoot rays at his enemies.

The particularity of Iron Man is his great intelligence and he uses this intelligence to make the world a better and safer place.

- a. The action takes place on **Long Island** in the **United States**.
- b. The main character is **Tony Stark** and his nickname is **Iron Man**.
- c. His main weapon is **his powered metallic armour**.
- d. The superhero has **super strength**.
- e. He can **fly and shoot rays**.
- f. He uses his great **intelligence** to make the world a better place.

2 Use the elements to present the heroine of the Twilight series.

L'objectif est que l'élève reproduise par mimétisme ce qu'il a entendu dans l'exercice 1.

Twilight series takes place in Forks in the United States. One of the main characters is Isabella Swan nicknamed Bella Cullen. She is at first a human and she becomes a vampire. As a vampire, she is immortal. She has super strength, she can show people her thoughts by touching them and she is able to control her thirst for human blood.

ACTIVITY B / Portraits

3 Listen to the portrait of the hero and select the correct elements.

CD3 Track 17

Arrow

Oliver McQueen has short chestnut hair, blue eyes, a beard and a moustache.

When he is the Green Arrow, he wears a domino mask and a green leather costume with a hood.

His weapons are a bow and arrows.

At night he is a vigilante who stops crimes in the city.

He is brave and determined.

Physical description: He has short chestnut hair, blue eyes, a beard and a moustache.

Costume: The Green Arrow has a mask. He wears a costume with a hood.

Weapons: He carries a bow and arrows.

Role / Objective: He wants to stop crime in the city.

Qualities: He is brave and determined.

TASK 1

4 Listen to the description of the heroine and find out the following information.

CD3 Track 18

Joanna Beauchamp lives in the magical realm of Asgard. She is an immortal and extremely powerful witch. She has long black wavy hair and blue eyes. She is a pharmacist and sometimes uses her magic to cure her patients.

She is Ingrid and Freya's mother and Wendy's sister. Joanna is a very protective mother and very courageous. All the Beauchamp family members have exceptional magical powers.

Identity: Joanna Beauchamp

Location: the magical realm of Asgard

Type of heroine: a witch

Physical description: long black wavy hair and blue eyes

Qualities: protective and very courageous

Particularities: she has exceptional magical powers and she sometimes uses her magic to cure her patients.

Family information: she has two daughters: Ingrid and Freya and she is Wendy's sister.

Page 137 – SPOT 2 Video Game Heroes

ACTIVITY C / A Quiz about Video Game Heroes

5 Look at the document and answer the questions.

a. It's a quiz game.

b. It's about video game heroes.

6 Listen and select the correct answers to the game.

CD3 Track 19

Presenter: Welcome to our new radio game! Here are our first two candidates: Tom and Jennie! Our game is very easy: I'm going to ask you questions and I'll suggest two possible answers. The candidate who buzzes and gives the correct answer first wins the point. Is that OK?

Tom and Jennie: Yes, all right!

Presenter: The subject today is heroes of video games! Are you ready to start?

Tom and Jennie: Yes, we are!

Presenter: First question: When did Mario first appear in a video game? In 1981 or 1991?

Tom: I think it was in 1981.

Presenter: Good answer! Second question: in the video game entitled Uncharted, who is the treasure hunter? Nathan Drake or Elena Fisher?

Jennie: Nathan Drake! Elena Fisher is a journalist!

Presenter: Excellent! Next question: Which character is better at using firearms? Bayonetta or Lara Croft?

Tom: Lara Croft! She can shoot very accurately with many weapons.

Presenter: Yes! Another point for Tom! Now... Has Sonic got special abilities such as invisibility or super speed?

Jennie: Yes! Super speed!

Presenter: Well done!! Now, let's talk about an *Assassin's Creed* hero: is Arno Dorian the main character of *Assassin's Creed Unity* or *Renaissance*?

Tom: It seems to me that he's in *Assassin's Creed Renaissance*.

Presenter: No, sorry! The right answer is *Assassin's Creed Unity*. The point is for Jennie.

Presenter: Excellent! Three points for Jennie, two for Tom! 3 more questions...

Date of Mario's first apparition: 1981

Name of the treasure hunter: Nathan Drake

Better at using firearms: Lara Croft

Sonic's special ability: super speed

Arno Dorian, main character in: *Assassin's Creed Unity*

7 Complete the questions with When, Who, Which, Is or Has. Then listen again and check.

- a. **When** did Mario first appear in a video game?
- b. **Who** is the treasure hunter in Uncharted?
- c. **Which** character is better at using firearms?
- d. **Has** Sonic got special abilities?
- e. **Is** Arno Dorian the main character of Assassin's Creed Unity or Renaissance?

SPOTLIGHT

Les verbes sont **are/is** (BE au présent) et **has/have** (HAVE au présent).

A la troisième personne du singulier à la forme interrogative, BE devient Is he/she/it ...?
et HAVE devient Has he/she/it got ...?

ACTIVITY D / Rayman

8 Match the questions with the corresponding answers.

- a/3. What colour are his trainers? Yellow.
- b/1. How many fingers has it got on each hand? Four.
- c/4. What is his physical particularity? No neck, no arms, no legs.
- d/2. Is his nose short and pointed or large and round? Large and round.
- e/5. Has he got a red scarf? Yes.

9 Work in pairs. Ask and answer questions about Rayman, as in the example.

What colour are his trainers? They're yellow.

How many fingers has it got on each hand? It has four fingers on each hand.

Is his nose short and pointed or large and round? It's large and round.

Has he got a red scarf? Yes, it has.

TASK 2

10 Work in pairs. Ask and answer questions about the video game heroes.

Réponses libres.

Page 138 – SPOT 3 Zombies

ACTIVITY E / The Walking Dead

1 Look at the photos, read the introduction and answer the questions.

- a. The title of the TV series is *The Walking Dead*.
- b. There was an apocalypse in this series.
- c. Three characters are presented.

2 Find the English equivalents.

- a. gets shot b. awakens c. emotional d. becomes hardened e. as time goes on

3 Answer the questions.

- a. Rick Grimes is the main character of the series.
- b. Lori is strong, generous, independent and emotional but she can also be difficult and demanding.

- c. Her relationship with Shane caused her difficulty.
- d. Carl and Lori decided to go to a refugee camp in Atlanta.

SPOTLIGHT

Les verbes sont *joined* et *became*. Ils sont conjugués au prétérit simple (*past simple*). *Join* est un verbe régulier et *become* est un verbe irrégulier.

TASK 3

4 Read the presentation of Shane Walsh on page 263 and say in French what you have understood.

Réponse libre.

Page 139 – SPOT 4 Mother Helped by Superheroes

VIDEO TIME Marvel Creates Superhero with Hearing Aid

PART 1-2

Now to a story of a mother's quest. Christina d'Alessandro was at her wits' end: her 4-year-old son Anthony was born with a rare genetic disorder that caused hearing loss. One morning he told his mom he didn't want to wear his "blue ear" because superheroes don't wear hearing aids. So she told him a little white lie and she said Captain America wears one under his mask...

PART 1-3

...and guess what, it worked, but she worried Anthony might find out her story wasn't true so she sent an email to Marvel Comics asking for help in making her white lie about the blue ear become a reality and she got a response she never expected. Christina joins us now along with Bill Rosemann, editor, and Manny Mederos, production artist for Marvel Entertainment. It is so nice to have all of you with us. This story really caught our eye and what surprised me the most, Christina, is sending this email. What were you thinking when you sent it? Did you think? I mean it had to be a huge surprise to get a response.

Christina: Oh, totally, I mean, I sent it, it was a shot in the dark, I just said I got to do something, I'll give it a try and I'll see what we come up with and then I never, never thought we'd hear back. I really thought it's going to go to a spam filter, you know, it will never get a response and when we got a response we were astonished.

PART 1-4

Journalist: Really, why didn't it end up in your junk mail in effect? Why did you look at this letter and say "we've got to answer this"?

Bill Roseman: Well, that's what caught my attention, I'm a fellow parent, I've a four-year-old named Peter and when I saw Christina's email, that she didn't know anyone at Marvel, she just sent it in blindly, I said "there's a parent who really cares",

and I knew at Marvel there were a lot of other people who care as well. And at Marvel we're growing up reading the comics and the one big message we're told is that with great power there must also come great responsibility. And that's what Stan Lee in Spiderman told us. And frankly that means if you have the ability, no matter what ability you have, you must use it to help others and do good in the world.

PART 1-5

And so I just simply sent – forwarded the email even further round the Marvel ranks and people like Manny responded and soon we sent some great art to Christina.

Journalist: And Manny, you created this blue ear art? How did you come up with that?

Manny: Well, you know, I was told that we were gonna to have a character called the Blue Ear and you know, Nelson had drawn the original drawing and I came up with a different version of, a younger child version, because I think he could connect better with a young superhero, you know, maybe put himself in that suit, you know, and just walk around and that.

Bill Roseman: What was great is Manny drew a young Blue Ear with Hawkeye, and Hawkeye was the first piece of art we sent to Christina because we wanted to say, like, "Look! Not only do superheroes wear hearing aids but Hawkeye, who's an Avenger," and we knew, the Avenger movies, that everyone knows who Hawkeye is. Hawkeye wears a hearing aid and he's an Avenger and if Anthony wears a hearing aid then we would make him an honorary Avenger and we hope that inspiration would make him say, "Okay, Mom, you know, you're right. Moms know best."

PART 1-6

Journalist: Bill, Manny, you have something else for Christina, don't you?

Bill: We sure do!

Manny: I've got a little drawing for you. Manny stayed up all night drawing this.

Christina: Oh, my God!

Bill: Here we have this inset: here's Christina herself saying miles away, "Anthony, dinner is ready!" and there's Anthony as Blue Ear, with his blue ear and he hears his mom.

Christina: Oh, my God!

Journalist: That is very cool.

Christina: Oh, my God, I... Oh, God, I love it!

Bill: And there it is, it's signed by Manny down there.

Christina: Oh my God, it's beautiful! I mean the thing about Manny's drawing was, it was the little blue ear and Anthony went from Nelson's Blue Ear who wears a hearing aid to, "Oh my God, that's me!"

Journalist: Christina d'Alessandro, Bill Rosemann and Manny Mederos, we gotta run but thank you both all very much!

PART 1 Watch the whole video.

1 Select the correct answers.

- The video is about a new superhero.
- The TV reporters talk about the origin of this new creation.
- This story starts when the mother of a young boy named Anthony asks for help.

PART 2 Watch the video from 0:00 to 0:22.

2 Complete the script and explain in French what you've understood.

Her 4-year-old son Anthony was born with a rare genetic disorder that caused hearing loss. One morning he told his mom he didn't want to wear his "blue ear" because superheroes don't wear hearing aids. So she told him a little white lie and she said Captain America wears one under his mask...

PART 3 Watch the video from 0:23 to 1:10.

3 Match the elements.

a/2. Christina → Anthony's mother

b/1. Bill Rosemann → editor

c/3. Manny Mederos → production artist

4 Answer the questions.

a. She decided to send an email to Marvel Comics.

b. She asked if a superhero could wear a hearing aid.

c. Yes, she did.

5 Put the elements in the chronological order.

Totally, I mean, I sent it...

2	I just said I got to do something,
5	I really thought it's going to go to a spam filter, you know, it will never get a response
4	and then I never thought we'd hear back.
1	it was a shot in the dark,
6	and when we got a response
3	I'll give it a try and I'll see what we come up with

...we were astonished.

PART 4 Watch the video from 1:11 to 1:47.

6 Say if the statements are true or false.

	TRUE	FALSE
a. The editor Bill Rosemann also has a four-year-old son.	X	
b. An employee of Marvel Comics advised Christina to write to the editor.		X
c. Bill thought that other people at Marvel Comics would be touched like him by Anthony.	X	

7 Put the elements in the right order to find Spiderman's messages.

you must use it
to help others
N° 5

there must also come
great responsibility
N° 2

no matter what
ability you have,
N° 4

if you have
the ability,
N° 3

and do good
in the world
N° 6

with great
power
N° 1

PART 5 Watch the video from 1:48 to 2:50.

8 Answer the questions.

- Who drew the superhero with the blue ear? Manny.
- What is the superhero's name? Hawkeye.
- What will happen to Anthony if he wears the hearing aid? He will become an Avenger.

PART 6 Watch the video from 2:51 to the end.

7 Complete the script.

Manny stayed up all night drawing. Here we have Christina herself saying miles away, "Anthony, dinner is ready!" and there's Anthony as Blue Ear, with his blue ear and he hears his mom.

8 Answer the question.

Can we say that this mother's idea was a good idea?

Réponse libre.

Pages 140/141 - TRAINING

1 Complétez avec be ou have conjugué au présent.

The Fantastic Four is a fictional superhero team. It **is** made up of four young people who teleport to a dangerous universe. In this universe they **have** new and shocking physical forms. Their objective **is** to save Earth.

The four individuals **have** superpowers. The leader of the group **is** Mister Fantastic: he **is** a scientific genius who **has** a special body; he can stretch it as he wants. He **is** the husband of Susan Storm and they **have** two children.

2 Choisissez un de ces super-héros et décrivez-le.

Réponse libre.

3 Complétez avec le mot interrogatif qui convient : when, which, how many, where ou who.

- Who** is the villain in Batman movie? The Joker is a villain in this movie.
- Which** video game character do you prefer? I prefer Kratos in God of War.
- Where** does the action of Ant-man take place? In San Francisco.
- How many** superheroes have starred in The Avengers? More than thirty.
- When** is the world dominated by the Walking Dead in the TV series? After the apocalypse.

4 Relevez les verbes au prétérit (simple past) et retrouvez leur base verbale.

The Avengers are a fictional team of superheroes. The team *made* (BV: *make*) its debut in September 1963. Stan Lee and Jack Kirby *created* (BV: *create*) them.

The Avengers originally *consisted of* (BV: *consist of*) Hulk, Hank Pym, Iron Man, Thor and the Wasp. Captain America *became* (BV: *become*) a member of the group later. More than twenty superheroes now make up the Avengers.

5 Conjuguez les verbes au prétérit (simple past).

- In the early 1990s Michael Jackson **tried** to buy Marvel Comics because he **wanted** to play Spiderman in one of his movies.
- Stan Lee **wrote** 15 comic books and **created** many superheroes.

- c. Spiderman **married** Mary Jane in 1987.
- d. Captain America **made** his first appearance in March 1941.
- e. Wolverine's initial job **was** to capture Hulk.

SOUNDS GOOD!

A Écoutez la prononciation de la letter “u” dans les mots suivants.

CD3 Track 20

superhero – powerful – gun – universe

B Écoutez et classez les mots selon la prononciation de la lettre “u”.

CD3 Track 21

Blue – husband – superficial – beautiful – vulnerable – mutant – human – pull.

/u:/ superhero – blue – superficial

/ʊ/ powerful – pull

/ʌ/ gun – husband – vulnerable

/ju:/ universe – beautiful – mutant – human

Page 142 – CCF PREP 23 Parties 1 et 2

PARTIE 1 Présenter une problématique

1 Écoutez et associez les débuts et fins d'énoncés.

CD3 Track 22

The subject of my presentation is superheroes and I would like to explain the reasons why I think that Mister Fantastic is a superhero.

Here is the question I would like to answer: why do young people like superheroes so much?

I've chosen this key question: why must Superman keep his identity secret?

a/3. I've chosen this key question: why must Superman keep his identity secret?

b/1. Here is the question I would like to answer: why do young people like superheroes so much?

c/2. The subject of my presentation is superheroes and I would like to explain the reasons why I think that Mister Fantastic is a superhero.

2 Sélectionnez ce que l'on peut considérer comme une problématique et justifiez.

Les questions a et c sont des problématiques car elles n'amènent pas une réponse binaire mais bien une réponse argumentée.

3 Introduisez de trois façons différentes une des problématiques repérées à l'exercice 2.

I've chosen this key question / Here is the question I would like to answer: why are heroes like Spiderman important to our society?

PARTIE 2 Répondre aux questions sur la problématique

4 Associez les questions (a-c) aux réponses (1-3). Écoutez et vérifiez.

CD3 Track 23

a/3. Why did you choose this key question? Because I've always been interested in this subject.

b/1. Do you think you answered your key question? I hope so but if you have any further questions, I will try to answer them.

c/2. Can you summarise in a few words the answer to your key question? Yes, of course. In a nutshell, it seems to me that the common points between the superheroes are that they are brave, immortal and they always claim justice and equality.

5 Choisissez une des problématiques suivantes et justifiez votre choix en utilisant au moins deux des arguments proposés.

Réponses libres.

Page 143 – CCF PREP 24 Partie 3

PARTIE 3 Comprendre un article sur un phénomène

Répondez aux questions.

1. Il s'agit d'un article sur le phénomène du Cosplay (mot issu de "costume" et "play").
2. Tout le monde peut y participer, et notamment les fans de héros fictifs.
3. Cette manifestation se déroule au Centre de Convention et d'Exposition ExCel de Londres.
4. Les participants considèrent que c'est une forme d'art car ils doivent créer des costumes et des maquillages élaborés pour ressembler à leur héros fictif préféré.
5. Au lendemain de la manifestation, ils sont un peu déprimés car ils ont été admirés pendant tout le weekend, et le lundi, ils quittent leur costume, retournent à la normalité et personne ne les regarde plus.

Page 144 – FINAL TASK 12 Present a Character and Quiz the Audience

Cette tâche finale sera réalisée en petits groupes ou individuellement étape par étape.

Pour gagner du temps et permettre aux élèves de travailler en autonomie, téléchargez la fiche à compléter et photocopiez-la pour chaque groupe ou chaque élève.

Cette fiche reprend les rubriques de la fiche page 144, de façon plus détaillée.

Nom du fichier : FTF12.doc.

Page 145

1. Norman Rockwell, a hyperrealist artist

Read the document and say what you have understood in French.

Réponse possible :

Norman Rockwell est né le 3 février 1894. Il a su très tôt qu'il voulait être un artiste. Il a peint la vie de tous les jours aux Etats Unis, a fait le portrait de gens ordinaires – ses voisins ou amis – et les a transformés en héros.

Il a peint 321 couvertures du Saturday Evening Post, ainsi que des calendriers. En 1943, il peint « The Four Freedoms » (Les Quatre Libertés). Les tableaux font le tour du pays et permettent de lever 130 millions de dollars pour l'effort de guerre.

Plus tard, il choisit de nouveaux thèmes et axe sa peinture sur la pauvreté, les races et la guerre du Vietnam.

Norman Rockwell est décédé le 8 novembre 1978 à Stockbridge (Mass.)

2. Edward Hopper

Listen and fill in the information about Edward Hopper.

CD3 Track 24

Edward Hopper was born on July 22, 1882 in Upper Nyack, New York. He died in Manhattan aged 84, on May 15, 1967.

He dreamed of being a naval architect but finally decided to become an artist. In 1895, he created his first signed oil painting, "Rowboat in Rocky Cove".

Besides art correspondence courses in 1899, he had many art teachers and was also influenced by French masters: Edouard Manet and Edgar Degas.

His art is considered "realist art". Hopper got his subject matter from two primary sources: one, the common characteristics of American life (gas stations, motels, restaurants, street scenes) and its inhabitants; and two, seascapes and rural landscapes.

His composition and use of light in his paintings have influenced many filmmakers, such as Alfred Hitchcock and Wim Wenders. Musicians influenced by the atmosphere of his paintings include Madonna and Tom Waits.

- Born in **1882** in Upper Nyack, New York
- Died in **1967** in Manhattan, New York
- His dream job: a **naval architect**
- First signed oil painting: "Rowboat in Rocky Cove" in **1895**

- Influenced by two French masters: **Edouard Manet** and **Edgar Degas**
- Style: **realist art**
- His two sources of art:
 1. **American life** and its inhabitants
 2. seascapes and rural landscapes.
- Some filmmakers he influenced: **Alfred Hitchcock**, **Wim Wenders**
- Some musicians he influenced: **Madonna**, **Tom Waits**

Page 146

3. Moving In (Norman Rockwell, 1967)

Look at the painting and the information notes. Then answer the questions.

- Which children are moving in? The two black children are moving in.
- Why are the children staring at each other? Because they don't know each other (and they haven't got the same skin colour).
- What are the similarities and differences between the two groups of children?
 Similarities: each group of children has an animal. The two girls have long hair; the boys have a baseball glove.
 Differences: Two children are black and dressed formally. The three white children are dressed casually.
- Will the children become friends?
 Most probably: they have similar interest: animals, baseball...
- What is Norman Rockwell's message?
 Whatever the skin colour is, people can become friends. It's a message of peace.

4. Nighthawks (Edward Hopper, 1942)

Write a short comment about the painting.

Réponse possible

General setting: The painting represents the inside of a bar in a city, in the corner of a street. The street is empty.

Time of day: It's at night...

Characters: We see four characters: one barman and three customers... The couple on the right is facing us; the man has a suit and a hat; the lady is wearing a red dress. They both look young. We only see the back of the other customer who has a hat and a suit. The barman is dressed in white.

Personal impression: The atmosphere is gloomy. There is an impression of loneliness.

Sur le même principe, les élèves pourront écrire une étude d'un tableau choisi dans les galeries des deux artistes et présenter ce tableau aux autres.

<http://www.wikiart.org/en/norman-rockwell>

<http://www.edwardhopper.net/edward-hopper-paintings.jsp>

QUIZ

Tick the right answer. Listen and check.

CD3 Track 25

1. In 1977, Norman Rockwell was awarded the Presidential Medal of Freedom by President Jimmy Carter.
2. In 2012, The Grand Palais in Paris hosted a retrospective of Edward Hopper for several months.
3. Edward Hopper's "House by the Railroad" inspired Alfred Hitchcock for the house in the movie, *Psycho*.
4. Rockwell illustrated more than forty books, including *The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn*.
5. After staying in Paris in the mid-20s, Hopper said he didn't remember having heard of Picasso.

1/C. In 1977, Norman Rockwell was awarded: the Presidential Medal of Freedom.

2/C. In 2012, The Grand Palais in Paris hosted a retrospective of: Edward Hopper.

3/A. Edward Hopper's "House by the Railroad" inspired Alfred Hitchcock for the film: *Psycho*.

4/B. Rockwell illustrated more than forty books, including: *The Adventures of Tom Sawyer* and *The Adventures of Huckleberry Finn*.

5/A. After staying in Paris, Hopper said he didn't remember having heard of: Picasso.

UNIT 13

Team Spirit

Cette unité à dominante culturelle permet aux élèves d'avoir un aperçu sur différents sports et de réfléchir sur les valeurs de l'esprit sportif.

À travers différentes tâches de communication liées au monde du sport, cette unité permet d'acquérir les connaissances culturelles et linguistiques suivantes :

- *Se cultiver et se divertir* (sports) ;
- *Vivre et agir au quotidien* (relations avec les autres) ;
- *Reconnaître et prononcer les sons* /aʊ/ (how) et /əʊ/ (slow) ;
- *Interroger* (les mots interrogatifs avec « how »?) ;
- *Interroger* (syntaxe des énoncés interrogatifs au présent simple et au prétérit).

SPOTS / FINAL TASK

	Les activités	Les bonus à télécharger	Training / Sounds Good!
SPOT 1 Sports values Comprendre le témoignage d'un jeune sportif (CO – B1)	Deux activités courtes (A et B) pour préparer les élèves à la compréhension orale d'informations plurielles sur des clubs sportifs et des athlètes	WORD CARD Sports and equipment Cette fiche illustrée permet de mémoriser les noms des différents sports ainsi que des éléments d'équipement sportif.	Training ex. 4 et 5
SPOT 2 Girls and team sports Demander et donner des informations sur des équipes féminines (EOI B1)	Deux activités courtes (C et D) d'entraînement à la production orale et à l'interaction orale pour amener les élèves à présenter des clubs sportifs.	ONLINE TRAINING Ex. 39 Champion's interview Exercice sur les mots interrogatifs	Sounds Good! La prononciation des lettres « OW » Training ex. 6 et 7
SPOT 3 One team, one nation Comprendre un article sur un événement historique et sportif et en rendre compte en français (CE – B1)	Un travail progressif de compréhension des informations essentielles, à transposer pour rendre compte en français d'un article sur le même thème. (Activité E)	ONLINE TRAINING Ex. 7 Countries and sports Retrouver le pays d'origine de sports anciens. ONLINE TRAINING Ex. 38 Legendary Champions Associer des champions à des sports précis.	
SPOT 4 Winners Comprendre des discours d'entraîneurs au cinéma (CO – B1)	Vidéo disponible via: - le flash code - l'URL - le compte YouTube des éditions Foucher	Fiche VIDEO TIME complète U13_Sports speeches_ANG : avec consignes en anglais U13_Sports speeches_FR : avec consignes en français U13_Sports speeches_COR : corrigé	
FINAL TASK 13 Present a Sports Team with a Mind Map (EE et EOC – B1)	Cette tâche finale peut être réalisée en binômes ou en petits groupes.	FTF13.doc	

CCF PREP

Se préparer aux différentes parties du CCF et travailler les stratégies nécessaires en EOC, EOI et CE.

		Supports utilisés
CCF PREP 25	Partie 1 Annoncer son plan Repérer les éléments d'annonce d'une présentation, puis les réutiliser.	Des exemples d'annonce de plan de présentation. Afin d'entraîner l'élève à repérer des mots-clés ou expressions-clés pour une annonce de présentation
	Partie 2 Répondre à des questions à poser sur un sport. Répondre à des questions pour donner des détails sur un sport précis	Audio: Questions enregistrées Réactivation des mots interrogatifs vus dans l'unité.
CCF PREP 26	Partie 3 Comprendre un article sur un événement sportif Répondre aux questions de compréhension et acquérir une démarche pour comprendre l'article.	Texte: Pedaling History: Eritrea's Teklehaimot and Kudus in Tour de France (2015)

Page 147 – Ouverture de l'unité

Cette page permet de réactiver le vocabulaire lié aux sports et d'introduire le thème de l'unité.

1 In the list below, select the sports shown on the photos.

- a. hurdles race b. rugby c. fencing d. basketball e. baseball

2 Say if these statements are true or false. Then listen and check.

CD3 Track 26

a. The NBA is a famous American sports association; the letters stand for National Basketball Association.

b. On a football or rugby field during a match, there are the two teams of players and the referees

c. If you want to know how to score in rugby, a “try” is worth 5 points, a “penalty” 3 points, the “conversion” of a try is worth 2 points and a “drop goal” is 3 points.

d. “Citius, Altius, Fortius” (Latin words for “Faster, Higher, Stronger”) is the Olympic motto.

- a. The NBA is a famous American football association. **False**
- b. On a football or rugby field during a match, there are the two teams of players and the referees. **True**
- c. In rugby, a “try” is worth 5 points, a “penalty” 3 points, the “conversion” of a try is worth 2 points and a “drop goal” is 3 points. **True**
- d. “Citius, Altius, Fortius” (Latin for “Faster, Higher, Stronger”) is the Olympic motto. **True**

Page 148 – SPOT 1 Sports Values

ACTIVITY A / The coach's Words

1 Look at this club's information leaflet and answer the questions.

- a. Where is the club located? It's in New York City (in Manhattan Avenue).
- b. Is it an old club? Not really. It is less than 30 years old.

- c. How can people contact the club? By phone or by email.
- d. How many programs are there? There are five (key) programs.
- e. What age can you enter the club? At (the age of) 5.
- f. What is the club's motto? Giving youth the skills and support they need.

2 Listen to coach Rodley, look at the leaflet and number what he says in the right order.

CD3 Track 27

Coach Rodley: I'm an assistant coach at FC Harlem. In our club, the kids are training to become better athletes and students. All the kids learn how to improve their physical skills and they feel more confident. They learn how to help each other on the field, they also learn how to cooperate, how to get a team mentality. They learn and experience integrity and responsibility. All the children do their best for the team when there is a match. And soccer is a real pleasure for them.

- a. 2 – b. 5 – c. 4 – d. 1 – e. 3

ACTIVITY B / Young Sportsman

3 Listen to Travis Dekker's interview and choose the right information.

CD3 Track 28

Reporter: Hi everyone. Here is our new guest, Travis Dekker.

Travis: Hi, I am Travis Dekker; I'm 17 and I live in Moab, in the United States.

Reporter: When did you start playing this sport? Did you start at an early age?

Travis: Yes, I did. I started playing basketball when I was seven, in my local club.

Reporter: You are not very tall... How tall are you?

Travis: Well, I'm not a giant: I'm just 5'8" tall. In Europe you'd say 1.73 m, I think.

Reporter: I suppose so. Why did you choose basketball?

Travis: I was a shy boy and my parents suggested I played basketball because it is a team sport.

Reporter: How often do you train?

Travis: We train twice a week, in the evening or late afternoon.

Reporter: When do you have your matches?

Travis: Usually we have a match on Friday evenings.

Reporter: Why do you like being part of a team?

Travis: Well, I like being part of a team: we support each other and we trust every member of the team.

Reporter: What happens if someone plays individually?

Travis: If someone plays individually, it doesn't work and we can lose the match.

His sport: **basketball**

His local club: **Moab**

His size: **5'8"**

His nationality: **American**

His age: **17**

4 Listen again and complete Travis's answers.

- a. Did you start at an early age? Yes, I started when I was 7.
- b. Why did you choose this sport? Because it's a team sport and I was a shy boy.

- c. How often do you train? Twice a week in the evening or late afternoon.
- d. When do you have your matches? On Friday evenings.
- e. Why do you like being part of a team? We support each other and we trust all the members of the team.
- f. What happens if someone plays individually? It doesn't work and we can lose the match.

SPOTLIGHT

Structure de la question au prétérit : (Mot interrogatif) + DID + sujet + BV + ...?

Structure de la question au présent simple : (Mot interrogatif) + Do + sujet + BV + ...?

Faire retrouver aux élèves la transformation de "Do" en Does" à la 3^e personne du singulier au présent.

TASK 1

5 Listen to Katie Purves, a Scottish athlete and note the information.

CD3 Track 29

I'm very happy. I got a gold medal for the 400 m hurdles at the UK Championships last June. I am really ready for the next European Championships. I have been training hard with all the girls in the team.

We are a good team with real values: hard work and total dedication to our sport. We help each other and we are all very good friends. Our coach is excellent. Thanks to him, we can really improve. Our team's motto is, "Perform when it counts".

Her sport: 400 m hurdles race (athletics)

Her medal: a gold medal (UK Championships)

The team's values: hard work / hard training – total dedication – good friendship – mutual help

The team's motto: Perform when it counts.

The coach: he is excellent. (he helps the athletes to improve)

Page 149 - SPOT 2 Girls and Team sports

ACTIVITY C / A Soccer Champion

6 Look at the sports card and answer the questions.

- a. Who is Alexandra (Alex) Morgan? She is an American soccer champion / player.
- b. How old is she? How tall is she? She's 27 (in 2016). She is 1,70 m tall.
- c. What teams does she play in? She plays in Portland Thorns FC and the US national team.
- d. What happened to her in 2012? She was (elected) the female athlete of the year and she won the Olympic Gold with her team.

7 Listen to Alex's interview and answer the questions.

CD3 Track 30

Journalist: What is the impact of your latest victory on your sport?

Alexandra Morgan: I think that women's soccer will get more and more popular now.

Journalist: What do you think of artificial turf for women's matches?

Alexandra Morgan: I think it's dangerous.

Journalist: Why is it dangerous?

Alexandra Morgan: There are many injuries because of this artificial turf.

Journalist: Do you have to fight against sexism and misogyny?

Alexandra Morgan: Yes I do. I have experienced sexism many times and it is not over. Even FIFA members are sexist.

Journalist: Why do you always wear a pink headband?

Alexandra Morgan: Because my mother had cancer and now she is OK. It is to honour her.

L'interview est adaptée d'une interview d'Alexandra Morgan, parue dans "Time" (1 juin 2015).

a. What is the impact of her latest victory on her sport?

Their sport/ Female soccer is getting more and more popular.

b. What does she think of artificial turf for girls' matches?

She thinks it is dangerous and can provoke many injuries.

c. Does she have to fight against sexism and misogyny?

Yes she does. (And there are many sexists, even in the FIFA).

d. Why does she always wear a pink headband?

It's to honour her mother who is OK after having cancer / is a cancer survivor.

SPOTLIGHT

Les mots interrogatifs pour demander :

- l'âge : *how old* ;

- la taille : *how tall* ;

- la fréquence : *how often* ;

Autres mots interrogatifs avec « how » : *how large, how much, how many, how far*.

ACTIVITY D / Future Champions

8 Answer the questions using elements from the box.

a. What sort of club is it? It's a soccer club for young people.

b. Where is it located? In Canada, in Cambridge (in the province of Ontario).

c. How many female teams are there? Six.

d. How often do they train? (They train) every week.

9 Ask and answer more questions about this club.

Are there boys' teams? Yes, there are several.

How old are the oldest players? They are under 18 years old.

What are the objectives of the club? To develop the technical skills and their sports-manship.

When do they have indoor games? In the winter months.

When are the youth tournaments? In summer.
 What is the coach's program? To develop good habits.
 What are these habits exactly? A good attitude, respect and a club spirit.

TASK 2

10 Work in pairs. Ask and answer questions about two girls' clubs.

L'élève A pose des questions sur le club sportif "Manchester Mystics". Puis il/elle répond aux questions sur le club "Southampton Saints G&L FC". (La fiche d'information sur le club "Southampton Saints" se trouve page 264).

L'élève B répond aux questions sur le club sportif « Manchester Mystics » (La fiche d'information sur le club « Manchester Mystics » se trouve page 266). Puis, il/elle pose des questions sur le club « Southampton Saints G&L FC ».

- Les questions sont une réactivation des questions vues dans le Spot. Elles porteront sur le type de sport, le club et sa localisation, le nombre d'équipes, les périodes d'entraînement, les objectifs du club...

- Les élèves peuvent préparer une trame des questions qu'ils poseront, si nécessaire. Il leur faudra également prendre en notes les réponses de leur camarade. En fonction du niveau de la classe, on pourra ensuite demander aux élèves de faire un résumé (oral ou écrit) de ce qu'ils ont compris.

Page 150 – SPOT 3 One Team, One Nation

ACTIVITY E / The 1995 Rugby World Cup

1 Read the documents and select the right information.

The document is about a world sports event.

2 Match the titles and the paragraphs.

- | | |
|--------------------------------|------------------------------|
| a. The victorious goal = §2 | c. Emotion = §4 |
| b. A major sporting event = §1 | d. One team, one nation = §3 |

3 In the document, find the English equivalents for:

- | | |
|---|---------------------------------------|
| a. <i>a été autorisé(e)</i> : was allowed | d. <i>la fraternité</i> : brotherhood |
| b. <i>pendant le temps supplémentaire</i> : in extra time | e. <i>un arc-en-ciel</i> : a rainbow |
| c. <i>partageaient</i> : (were) sharing | |

4 Choose the right information.

- 1991 is the date of *the end of apartheid*.
- François Pienaar was *the captain of the South African rugby team*.
- Nelson Mandela was *the first black president of South Africa*.
- There was emotion because the victory meant *the union of a nation*.

5 Answer the questions.

a. When was South Africa allowed to compete again in international sporting events?
In 1992. (And the first major international sporting event took place in 1995; it was the World Cup).

b. Who scored the winning drop goal in this final?
(It was) Joel Stransky.

c. Who presented the trophy to the captain of the winning team?
Nelson Mandela, the first black president of the country.

d. How were the two men dressed?

They were wearing a green shirt and a green cap, the South African national team's colours.

Activité complémentaire possible : visionner un extrait du film "Invictus" de Clint Eastwood.

TASK 3

6 Read the document page 264 and say what you have understood in French.

Réponse possible : Le texte parle du match de football entre l'Iran et les Etats Unis, lors de la Coupe du Monde de Football de 1998. Il s'agit de la première rencontre sportive entre ces deux ennemis héréditaires depuis 1979.

Avant le rencontre, les deux équipes bousculent le protocole et se prennent en photos, bras dessus bras dessous. Cette image fait le tour de monde. L'équipe d'Iran gagne le match ; les Etats Unis prennent leur revanche aux Championnats du monde de Basket en 2010.

En 2014, l'équipe américaine de Volleyball invite la fédération iranienne de Volleyball à participer à des rencontres amicales en Californie. La diplomatie des dirigeants de la Fédération de Volleyball abat de nombreuses barrières entre les deux pays : facilités pour l'obtention des visas et une aide logistique pour les équipes iraniennes. Tous les matchs sont diffusés en direct en Iran. C'est une nouvelle étape de l'amitié au travers des sports.

On peut trouver de nouveaux exemples de fraternité sportive au-delà des conflits politiques pour une réflexion plus approfondie sur ce sujet.

Page 151 – SPOT 4 Winners

VIDEO TIME Inspirational Sports Speeches

PART 1-2

- Great moments are born from great opportunity.
- You shouldn't have any doubt in your mind about what you are supposed to do tonight and about how you are supposed to do it.
- This is your time.
- Now, I don't want them to gain another yard.
- We gotta go out there and we gotta take it.
- You take their game and you shove it right back in their face.
- That's how winning is done.

PART 1-3

- Team is something you belong to, something you feel, something you have to earn.
- If we don't come together...
- ...it's over.
- And I guarantee a week won't go by in your life you won't regret walking out, letting them get the best of you.

PART 1-4

- I'll ask you one last time...
- ...to be the best that you can be.
- Play like champions.
- Win.

PART 1-5

- It's about heart. It's about who can go out there and play the hardest.
- It's about how hard you can get hit and keep movin' forward.
- I don't care what the scoreboard says at the end of the game. In my book we're gonna be winners.

PART 1-6 / 1-7

- In any fight it's the guy who's willing to die...
- ...willing to take the hits, who's going to win that inch.
- Let me tell you something, you don't let anyone, nothing, come between us.
- On this team we fight.
- And we shut them down, because we can.

PART 1 Watch the whole video.

1 Select the correct answers.

- The document is about: coaches talking to their teams.
- Sportsmen and coaches are: mixed race.
- Only basketball and American football are shown. **False**
- The speeches are: very strong and powerful.
- We can identify: some famous actors.

PART 2 Watch the video from 0:00 to 0:23.

2 Select the correct answers.

You see **three** coaches.

3 Complete the blanks with the words from the list below.

"Great **moments** are born from great **opportunity**.

You shouldn't have any **doubt** in your mind about what you are supposed to do **tonight** and about how you are supposed to do it.

This is **your** time".

PART 3 Watch the video from 0:24 to 0:41.

4 Highlight the correct words to complete the beginning of the transcript.

- Now, I don't want them to (get – gain – give) another yard.
- We gotta¹ (go out – come out – run out) there and we gotta take it.
- You take their (place – name – game) and you shove it right back in their (place – face – mess).
- That's how (knitting – peeling – winning) is done.

5 Match the pictures and the captions.

- a. a protective helmet.
- b. a board.
- c. a team's jerseys and helmets.

6 Reorder the elements of the young coach's definition of a team.

"Team is:

- 3. something you have to earn.
- 1. something you belong to.
- 2. something you feel".

PART 4 Watch the video from 0:42 to 0:56.

7 Number the coaches' statements in the order you hear them.

- 3 Play like champions.
- 1 I'll ask you one last time
- 4 Win.
- 2 To be the best that you could be.

PART 5 Watch the video from 0:57 to 1:23.

8 Complete the blanks with the words or expressions from the list above.

- It's about **heart**. It's about who can go out there and play **the hardest**.
- It's about how **hard** you can get **hit** and keep moving forward.
- I **don't care** what the **scoreboard** says at the end of the game. In my book we're gonna be **winners**.

9 Choose the right translation for:

"In any fight, it's the guy who's willing to die, willing to take the hits, who's going to win that inch."

Dans tout combat, le type qui est prêt à mourir, qui est prêt à prendre des coups, c'est celui qui va gagner les précieux centimètres.

PART 6 Watch the video from 1:24 to 1:37.

10 Reorder the coach's arguments.

- 2 On this team we fight.
- 3 And we shut them down, because we can.
- 1 Let me tell you something, you don't let anyone, nothing, come between us.

b/3. When did he become a professional player? It was in 2008.

c/1. What happened to him during the World Cup? He was badly injured during the last World Cup.

d/2. What is he doing now? Now he is training to become a coach.

4 Posez des questions sur les mots soulignés.

a. They built their stadium in 1990. When did they build their stadium?

b. James Wright was the last club manager. Who was the last club manager?

c. There were ten boys' teams and eight girls' teams. How many boys' teams and girls' teams were there?

d. The boys' teams train three times a week. How often do the boys' teams train?

5 Répondez aux questions.

Réponses ouvertes.

a. When did you start learning English?

b. Did you live abroad when you were very young?

c. What did you have for breakfast this morning?

d. How many work placements did you have last school year?

6 Complétez les questions avec certains des mots interrogatifs suivants.

a. **How much** is a ticket for the final game? It's £45 in the stalls.

b. **How far** is the athletes' lodging from the stadium? It's only a kilometre away; it's not far.

c. **How many** reserve players will they have for the final? Five players.

d. Wow! **How tall** is the new goalkeeper? Well, two metres at least... He is really very tall.

e. **How often** do you train? Twice a day; I want to become a great champion.

7 Retrouvez les mots interrogatifs manquants dans les questions.

a. **What** is the name of your club? St Johnston Football Club.

b. **Where** is the stadium located? In Perth, in Scotland

c. **How many** teams are there? Well, there are two senior teams and many junior ones.

d. **How often** do you train? Twice a week; on Tuesday and Thursday evenings.

Téléchargez trois exercices supplémentaires (ONLINE TRAINING exercices 37, 38 et 39) pour aller plus loin et varier vos activités pour le lexique et la grammaire. Travail en autonomie possible. Utilisable dans le cadre d'une pédagogie différenciée.

SOUNDS GOOD!

A Classez ces mots selon leur prononciation des lettres « ow ».

/aʊ/ down – now – brown – how much – cow

/əʊ/ low – yellow – know – tomorrow – show – known

B Écoutez et vérifiez.

CD3 Track 31

how [aʊ]: down – now – brown – how much – cow

slow [əʊ]: low – yellow – know – tomorrow – show – known

PARTIE 1 Annoncer son plan

1 Écoutez cette annonce de plan et classez les expressions dans l'ordre où vous les entendez.

CD3 Track 32

I'm going to present quad, because it is my favourite sport.

I will present its origins and its main champions.

Then, I will continue with my personal experience: training and competitions.

At the end, I will tell you my feelings about this and sport in general.

a/4. At the end, I will tell you about my feelings about this and sport in general.

b/3. Afterwards, I will continue with my personal experience: trainings and competitions.

c/1. I'm going to present quad because it is my favourite sport.

d/2. At the beginning, I will present its origins and its main champions.

2 Dans l'annonce suivante, retrouvez les synonymes des expressions : *at the end, afterwards, at the beginning, continue with.*

I am going to present roller skating, my passion. **First**, I will talk about its legends and people.

Then, I will tell you about my personal practice. **Finally**, I will say what I feel about this sport and all sports in general.

at the end: finally

afterwards: then

at the beginning: first

continue with: then I will tell

3 Choisissez un sport que vous aimez et annoncez votre plan.

Réponse libre.

Réemploi des expressions des deux activités précédentes, modélisation...

PARTIE 2 Répondre à des questions sur un sport

4 Préparez cinq questions sur le golf et répondez-y à l'aide la fiche.

Questions et réponses possibles:

What sort of sport is it?

A club and ball sport.

What is the purpose of this sport?

To hit a ball in a series of holes (9–18) in a minimum of strokes.

How many rules are there?

34.

What equipment do you need?

Clubs, tees, balls plus specific shoes to walk on the green.

When did it first appear?

In 1574

Where was it?

In Saint Andrews, in Scotland.

5 Écoutez les questions sur le quad et répondez-y à l'aide la fiche.

CD3 Track 33

- a. What sort of sport is quad?
- b. What vehicle do you need?
- c. What is an “endure”?
- d. Which countries have the greatest number of racing clubs?
- e. What obstacles can you find on competitions?

- a. It is a very physical sport you practice with a vehicle.
- b. You need an ATV or all-terrain vehicle.
- c. An off-road competition.
- d. United Kingdom and the United States.
- e. Hill climbing, dirt roads or wooden trails.

Page 155 – CCF PREP 26 Partie 3

PARTIE 3 Comprendre un article sur un événement sportif

Répondez aux questions.

1. La première participation de deux coureurs africains au Tour de France 2015.
2. Ce sont deux champions cyclistes érythréens.
3. La participation à cette célèbre course cycliste de ces coureurs est une première et un grand espoir pour le continent africain.
4. Le cyclisme est devenu un sport populaire après l'indépendance du pays / de l'Erythrée.
5. L'Erythrée a déjà été cinq fois championne d'Afrique de cyclisme.
6. Ce sport représente un espoir, une vraie passion et l'unité d'un pays.

Page 156 – FINAL TASK 13 Present a Sports Team with a Mind Map

Cette tâche finale sera réalisée par groupes de deux ou trois, étape par étape.

Téléchargez la fiche à compléter et photocopiez-la pour chaque groupe, puis pour chaque élève, (chacun ayant à compléter une mind map au final).

Nom du fichier : FTF13.doc

UNIT 14

Business World

Cette unité en lien avec le domaine professionnel pourra être mise en œuvre au moment de la période de formation en entreprise au cours de laquelle les élèves pourront collecter différentes informations sur leur lieu de stage.

Elle pourrait aussi être utilisée dans le cadre d'un travail interdisciplinaire (enseignement professionnel – anglais).

Au travers de tâches de communication en lien avec différents métiers, cette unité permet d'acquérir les connaissances culturelles et linguistiques suivantes :

- *Étudier et travailler* (culture et lexique du monde professionnel) ;
- *Reconnaître* et prononcer le son /ture/ ;
- *Décrire* (voix passive) ;
- *Nommer / Désigner* (outils de la localisation spatiale).

SPOTS / FINAL TASK

	Les activités	Les bonus à télécharger	Training / Sounds Good!
SPOT 1 Multinational Workplaces Présenter une entreprise (EOC – A2+)	Deux activités courtes (A et B) pour préparer les élèves à présenter succinctement une entreprise	WORD CARD Economic Sectors Cette fiche illustrée permet de mémoriser le nom de différents domaines dans chaque secteur économique. ONLINE TRAINING Premises Incredible Employee Benefits	Training ex. 3, 4 et 5
SPOT 2 Ergonomics in the Work Place Décrire un poste de travail (EE – A2+)	Deux activités courtes d'entraînement à l'oral (C et D) pour amener les élèves à présenter de façon précise leur poste de travail	ONLINE TRAINING Desk Set-Up	Sounds Good! Prononciation des mots en /ture/ Training ex. 1 et 2
SPOT 3 Company Culture Comprendre une charte d'entreprise et en rendre compte en français (CE – B1)	Un travail progressif de compréhension des informations essentielles et du message à retenir (Activity E)		
SPOT 4 What Makes Us Unique Comprendre un reportage vidéo sur les spécificités d'une entreprise (CO – B1)	Vidéo disponible via: - le flash code - l'URL - sur le compte YouTube des éditions Foucher	Fiche VIDEO TIME complète U14_Red Wing Shoe Company_ANG: consignes en anglais U14_Red Wing Shoe Company_FR: consignes en français U14_Red Wing Shoe Company_COR: corrigé	
FINAL TASK 14 Create a Slide Show to Present a Workplace (EE et EOC – B1)	Cette tâche finale sera réalisée en petits groupes ou individuellement étape par étape.	FTF14.doc	

CCF PREP

Se préparer aux différentes parties du CCF et travailler les stratégies nécessaires aux apprentissages en EOC, EOI et CE.

		Supports utilisés
CCF PREP 27	Partie 1 Présenter une entreprise à partir d'un organigramme Présenter les postes et les services	Audio : présentation des postes et services et support écrit à compléter
	Partie 2 Répondre à des questions sur une entreprise	Audio : questions enregistrées auxquelles les élèves s'entraînent à répondre oralement.
CCF PREP 28	Partie 3 Comprendre un article sur les valeurs d'une entreprise Répondre aux questions de compréhension et acquérir une démarche pour comprendre l'article.	Texte : Tony Hsieh, Zappos, and the Art of Great Company Culture

Page 157 – Ouverture de l'unité

Cette page est un premier pas dans le domaine du monde professionnel qui permettra de faire découvrir quelques types d'entreprise.

1 Look at the pictures. Match the types of businesses to their translation. Then listen and repeat.

CD3 Track 34		
Businesses		
1. a self-employed business	3. a manufacturing company	5. an SME
2. a corporation	4. a service company	6. a partnership company

- | | | |
|--------------------------------------|--------------------------------|--------------------------------------|
| a. une entreprise en partenariat (6) | c. une PME (5) | e. une entreprise artisanale (1) |
| b. une entreprise de services (4) | d. une société par actions (2) | f. une entreprise de fabrication (3) |

2 Complete the sentences with the type of businesses. Listen and check.

CD3 Track 35	
a. Mary works for a service company which supplies financial services.	
b. Sam works on the assembly line in a manufacturing company .	
c. Kate works in an SME . Her company has less than 50 employees.	
d. Tom is a craftsman. He is his own boss: he is self-employed .	
e. John is a doctor. He and his two associates work in a partnership company .	
f. Riley works for a big corporation which is the world's largest chain of fast food restaurants.	

ACTIVITY A / A Company History

1 Listen and write the information about this famous multinational company.

CD3 Track 36

Google Inc.

Google Inc. is an American search engine company. It was founded by Larry Page and Sergey Brin. The company was set up in 1998. Its headquarters are based in Mountain View, California. The company is run by Larry Page who is the CEO, the Chief Executive Officer. More than 50 Internet services and products are offered by Google and more than 70 percent of worldwide online search requests are handled by Google. As a result, Google is one of the top four most influential companies in the high-tech marketplace, along with Apple, IBM, and Microsoft.

Name of the company: Google Inc.

Nationality: American

Main activity: search engine company

Founded by: Larry Page and Sergey Brin

Set up in: 1998

Headquarters based in Mountain View in: California

Run by: Larry Page, CEO

Number of Internet services and products offered: 50

Percentage of worldwide search requests handled: 70%

Rank in the high-tech market: one of the top four companies

2 Listen and select what you hear.

CD3 Track 37

a. The domain google.com was **registered** on September 15, 1997.

b. Gmail, a free webmail service **is** provided by Google.

c. 44,862 American people are **employed** by Google Inc.

d. In the 2000s data centers **were** built around the world by the company.

3 Present the company Google Inc. orally.

SPOTLIGHT

Les énoncés sont à la forme passive : *Be* + participe passé du verbe.

L'auxiliaire *be* est conjugué au présent et au prétérit. Le complément d'agent est introduit par *by* qui veut dire *par*.

La base verbale des participes passés soulignés : *run / employ / register / build*.

ACTIVITY B / Organisation Chart

4 Use the organisation chart to complete the sentences. Listen and check.

CD3 Track 38

- a. The London IKEA store is managed by **Phil Harrison**, the **store manager** who makes decisions.
- b. The sales department is headed by **Emma Reeds**, who helps her team collaborate with the graphics and interior design department and **Customer Service**.
- c. Tony, Lucy and Maureen, the “**shopkeepers**”, or sales representatives, are in charge of the various sectors furniture, appliances and home accessories.
- d. The “**co-workers**”, or ordinary employees Lisa, Steve and Ryan give advice to customers under the supervision of the **shopkeepers**.

TASK 1

5 Use the information on page 265 to present one of the companies.

Company #1

Beats Electronics, LLC is an American subsidiary of Apple Inc. it sells audio, consumer electronics and online music. It was founded in 2006 by Dr Dre and Jimmy Lovine. It is based in Culver City, California in the USA. It is run by the president, Luke Wood. There are 700 employees. The revenue is US\$ 1.5 billion. The Website is beatsmusic.com

Company #2

You Tube, LLC is an American subsidiary of Google. They give Internet video hosting service. It was founded on February 14, 2005 by Steve Chen, Chad Hurley and Jawed Karim. It is based at 901 Cherry Avenue, San Bruno, California in the USA. It is run by the Chief Executive Officer, Susan Wojcicki. There are 76 languages. The slogan is Broadcast yourself and the website is YouTube.com.

Page 159 – SPOT 2 Ergonomics in the Work Place

ACTIVITY C / Comfortable at Work

6 Match the numbers and the words from the list. Listen and check.

CD3 Track 39

- | | | |
|-------------------------|-------------------------|-------------------------|
| a. A backrest, number 3 | d. A screen, number 2 | f. A keyboard, number 6 |
| b. A desk, number 1 | e. A footrest, number 7 | g. Casters, number 5 |
| c. An armrest, number 4 | | |

7 Listen to John and Maureen. Complete the characteristics of the new chair.

CD3 Track 40

An ergonomic chair

Maureen: John! You know, I spend hours typing letters for you. At the end of the day, I have awful pains in my neck and my shoulders. My chair is too old.

John: Yes, I know... Let's buy a new chair.

Maureen: I would like a comfortable chair with a good backrest.

John: Yes, good back support is very important. You need an ergonomic chair.

Maureen: And the chair must be stable, with five casters, because I keep looking for documents in the filing cabinets.

John: Yes, of course, and you also need adjustable armrests that you can pull up or down when necessary. And let's buy a footrest too. You'll be more comfortable.

Maureen: Yes, thank you. That's a good idea.

Maureen would like a **comfortable** chair with a **good backrest**. She needs an **ergonomic** chair.

The chair must be stable with **five casters**. She also needs adjustable **armrests** and a footrest.

8 Read John's advice and select the right prepositions. Listen and check.

CD3 Track 41

John's advice

John: The monitor is too high and too close to your eyes. Let's buy a computer screen separate from the keyboard and place the screen in front of you.

To protect your eyes, install a screen protector between you and your monitor.

You must keep enough space on your desk to take notes or have accessories but you must place the mouse close to you.

- a. The monitor is too high. Place the screen **in front of** you.
- b. Install a screen protector **between** you and your monitor.
- c. Place the mouse **close to** you.

ACTIVITY D / Tools in the Workshop

9 Look at the photo and read the paragraph to place the prepositions from the list in the blanks.

This is my workshop. **Next to** the door, I have a workbench with a lathe and a tool peg-board **above** it. The stool is **in the middle of** the room. **Opposite** the door, there are cupboards. On the left, there are large boards against the wall and **on the right**, there are shelves with various power tools.

TASK 2

- 10 Write a description of a workstation or workplace you know.
- Réponse personnelle

ACTIVITY E / Values and Business

1 Read the charter. Find the following information.

- The name of the company: **Ben & Jerry's**.
- The people related to the company: **the suppliers, employees, farmers, franchisees, customers, and neighbors**.
- The three missions: **the Product Mission, the Economic Mission, the Social Mission**.
- The product they sell: **ice cream**.

2 What's the English for.

- nous défendons le droit de savoir* : we stand for the right to know.
- le commerce équitable* : fair trade.
- nous soutenons la viabilité économique* : we support the economic viability.
- des méthodes durables et sûres* : sustainable and safe methods.
- améliorer la qualité de vie* : improve the quality of life
- des questions environnementales* : environmental issues.

3 Read the paragraph about the first mission and answer the questions.

- What sort of ice cream do they sell?

They sell the finest quality all natural ice cream

- Why do they support GMO labeling?

Because they stand for the right to know what's in our food supply.

- What style of business do they follow?

They promote business practices that respect the Earth and the Environment.

- How is the dairy waste used?

The dairy waste from the Vermont plants is sent back to the farms to generate energy to power the farms.

4 Read the other two paragraphs. Justify whether the sentences are right or wrong.

- The company wants the farmers to make a comfortable living.

Right. Fair trade goes to the heart of our values. We support the economic viability of family farms.

- The company supports non environmentally-friendly industrial food production.

Wrong. We believe that sustainable and safe methods of food production reduce environmental degradation.

- The company fights for national and international causes.

Right. Our Social Mission is to improve the quality of life locally, nationally and internationally and make the world a better place.

TASK 3

4 Sum up in French what you've understood about the company's charter.

Ben&Jerry's respecte trois missions afin de garantir la prospérité de tous. La première concerne la qualité et la transparence de ses produits, la deuxième concerne les règles de l'économie qui prennent en compte le commerce équitable et les petits producteurs et la dernière s'attache au développement social des individus.

L'entreprise favorise les pratiques industrielles qui respectent la planète, l'environnement et la durabilité des richesses. Ils se battent pour des causes comme la paix et la justice, la formation professionnelle pour tous, une énergie et une agriculture plus propres.

Page 161 – SPOT 4 What Makes Us Unique

VIDEO TIME The Factory-Red Wing Shoe Company

PART 1-2

Roy Smith, plant manager: The Red Wing Factories started back in 1905, the original factory was started downtown. We have, and have had, four generations of shoemakers in our factories. Currently our production demand is about 25,000 pair a week so about 5,000 pairs a day go through this factory day in and day out.

PART 1-3

Shirley Sommerfield, leather cutter: My name is Shirley Sommerfield, I worked in the cutting room for 40 years. All my years at the Red Wing Shoe company i've bonded with a lot of people. Everybody works together to make the best shoe that they can make.

PART 1-4

Roy Smith: There's different degrees of craftsmanship starting with the leather cutting and there's many parts in the shoemaking process that require a critical eye and a machine can't do that: pick up the colours and the imperfections in a hide. Stitching our parts together, it's hand and eye coordination: many of our shoes are manual-stitched because there's not computerized machinery available to stitch the shoes the way that we want to stitch them together. In the bottoming room, in seaming and sole stitching, again there's not new technology out there, that allows us to automate things like this so it's very critical for every shoe-and-boot-building process.

It is truly a team effort to build a high-quality boot from start to finish in this facility.

PART 1-5

It takes a lot of true craftsmen to build the product. You may see a farmer on, in a pasture and if he is wearing a pair of Red Wing boots that's a pride thing, you feel very proud to see your boots worn on the public. When I see a contractor, a construction worker, a truck driver, it's like a club.

PART 1-6

Shirley Sommerfield: The city of Red Wing and the Red Wing shoe company bond I would say hand in hand. We're very, very proud to be able to say we made this, it stands up well, very well. We put our heart and soul into what we do.

PART 1 Watch the whole video

1 Find the information.

- a. The name of the company: Red Wing Shoe Company
- b. The man's position in the factory: the plant manager
- c. The name of the city: Red Wing
- d. The name of the product written on the box: Red Wing Shoes

PART 2 Watch the video from 0:00 to 0:38.

2 Choose whether the sentences are true or false.

- a. The Red Wing Factories started back in 1925. **False**
- b. Four generations of shoemakers have worked in the factories. **True**
- c. The production of a man is about 25 pairs of shoes a week. **False**
- d. About 5,000 pairs a day goes through this factory every day. **True**

PART 3 Watch the video from 0:38 to 0:51.

3 Answer the questions.

- a. How long did Shirley work in the cutting room? **40 years**
- b. Why do the people work together? **to make the best shoe that they can make**

PART 4 Watch the video from 0:51 to 1:56.

4 Match the sentences from column A to the sentences of column B.

- a/h. There's different degrees of craftsmanship starting with the leather cutting.
- b/g. ...and there're many parts in the shoemaking process that require a critical eye.
- c/e. ...and a machine can't do that, pick the colours and the imperfections in a hide.
- d/f. Stitching our parts together, it's hand and eye coordination.

5 Complete the script with the following words.

And many of our shoes are manual-stitched because there's not **computerized machinery** available to stitch the shoes the way that we want to stitch them together.

In the bottoming room, in seaming and sole stitching, again there's not new **technology** out there, that allows us to automate things like this so it's very **critical** for every shoe-and boot-building **process**.

It is truly a team effort to build a **high-quality** boot from start to finish in this facility.

PART 5 Watch the video from 1:56 to 2:15.

6 Choose the sentences which correspond to the video.

- a. It takes a lot of true artists to build the product.
- b. **It takes a lot of true craftsmen to build the product.**
- c. If a person is wearing a pair of Red Wing boots that's a sad event.
- d. **If a person is wearing a pair of Red Wing boots that's a pride thing.**
- e. **Roy Smith feels very proud to see the boots worn on the public.**
- f. Roy Smith feels very angry to see the boots worn on the public.

7 Highlight the jobs mentioned by Roy.

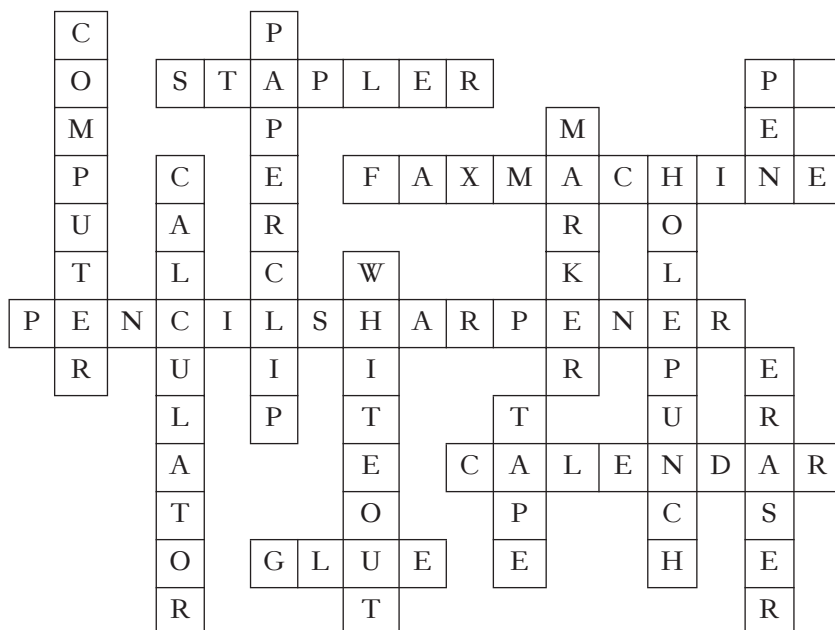
A baker	<u>A farmer</u>	<u>A contractor</u>
A mechanic	<u>A construction worker</u>	<u>A truck driver</u>

PART 6 Watch the video from 2:15 to the end.

8 Complete what Shirley Sommerfield says.

The city of Red Wing and the Red Wing shoe company bond I would say hand in hand. We're very, very **proud** to be able to say we **made** this, it stands up well, **very well**. We put our **heart** and soul into what we **do**.

1 Remplacez les mots dans la grille.



2 Rédigez des énoncés correspondant aux illustrations ci-dessous.

- The pen is on the desk. / The chair is next to the desk.
- The hammer is against the pegboard, above the workbench.
- The garage is next to / close to the company.
- The file is behind the filing cabinet.

3 Repérez les éléments demandés.

- The working conditions were discussed by the staff representative. (complément d'agent)
- The premium is given at the end of the month. (auxiliaire)
- The secretary was recruited by the manager. (sujet)
- The tools are used by the craftsmen. (participe passé)

4 Complétez à l'aide du participe passé des verbes entre parenthèses.

- The machine was **repaired** and the work was **done** on time.
- The order was **taken** by phone and it was **delivered** the day after.
- The tools were **cleaned** then they were **put** away in the tool box.
- In many companies, photocopies are **made** by trainees.

5 Transformez les phrases suivantes à la forme passive en commençant par l'élément souligné.

- The company manufactures this prototype. → This prototype is manufactured by the company.
- The CEO makes important decisions. → Important decisions are made by the CEO.
- In 2011, the head office closed our branch in the UK. → In 2011, our branch in the UK was closed by the head office.
- Last month, the boss rewarded the employees. → Last month, the employees were rewarded by the boss.

Téléchargez trois exercices supplémentaires (ONLINE TRAINING exercices 40, 41 et 42) pour aller plus loin et varier vos activités. Travail en autonomie possible. Utilisable dans le cadre d'une pédagogie différenciée.

SOUNDS GOOD!

A Écoutez la prononciation de ces mots qui finissent en -ture /ʃ/.

CD3 Track 42

culture – posture – structure

B Selon le même modèle, prononcez les mots suivants puis écoutez et vérifiez.

CD3 Track 43

future – agriculture – texture – torture – signature – adventure – literature – creature – lecture

Page 164 – CCF PREP 27 Parties 1 et 2

PARTIE 1 Présenter une entreprise à partir d'un organigramme

1 Écoutez et soulignez les expressions utilisées pour décrire l'organigramme d'un concessionnaire automobile.

CD3 Track 44

The organisational chart of a car dealer's

- a. David Walter is at the head of the dealership.
- b. Mrs Robins, the secretary, is responsible for the administrative work.
- c. The Managing Director is helped by the department managers.
- d. The salesmen are under the Sales Manager's supervision.
- e. The garage workshop is run by the Spare Parts Manager.
- f. The Service Manager deals with the customers' problems.
- g. The mechanics are supervised by the foreman.

2 Utilisez les informations pour construire l'organigramme d'un restaurant KFC.

Bruce Hill, General Manager

Mary Nichols, Assistant Manager

Gina Mars, Shift Manager

Tim Peterson, Neil Field, Norma Bell, team members

3 A l'aide de l'organigramme réalisé, utilisez des expressions différentes pour présenter oralement l'organisation d'un restaurant KFC.

Bruce Hill is the General Manager. He is at the head of the restaurant. He is helped by Mary Nichols, the Assistant Manager.

Gina Mars is the Shift Manager. She is responsible for the team members.

The team members work at the counter, at food preparation and at customer service.

PARTIE 2 Répondre à des questions sur une entreprise

4 utilisez l'organigramme d'un restaurant Taco Bell pour répondre aux questions enregistrées.

CD3 Track 45

Taco Bell's organisational chart

1. Who is at the head of the restaurant?
2. Who is supervised by the shift lead?
3. Who is directly under the restaurant manager's supervision?
4. Who is in charge of preparing the food?
5. Who is responsible for taking the customers' orders?

1. Mandy Callaghan is at the head of the restaurant.
2. The team members are supervised by the shift lead.
3. Thomas Nelson, the assistant manager, and Andrew Stevenson, the shift lead, are directly under the restaurant manager's supervision.
4. The part time cooks, Vince Edwards, Nelly Ash and Brad Benson, are in charge of preparing the food.
5. The part-time till staff, Susan Brown, Ted Boyd, Ed Vinci and Cora Taylor, are responsible for taking the customers' orders.

Page 165 - CCF PREP 28 Partie 3

PARTIE 3 Comprendre un article sur les valeurs d'une entreprise

Répondez aux questions.

1. Quel est le sujet du document ?

Il s'agit d'un article sur les valeurs de Zappos, entreprise qui vend des chaussures.

2. Pourquoi cette entreprise a-t-elle du succès aujourd'hui ?

Ce n'est pas pour le produit qu'elle vend mais c'est pour ce qu'elle fait pour ses employés et ses clients.

3. Quel est le message de l'entreprise pour ses employés ?

L'important c'est d'avoir des valeurs et d'aligner l'organisation de l'entreprise autour de ces valeurs.

4. Pourquoi l'entreprise veut-elle avoir des employés fortement motivés ?

Pour avoir des clients fortement motivés.

5. Quelles sont les qualités dont un candidat doit faire preuve pour être engagé ?

Il doit correspondre à la culture d'entreprise de Zappos et il doit avoir du talent.

6. Dans quel cas l'entreprise se sépare-t-elle d'excellents employés ?

Lorsqu'ils ne conviennent pas à la culture de l'entreprise. Ils doivent la vivre et l'inspirer aux autres.

Page 166 – FINAL TASK 14 Create a Slide Show to Present a Workplace

Cette tâche finale sera réalisée en petits groupes ou individuellement étape par étape.

Pour gagner du temps et permettre aux élèves de travailler en autonomie, téléchargez la fiche à compléter et photocopiez-la pour chaque groupe ou chaque élève.

Cette fiche reprend les rubriques de la fiche page 166 du manuel mais est beaucoup plus détaillée, ce qui facilitera le travail des élèves:

Nom du fichier : FTF14.doc

Culture Blog

The American Elections

Page 167

1. The Presidential Election Process

Match the sentences with the events on the timeline. Then listen and check and explain in French what you've understood.

CD3 Track 46

The candidates announce plans to run for office more than a year before Election Day. This announcement launches the candidates' official campaign and speeches and debates begin. From February to September local party members consider all their party's candidates and nominate a presidential candidate. The chosen candidate is announced at national party conventions.

On the Tuesday after the first Monday of November, citizens cast their votes. They select groups of electors for the Electoral College of their state.

After the citizens' votes, the groups of electors choose a candidate for their state. This takes place on the first Monday after the second Wednesday in December.

Finally, the president enters office in a formal ceremony and takes the presidential oath on January 20th.

- | | |
|----------------------------------|------------------------|
| a. Election Day | d. Primaries, caucuses |
| b. Inauguration Day | e. Campaigning |
| c. Vote of the electoral college | |

2. The Presidential Oath during the Inauguration, January 20

Look at the photo and answer the questions.

- In the photo, there are two main people: Barack Obama and his wife, Michelle Obama. There seem to be surrounded by many people.
- Barack Obama is taking the Presidential Oath and Michelle is looking at him.
- I think it's on January 20th (2009 or 2013).

Complete with: constitution, solemnly, best, protect, President, office. Listen and check.

CD3 Track 47

I do **solemnly** swear that I will faithfully execute the **office** of **President** of the United States, and will to the **best** of my ability, preserve, **protect**, and defend the **Constitution** of the United States.

3. Hall of Fame

Listen and complete.

CD3 Track 48

- a. George Washington was the first President of the United States from 1789 to 1797. He was one of the Founding Fathers of the United States. He was a Federalist. He was elected for two terms. He is known for leading the American Army to victory over the British in the American Revolution and he helped to define the role of the president in the Constitution of the United States.
- b. Abraham Lincoln was the 16th President of the United States from 1861 to 1865. He was a Republican and he only served one term. He is most famous for leading the country during the American Civil War and he also issued the Emancipation Proclamation in 1863 which pushed for the freedom of all slaves throughout the nation.
- c. Franklin D. Roosevelt was the 32nd President of the United States. He served as president from 1933 to 1945. He was elected for three terms. He was a Democrat. He is most known for leading the United States and the Allied Powers such as Britain and France against Germany and Japan during World War II. He instituted the New Deal which included programs such as Social Security.
- d. John Fitzgerald Kennedy (known as JFK) was in office from 1961 to 1963. He was a Democrat. He didn't finish his term because he was assassinated. His main action was the enactment of the Civil Rights Bill and the end of legalized racial segregation.

George Washington

In office from 1789 to 1797.

Number of terms: 2

Party: Federal Party

Main actions: victory over the British army in the American Revolution and writing of the Constitution of the United States.

Franklin D. Roosevelt

In office from 1933 to 1945.

Number of terms: 3

Party: Democrat

Main actions: he created the New Deal and Social Security and fought against Germany and Japan during World War II.

Abraham Lincoln

In office from 1861 to 1865.

Number of terms: 1

Party: Republican Party

Main actions: leadership during the American Civil War and Emancipation Proclamation for the freedom of all slaves in the US.

John Fitzgerald Kennedy

In office from 1961 to 1963.

Number of terms: 1 (not finished)

Party: Democrat

Main actions: enactment of the Civil Rights Bill and the end of legalized racial segregation.

4. The Watergate Scandal

Read the document and complete.

Reasons for the Watergate scandal:

- robbers were arrested in the Watergate Building in Washington D.C.

The robbers were members of President Nixon’s reelection campaign. They wanted to wiretap phones and steal secret documents.

What President Nixon did after the robbers were arrested:

- the president tried to cover it up. He tried to stop the FBI from investigating and he destroyed evidence.

Consequences of the scandal:

- the president resigned and the scandal changed American politics for ever.

QUIZ

Tick the right answers. Listen and check.

CD3 Track 49

1. One of the conditions for being a president of the United States is to be a natural-born citizen of the United States.

2. The first presidential primary election is traditionally held in New Hampshire.

3. An American president can now serve for two terms.

4. The Republican Party has an elephant as its symbol.

5. The elected candidate is officially declared president on January 6th.

1B

2B

3B

4B

5B

UNIT 15

Sharing Services

Le thème de cette unité est résolument porteur de la notion d'économie participative. Les élèves travailleront sur des pratiques collaboratives connues, tel le covoiturage, et découvriront des activités de partage moins communes.

Au niveau de la communication orale et écrite, les élèves apprendront à exprimer la subjectivité grâce aux modaux et aux expressions d'opinions.

Au travers des tâches de communication, l'unité permet d'acquérir les connaissances culturelles et linguistiques suivantes :

- *Vivre et agir au quotidien* : modes de vie (transport, accommodation, shopping) ;
- *Prononciation* : les consonnes muettes (should, mustn't, walk...) ;
- *Grammaire de la langue* : exprimer son point de vue (to my mind, in my view, it seems to me, for me, I agree, I don't agree...) ;
- *Interroger et répondre* : syntaxe des énoncés interrogatifs.

SPOTS / FINAL TASK

	Les activités	Les bonus à télécharger	Training / Sounds Good!
SPOT 1 New Mobility Comprendre une expérience de partage. (CO-A2+)	Deux activités A et B pour préparer les élèves à comprendre, pour pouvoir les présenter ultérieurement, le fonctionnement et les avantages de l'auto-partage et du co-voiturage.	WORD CARD Collaborative Activities	Training Ex 4
SPOT 2 Joining a Collaborative network Demander ou donner des informations sur une plateforme d'hébergement collaboratif. (EOI-A2+)	Deux activités C et D pour faire découvrir un nouveau mode d'hébergement pour voyageurs, basé sur le partage, la réciprocité et l'étiquette à respecter. Les élèves pourront ensuite interroger et renseigner sur le fonctionnement d'un autre site d'hébergement collaboratif.	ONLINE TRAINING Precautions : must – mustn't Etiquette : can – should – must / have to Quantities: more / less + noun	Training Ex 5 et 6 Sounds Good ! Les consonnes muettes
SPOT 3 A Passion for Fashion Comprendre des informations sur un blog. (CE-B1)	Activité E. Travail progressif de compréhension d'informations et d'opinions sur un blog qui permettra, lors de la tâche finale, de présenter une activité de partage.		
SPOT 4 Travel the Home Exchange Way! Comprendre le mode d'emploi d'un site participatif. (CO-B1)	Vidéo disponible via : - le flash code - l'URL - le compte YouTube des éditions Foucher	Fiche VIDEO TIME complète : U15_Home Exchange_ANG: avec consignes en anglais. U15_Home Exchange_FR: avec consignes en français. U15_Home Exchange_CORR: avec corrigé.	
FINAL TASK 15 Create a Flyer to present a Collaborative Activity (EE/EOC-B1)	Cette tâche pourra être réalisée individuellement ou en binôme.	FTF15.doc	

CCF PREP

Se préparer aux différentes parties du CCF et travailler les stratégies nécessaires aux apprentissages en EOC, EOI et CE.

		Supports utilisés
CCF Prep 29	Partie 1 Exprimer une opinion Comprendre le fonctionnement d'un système d'échange de compétences (Time banking) ainsi que l'opinion des utilisateurs.	Audio – schéma – Guide lexical
	Partie 2 Répondre à des questions sur un service collaboratif. Répondre à des questions pour expliquer le fonctionnement et les avantages de ce service collaboratif.	Audio : questions enregistrées – Fiche guide
CCF Prep 30	Partie 3 Comprendre des avis d'entrepreneurs sur le thème des espaces de travail partagés.	Document écrit : "Co-working Spaces"

Page 169 – Ouverture de l'unité

1 Match the following words and the pictures. Listen and check.

CD3 Track 50			
A. carpooling	B. tool sharing	C. garden sharing	D. flat sharing

2 Match the English and French words.

- a. borrow: *emprunter* c. lend: *prêter* e. the cost: *le coût* g. a tool: *un outil*
b. grow: *cultiver* d. share: *partager* f. the expenses: *les frais*

3 Select words from exercises 1 and 2 to complete the captions of the photos. Listen and check.

CD3 Track 51	
a. With carpooling , you can share the expenses of a car journey.	
b. With tool sharing , you can borrow or lend tools.	
c. With garden sharing , you can grow your vegetables in someone else's garden.	
d. With flat sharing , you can share the costs and the chores.	

Page 170 – SPOT 1 New Mobility

ACTIVITY A / Car Sharing Benefits

1 Listen to car-sharing individuals, then match their names to the comments.

CD3 Track 52	
Benefits of carpooling	
Interviewer: What is the principal benefit of car sharing? What's your opinion, Steve?	
Steve: Car sharing cuts costs! You spend nothing on petrol, insurance or maintenance, so, at the end of the month, you have more money in your pocket.	

Interviewer: And for you, Mia?

Mia: It reduces pollution! As the cars are mainly electric, there is **less** air pollution and **less** noise.

Interviewer: What do you think, Alex?

Alex: Car sharing favours green mobility and reduces stress! As I only drive short distances and do a lot of walking, I have **less** stress, **more** energy at work and **more** patience with my children at home.

a. Steve – b. Mia – c. Alex

2 Complete their comments with *more* (+) or *less* (-). Listen again and check.

Steve: You spend nothing on petrol, insurance or maintenance, so, at the end of the month, you have more money in your pocket.

Mia: As the cars are mainly electric, there is **less** air pollution and less noise.

Alex: As I only drive short distances and do a lot of walking, I have **less** stress, **more** energy at work and **more** patience with my children at home.

3 Say what the most important benefits of car sharing are for you.

Expression personnelle.

ACTIVITY B / Carpooling for Commuters

4 Select the appropriate answers. Then listen and check.

CD3 Track 53

How does it work?

Bob: How can I become a carpool member?

Judy: You must register on a carpool site and follow the directions for use.

Bob: Who does the driving?

Judy: Carpoolers can take their own vehicle in turns or it can be the same driver all the time.

Bob: How much do carpoolers pay?

Judy: It's free when carpoolers take turns to drive, but the passengers share the costs if there's only one driver.

Bob: Where and when do we meet?

Judy: You must determine the meeting-place and -time in advance.

- a. How can I become a carpool member? You must register on a carpool site.
- b. Who does the driving? Carpoolers can take their own vehicle in turns. / It can be the same driver all the time.
- c. How much do carpoolers pay? It's free when carpoolers take turns to drive. / They share the costs if there's only one driver.
- d. Where and when do we meet? You must determine the meeting-place and -time in advance.

TASK 1

5 Listen and find the details of Janet's carpool experience.

CD3 Track 54

Janet's carpool experience

Myself and three colleagues all live in Bradford and work in Leeds. It is a 32-mile commute to and from our place of work every week day. We are members of the Yorkshire Rideshare Carpool. We are four in the car and we drive in turns, which means that I only have to drive my car every fourth week. The rest of the time, I can sit back, relax and chat. We all save petrol, time and money. That's a £99 saving a month for each of us. My carpool experience started two years ago and it's great! I would highly recommend carpooling because it is really less stress; less money to spend, less pollution and more friends!

Number of commuters: **4**

Place of living: **Bradford**

Place of work: **Leeds**

Distance covered per day: **32 miles**

Number of drivers: **4**

Frequency of driving: **every fourth week**

Petrol savings per month: **£99**

Carpool experience started: **2 years ago**

Benefits: **less stress; less money to spend, less pollution and more friends!**

Page 171 – SPOT 2 joining a collaborative network

ACTIVITY C / Becoming a Couch surfing Member

6 Listen to Tom and take notes of Nina's answers.

CD3 Track 55

Becoming a Couchsurfing member

Tom: Nina, you always travel the world as a couch surfer, right? Why?

Nina: Yes, Tom. When you are a couch surfer, you can find free accommodation at another couch surfer's flat. It's the cheapest way to travel the world.

Tom: What do I have to do to become a couch surfer?

Nina: The first thing you have to do is to create your profile on couchsurfing.org

Tom: What information should I include in my profile?

Nina: Details about your identity and your personality.

Tom: Are there any special conditions for joining?

Nina: Yes. Couch surfers have to be over 18 years old.

Tom: Do I have to pay to join?

Nina: No, it is free.

Tom: Can I register as a couch-surfing guest only?

Nina: No. The key concept of couch surfing is based on reciprocity. You have to register as a guest and host.

Tom: OK. No problem. Thanks a lot, Nina.

a. What do I have to do to become a Couchsurfing member?

The first thing you have to do is to create your profile on couchsurfing.org

- b. What information should I include in my profile? Details about your identity and your personality.
- c. Are there any special conditions for joining? Yes. Couch surfers have to be over 18 years old.
- d. Do I have to pay to join? No, it is free.
- e. Can I register as a guest only? No. You have to register as a guest and host.

7 In pairs, use your notes to make a dialogue.

Expression personnelle.

SPOTLIGHT

« plus de » et « moins de » se traduisent par *more* et *less*.
Can exprime une possibilité.
Should exprime un conseil.
Must et *have to* expriment une obligation.

ACTIVITY D / Etiquette for Couch Surfers

8 Select the right words to make the advice and recommendations plausible. Listen and check.

CD3 Track 56

Etiquette for couch surfers

As a guest,

- a. you should spend **time** with your host.
- b. You can **offer** your host a gift.
- c. You must **observe** the house rules.
- d. You should **help with** the housework.

As a host,

- e. You must make your guest **comfortable**.
- f. You should **propose** laundry, Internet...
- g. You have to **respect** your guests' privacy.
- h. You can give advice on **places** to visit.

TASK 2

9 Work in pairs. Ask and answer questions about the home-sharing site Airbnb. Suggestions

Student A	Student B
<p>You want to become an Airbnb host. Ask Student B questions.</p> <ul style="list-style-type: none"> a. become an Airbnb host? b. type of information to give? c. my financial benefits? 	<p>You answer Student A's questions.</p> <ul style="list-style-type: none"> a. account + profile on airbnb.com b. your personal information <ul style="list-style-type: none"> - your home description - your accommodation capacity - rental price per night. c. paid by Airbnb: rental price – 12%
<ul style="list-style-type: none"> a. What must I do to become an Airbnb host? b. What information must I put in my profile? c. Who will pay me? How much money will I get / earn? 	<ul style="list-style-type: none"> a. You must open an account and create your profile on airbnb.com b. you must give personal information (your name, age, address). You have to make a description of your home (the number of bedrooms, bathrooms...) You must also indicate your rental price per person and per night. c. You'll get paid by Airbnb: they will retain 12% of the price you have fixed.

Student B	Student A
<p>You want to become an Airbnb guest. Ask Student A questions.</p> <p>a. become an Airbnb guest? b. type of information to enter? c. way of payment? d. my benefits?</p>	<p>You answer Student B's questions.</p> <p>a. account on airbnb.com b. personal information / your destination / length of stay / number of people. c. online to airbnb.com. d. more communication / savings: ½ price of a hotel.</p>
<p>a. How can I become an Airbnb guest? b. What information must I put in my account? c. Who will I pay? Will I pay the host? d. What are the advantages of the Airbnb system?</p>	<p>a. The first thing to do is to create an account on airbnb.com b. You must indicate your name, nationality, age, your destination, how long you will stay and the number of people who will accompany you. c. You won't give any money to your host. You will have to pay on line, on airbnb.com. d. You will have much more communication with a host than with a hotel receptionist. You will also save money because the rental prices are generally 50% lower than in hotels.</p>

Page 172 – SPOT 3 A Passion for Fashion

ACTIVITY E / Karin's Blog

1 Select the right information

- a. The blog is about a collaborative consumption platform.
- b. The comments express opinions.

2 In the document, find the English equivalents for:

- a. *de haute couture* : designer clothing
- b. *une garde-robe* : a wardrobe
- c. *articles à louer* : items for rent
- d. *avoir les moyens d'acheter* : afford
- e. *Je suis totalement opposé(e) à* : I am dead against

SPOTLIGHT

I agree – she is quite right – I am all for expriment un accord.

I don't agree – I totally disagree – I am dead against expriment un désaccord.

3 Answer the questions.

- a. What type of items are mentioned in the blog?

Designer clothing and accessories: clothes, shoes and bags.

- b. What are the platform members called? Secret fans

- c. Is it possible to buy, sell or exchange items on My Secret Dressing Room?

No, it isn't. You can only rent clothes, shoes and bags from women and to women who share a passion for fashion.

- d. What is the minimum price for renting an item? £30

- e. Do Lucy and Val like the system? Explain why.

No, they don't. Lucy thinks that this system is not hygienic and Val doesn't agree with it because she thinks that only a minority of women have access to it.

TASK 3

4 Read the document on page 267 and say in French what you have understood.

Gladys raconte qu'elle est allée à *Réciproque*, le plus grand dépôt-vente de Paris. *Réciproque* comporte 6 boutiques dans la même rue où l'on peut acheter des vêtements, accessoires et chaussures pour femmes et hommes, ainsi que des articles d'intérieur. Tous les articles sont signés par des créateurs prestigieux et sont vendus à des prix cassés. Cet endroit fabuleux est également accessible sur internet.

Deux commentaires suivent :

1. Peskaya a été très déçue par l'endroit. Elle a trouvé les articles démodés et le personnel très peu accueillant.
2. Stan, au contraire, est un habitué de ce magasin et a toujours été satisfait des articles, de leur prix et du personnel.

Page 173 – SPOT 4 Travel the Home Exchange Way!

VIDEO TIME What is a Home Exchange Vacation?

PART 1-2

So, what is a home exchange vacation? Well, a home exchange is where you swap your home for someone else's home so that you both enjoy free accommodation. Simple as that! OK. So, let's take Bob. Bob and his wife Janice live in New York but have always dreamed of visiting England. You know, the Queen, fish and chips, all that kind of stuff.

PART 1-3

So, Bob and Janice join Home Base Holidays, where they add some details and photos of their home. They browse through the thousands of home exchange offers available and narrow their search to homes in England. Remember? The Queen, fish and chips, yeah! They see some homes they really like and, through the site, send several messages: "Hi. Your home looks lovely. Would you be interested in an exchange to New York?"

PART 1-4

The next day, Bob checks the website and hey! There's a reply from Liz and her husband Phil. Liz and Phil live in London and would love to visit New York! So, after getting to know each other with a few more messages back and forth, Bob and Janice agree to a two-week home exchange with Liz and Phil. Yay!

PART 1-5

With a home exchange vacation, you'll save lots of money; hotels aren't cheap, you know! Oh, and you can even save more by swapping cars, looking after each other's pets, kids... Oh, well maybe not the kids...

Have flexibility, cook your own meals and enjoy the space of having a comfortable home base. Live like a local; get a real feel for the places you visit; meet new people. Home swaps often lead to new lifelong friends and with Home Base Holidays, you'll also get over 25 years of home exchange experience. Now, that's a lot of experience. So, what are you waiting for? Join Home Base Holidays and travel the home exchange way!

PART 1 Watch the whole video.

1 Tick the right statements.

- a. The video is an ad.
- b. The video was made by a website of collaborative consumption
- c. The topic is: swapping homes for holidays

PART 2 Watch the video from the beginning to 0:23.

2 Answer the questions.

- a. What is the benefit for people who swap their home for someone else's home during their vacation?

The benefit is that both parts can enjoy free accommodation.

- b. Where do Bob and Janice live? Bob and his wife Janice live in New York.
- c. What's the symbol of this city? The symbol of NYC is the Statue of Liberty.
- d. What have they always dreamed of? They have always dreamed of visiting England.
- e. What clichés of England can you see?

We can see the Houses of Parliament, the royal crown and Fish and chips.

PART 3 Watch the video from 0:23 to 0:49.

3 Number the elements in the order they are presented.

- N° 2/a. Bob and Janice add some details and photos of their house.
N° 4/b. They see some homes they really like and send several messages.
N° 1/c. Bob and Janice join the website Home Base Holidays.
N° 3/d. They browse through the thousands of home exchange offers.

PART 4 Watch the video from 0:49 to 1:07.

4 Select what you see.

	YES	NO
a. Bob is on the Internet.	X	
b. Two new people appear on his screen.	X	
c. You can see Big Ben and the Houses of Parliament.	X	
d. Bob switches off his computer.		X

5 Replace the wrong words with those you hear.

- a. Bob checks the website. **Right.**
- b. There's a reply from Liz and her husband Phil.
- c. Liz and Phil live in London and would love to visit New York.
- d. Bob and Janice agree to a two-week home exchange with Liz and Phil.

PART 5 Watch the video from 1:07 to the end.

6 Complete the sentences about the advantages of a home exchange.

- a. With a home exchange vacation, you'll save lots of money.
- b. You can even save more by swapping cars, looking after each other's pets, kids.
- c. Have flexibility. Cook your own meals; live like a local, meet new people.

7 Explain in French what you have understood about this site: its name, its address, its age and the benefits its users get out of it.

Home Base Holiday est un site internet (www.homebase-hols.com) qui permet d'échanger son logement avec une autre personne pour une période de vacances. Sur la plateforme Home Exchange Vacation, les futurs vacanciers enregistrent leurs coordonnées ainsi que des photos et un descriptif de leur lieu de résidence. Lorsqu'ils trouvent, parmi les milliers d'offres internationales, un lieu d'hébergement qui leur plaît, ils se mettent en relation avec les partenaires choisis. Ce site, qui a plus de 25 ans d'expérience, permet de se loger gratuitement pendant une période de vacances et de pouvoir vivre comme chez soi dans la maison de quelqu'un d'autre. Ce système permet aussi de mieux découvrir les habitudes locales, de faire des connaissances et d'avoir de nouveaux amis.

Pages 174/175 - TRAINING

1 Complétez les énoncés avec les mots illustrés ci-dessous.

- a. Gasoline / petrol is the most common fuel for motor vehicles.
- b. Everyone should eat five fruit and vegetables per day.
- c. A bank is the best place to keep your money secure.
- d. Washing machines are very useful for doing the laundry.
- e. Tools are necessary to cultivate a garden or do odd jobs.
- f. Tom gave Julia a nice present for her birthday.

2 Listen to the couch surfer Greg Dixon and fill in his profile.

CD3 Track 57

My name is Greg Dixon. I live in London where I am a sports teacher. I'm 31 years old. I can speak English and French. I've been a Couch Surfing member for five years. I'm a surfer but I also host couch surfers in my flat in London.

I like meeting new people, seeing nature, hiking in the mountains and swimming in rivers or in the sea. I also cycle a lot. I love music and I can play the guitar.

I have already visited Albania, Rumania, Germany, Greece and Italy.

Name: Greg Dixon Hometown: London Job: Sports teacher Age: 31 Status: surfer and host	Languages: English and French Couch Surfing member: 5 years	About me I like meeting new people, seeing nature, hiking in the mountains and swimming in the rivers or in the sea. I also cycle a lot. I love music. I can play the guitar. I have already visited Albania, Rumania, Germany, Greece and Italy.
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3 Associez les équivalents français et anglais suivants puis vérifiez à l'aide d'un dictionnaire.

- a/3. surconsommation : overconsumption
- b/5. liens entre les gens : social ties
- c/7. gaspillage : waste
- d/1. solidarité : solidarity
- e/4. entraide : mutual aid
- f/6. égoïsme : selfishness
- g/2. partage : share

4 En utilisant les termes de l'exercice 3 et les adjectifs *more* et *less*, répondez à cette question : *What are the advantages of the sharing economy?*

Expression personnelle.

5 Complétez les conseils et les recommandations par *should* ou *have to*.

- a. If you want to create a favourable impression, you **have to** write a great profile.
- b. If you lack ideas, you **should** ask your friends for help.
- c. You absolutely **have to** check for mistakes in grammar and spelling before sending it.
- d. To complete your profile, you **should** add a recent and clear photo of you.

6 Choisissez le modal qui convient dans chaque énoncé puis traduisez les phrases.

- a. I forgot my mobile at home; *can* you lend me yours, please?
J'ai oublié mon portable à la maison ; peux-tu me prêter le tien, s'il te plaît ?
- b. In a car, you *must* fasten your seat belt. *En voiture, on doit attacher sa ceinture.*
- c. If you are late, you *have to* inform your co-passengers. *En cas de retard, il vous faut prévenir vos covoituriers.*
- d. Do you think I *should* offer my host a gift? *Tu crois que je devrais faire un cadeau à mon hôte ?*

SOUNDS GOOD!

A Écoutez et repérez la consonne muette dans chaque mot.

CD3 Track 58

debt – muscle – Wednesday – knife – receipt – write – should – listen

B Entraînez-vous à lire les énoncés suivants puis écoutez et vérifiez.

CD3 Track 59

- | | |
|---------------------------------------|------------------------------------|
| a. I have no <u>doubt</u> about that! | d. This is the <u>wrong</u> way. |
| b. I have a pain in my <u>knee</u> . | e. He <u>should</u> see a dentist. |
| c. <u>Fasten</u> your seat belt! | f. It's <u>half</u> price. |

Page 176 – CCF PREP 29 Parties 1 et 2

PARTIE 1 Exprimer une opinion

1 Écoutez les commentaires concernant le *time banking* et repérez les expressions d'opinions que vous entendez.

CD3 Track 60

Time banking

Time banking is a system in which members of a community exchange services for free. For example, I need my tyres to be changed but I can't do it. Someone in the community will do it for me and in exchange, I will clean the garage of a member of the community. An hour's service earns an hour of someone else's time, no matter what the service is.

Listen to a few people giving their opinion about it.

Jordan: For me, time banking is useful because you can rapidly find a solution to your problem.

Madison: I believe that time banking is a reliable way to meet interesting people.

Archie: From my point of view, time banking permits us to value the skills we have.

Audrey: In my opinion, with this system, we can easily learn new skills and it's free!

Dylan: If you ask me, I will say I am against the concept of time banking because it is a kind of undeclared work.

a. **Jordan:** For me, time banking is useful because you can rapidly find a solution to your problem.

b. **Madison:** I believe that time banking is a reliable way to meet interesting people.

c. **Archie:** From my point of view, time banking permits us to make full use of our talents.

d. **Audrey:** In my opinion, with this system, we can easily learn new skills and it is free!

e. **Dylan:** If you ask me, I will say I am against the concept of time banking because it is a kind of undeclared work.

2 Indiquez si les personnages sont pour ou contre le *time banking* et dites pourquoi.

a. Jordan is for time banking: it is useful because you can rapidly find a solution to your problem.

b. Madison is for it too: she believes that time banking is a reliable way to meet interesting people.

c. Archie is for it too: time banking permits to make full use of our talents.

d. Audrey is for time banking: with this system, we can easily learn new skills.

e. Dylan is against time banking because it is a kind of undeclared work.

3 Vous pouvez utiliser les éléments ci-dessous pour formuler des avis supplémentaires.

help – save – bring generations together – gain self-confidence – be dishonest – botch the work

Expression personnelle

PARTIE 2 Répondre à des questions sur un service collaboratif.

4 Utilisez la fiche pour répondre aux questions sur le *time banking*.

CD3 Track 61

a. Where can I find information about Time Banking?

b. What must I do to become a member?

c. Is there a minimum age for taking part?

d. Do I have to pay to register?

e. What services can be exchanged?

f. Do the activities have the same value?

a. You must register on www.timebanking.org

- b. You should contact your local Timebank; Add your profile and list the skills you can offer and the skills you need from someone else.
- c. You must be 7 years old at least.
- d. The registration fees amount to 7 pounds.
- e. Manual and intellectual services can be exchanged.
- f. All the activities have the same value: for example, one hour housework equals one hour teaching.

Page 177 – CCF PREP 30 Partie 3

PARTIE 3 Comprendre les avis d'entrepreneurs collaboratifs

Répondez aux questions

1. Quel est le sujet du document ?

Les espaces de travail partagés.

2. Qui sont Doug, Tim, Andy, Zach et Doreen ?

Ce sont des entrepreneurs, des créateurs de start-ups.

3. Lesquels ont émis un commentaire positif ?

Doug, Andy et Zach.

4. Quels sont les avantages du co-working ?

- La location de bureaux est moins chère pour chaque entreprise.
- Des entreprises similaires peuvent s'entraider et échanger leurs idées, ce qui renforce la créativité.
- Les entrepreneurs peuvent échanger leurs connaissances en ressources humaines et ainsi trouver rapidement, et en toute confiance, une personne extérieure dont ils ont besoin (promoteur, graphiste, maquettiste, ingénieur...).

5. Quels sont les inconvénients ?

- Si on est nombreux dans un même espace de travail, on peut se laisser distraire.
- Il y a aussi le problème de la confidentialité, notamment quand une entreprise reçoit des visiteurs ou des clients.
- Le manque de place peut obliger chacun à transporter son matériel de travail chaque jour.

Page 178 – FINAL TASK 15 Create a Flyer to Present a Collaborative Activity

Cette tâche sera réalisée individuellement ou par groupes de deux, étape par étape.

Pour gagner du temps et permettre aux élèves de travailler en autonomie, téléchargez la fiche à compléter et photocopiez-la pour chaque groupe ou chaque élève.

Cette fiche reprend les rubriques de la page 178 du manuel mais est beaucoup plus détaillée, ce qui facilitera le travail des élèves. Nom du fichier: FTF15.doc

UNIT 16

Back to the Sixties

Cette unité sera l'occasion d'une ouverture culturelle. Comme le souligne le B.O spécial n° 2 du 19 février 2009, « la dimension interculturelle est fondamentale dans l'apprentissage d'une langue vivante. »

Dans cette perspective, l'unité 16 pourra être l'occasion de travailler dans le cadre d'un **travail interdisciplinaire** (histoire – anglais) puisque nous abordons ici une période historique cruciale qui correspond à l'objet d'étude du programme d'histoire en terminale bac pro : « Le Monde au XX^e siècle et au début du XXI^e siècle ».

Toujours dans le cadre du programme d'histoire, cette unité peut aussi donner lieu à un travail commun en classe de 1^{re} lorsqu'il est question de la condition des femmes et de leurs droits civiques.

Au travers de tâches de communication en lien avec différents événements culturels, cette unité permet d'acquérir les connaissances culturelles et linguistiques suivantes :

- *Se cultiver et se divertir* (phénomènes musicaux, inventions...);
- *S'informer et comprendre* (droits civiques);
- *Repérer l'accent de phrase et des mots accentués*;
- *Situer dans le temps* (prétérit, marqueurs et indicateurs de temps);
- *Rendre compte de faits et d'événements* (prétérit, present perfect);
- *Exposer des faits en rapport avec une période précise* (outils d'organisation et d'organisation du propos).

SPOTS / FINAL TASK

	Les activités	Les bonus à télécharger	Training / Sounds Good!
SPOT 1 The Sound and the Fury Comprendre des informations sur des phénomènes musicaux (CO – B1)	Deux activités courtes (A et B) pour amener les élèves à comprendre la présentation orale d'un groupe de musiciens.	WORD CARD Inventions of the 60s Cette fiche illustrée permet de connaître quelques inventions des années 1960 et propose des exercices supplémentaires.	Training ex. 1, 2 et 3
SPOT 2 Stand up for your Rights! Donner et comprendre des informations sur les droits civiques (CO et EOC – B1)	Deux activités courtes d'entraînement à l'oral (C et D) pour amener les élèves à présenter et à comprendre quelques événements marquants de la vie d'un militant ou d'une militante des droits civiques.	ONLINE TRAINING Quiz: Test your 60s Knowledge	Sounds Good! Accentuation de mots dans la phrase.
SPOT 3 Food for the Soul Comprendre la présentation d'une ville à une époque donnée (CEO – B1)	Un travail progressif de compréhension d'un texte sur une entreprise-culte des années 1960 qui amènera l'élève à comprendre et à résumer un document similaire.	ONLINE TRAINING - Martin Luther King in the 1960s - Civil Rights	Training ex. 4, 5 et 6

SPOT 4 London in the 1960s Comprendre la présentation d'une ville à une époque donnée (CO – B1)	Vidéo disponible via: - le flash code - l'URL - sur le compte YouTube des éditions Foucher	ONLINE TRAINING The Swinging Sixties Fiche VIDEO TIME complète U16_SwingingLondon_ANG: avec consignes en anglais U16_SwingingLondon_FR: avec consignes en français U16_SwingingLondon_COR: le corrigé Elle permettra aux élèves de travailler directement sur la fiche tout en visionnant la vidéo (travail en classe entière avec vidéo projecteur ou travail individuel sur poste info).	
FINAL TASK 16 Present a Period of History with a Timeline (EE et EOC – B1)	Cette tâche finale sera réalisée en petits groupes ou individuellement étape par étape.	FTF16.doc	

CCF PREP

Se préparer aux différentes parties du CCF et travailler les stratégies nécessaires aux apprentissages en EOC, EOI et CE.

		Supports utilisés
CCF PREP 31	Partie 1 Présenter une période à partir d'une frise chronologique	Audio
	Partie 2 Répondre à des questions concernant un événement historique	Écrit / Audio
CCF PREP 32	Partie 3 Comprendre un témoignage sur les années 1960 Répondre aux questions de compréhension et acquérir une démarche pour comprendre l'article.	Texte: My Drive-In Memories

Page 179 – Ouverture de l'unité

Cette page est l'occasion d'aborder des événements marquants des années 1960 et de réviser l'expression de la date en anglais.

1 Listen and match the dates with the pictures.

CD3 Track 62

- On the sixteenth of November, 1966, Mary Quant was awarded the Order of the British Empire for her achievement with the mini-skirt.
- On the twenty-second of March, 1963, the Beatles became famous with their first album, *Please Please Me*.
- On January the twentieth, 1961, John Fitzgerald Kennedy was elected president of the United States.
- On the fifth of October, 1962, the first James Bond film was released in the UK.

Picture a (Mary Quant) = 16 November, 1966

Picture c (The Beatles) = 22 March, 1963

Picture b (JFK) = January 20, 1961

Picture d (James Bond) = 5 October, 1962

2 Classify the events in the right categories.

Picture a (Mary Quant) = Fashion

Picture c (The Beatles) = Music

Picture b (JFK) = Politics

Picture d (James Bond) = Movies

ACTIVITY A / The Most Famous Open-Air Festival

1 Listen and select the correct information about the festival.

CD3 Track 63

Woodstock Festival was held in the USA in 1969. It took place outdoors, on a 600-acre farm. From the fifteenth of August to the eighteenth of August, 500,000 people attended the performances of more than 30 bands for free. There were The Who, Richie Havens, Joan Baez, Santana...

Bands	Place	Audience	Date	Price
The Who Santana	The USA Woodstock	500,000 people	August 15-18 1969	Free

2 Listen to Michael Lang's memories and complete the sentences.

CD3 Track 64

Welcome to your favorite radio programme: "Back to the Sixties"! Today we are talking about the most famous open air festival of the 60s: Woodstock. Let's start by listening to Michael Lang, the co-creator of the greatest music festival in history!

Well, it was a rainy weekend in August but everybody was cool and happy to take part in this free experience of freedom and peace. We had free kitchens, free stages and free campsites. I worked with many volunteers – there were 300 of us on 24/7 duty. The organisation took 10 months. We had to book the bands, clear the woods and put roads in, build the stages and set the sound system. For six months, we spent much time learning how to deal with big crowds. When Richie Havens finally opened the festival on Friday, August 15, I really felt relieved.

- It was a rainy weekend **in August**. (...) There were **300** of us on 24/7 duty.
- We had **free** kitchens, **free** stages and **free** campsites.
- The organization took **10 months**.
- For **six months**, we spent much time learning how to deal with big crowds.
- When Richie Havens finally opened the festival on **Friday, August 15**, I really felt relieved.

SPOTLIGHT

Dans les énoncés a et b, *FOR* se traduit par *PENDANT*. Les verbes sont conjugués au prétérit simple

IN se traduit par *EN*. *ON* se traduit par *LE* (4 juillet) et *FROM... TO* se traduisent par *DU* (1^{er} août) ... *AU* (3 août). Ces prépositions servent à introduire une année (*IN*), une date (*ON*) et la durée d'un événement (*FROM...TO*)

ACTIVITY B / Experience Rock History!

4 Look at the documents, listen and find the correct information about the Beatles.

CD3 Track 65

The Beatles were the most famous British group of the 1960s. The four of them came from Liverpool. They sang together for 10 years, from 1960 to 1970. Their first single, *Love Me Do*, was released in the UK on the fifth of October, 1962. American people were also hit by Beatlemania!

In 1965, the Fab Four toured in the USA from 15 August to 31 August. Their first concert at the Shea Stadium (NYC) was record-breaking, with over 55,000 fans! Film footage taken at the concert shows many teenagers and women crying, screaming and even fainting!

- | | |
|--|--|
| a. Nationality: British. | d. Their first single, <i>Love Me Do</i> , was released on the fifth of October, 1962. |
| b. City: Liverpool. | e. From 15 August to 31 August, they toured in the USA. |
| c. They sang together for 10 years, from 1960 to 1970. | |

TASK 1

5 Listen and find the information about The Doors.

CD3 Track 66

The Doors were more than an American rock band. The Doors were an event! More than any other band, they reflected the turbulence of the Sixties and the clash of generations. The group was made up of singer Jim Morrison, keyboardist Ray Manzarek, guitarist Robby Krieger and drummer John Densmore.

They started singing in 1966 in Los Angeles clubs and carried on until Morrison's death in 1971. During that time, the group released six studio albums and left a smouldering trail of memorable and often controversial concert performances that cemented Morrison's legend. *The Doors* was also the title of their debut album, released on January 4, 1967.

- | | |
|---------------------------------|---|
| a. Nationality: American. | d. Years active from 1966 to 1971. |
| b. Number of members: 4. | e. Debut album: <i>The Doors</i> , released on January 4, 1967. |
| c. Singer's name: Jim Morrison. | f. Number of studio albums: 6. |

Page 181 – SPOT 2 Stand Up for Your Rights!

ACTIVITY C / Equality for Women

6 Listen and complete the missing dates in the timeline.

CD3 Track 67

Hi! I'm Sarah O'Reilly. I'll be the presenter of the summer TV programme "Back to the Sixties". Today, we're talking about women's rights. Let's start by giving a few key events.

Sri Lankan Sinimavo Bandaramaïke was the first woman in the world to be elected as Prime Minister, in 1960.

The contraceptive pill was launched on December 4, 1961 in the UK but for married women only.

The Equal Pay Act was passed into law on June 10, 1963 in the USA.

In June 1966, the National Organization for Women NOW was founded by a group of 28 women in Washington D.C.

The Abortion Act was passed on 27 October 1967 in the UK.

Shirley Chisholm was the first African American woman to be elected to the US House of Representatives in 1968.

1960-1963-1966

7 Listen again and match the following sentences.

a2 / b1 / c3

8 Use the elements below to re-write the sentences. Then listen again and check.

- a. The contraceptive pill was launched on December 4, 1961 in the UK – but for married women only.
- b. Shirley Chisholm was the first African American woman to be elected to the US House of Representatives in 1968.
- c. The Abortion Act was passed on 27 October 1967 in the UK.

ACTIVITY D / Martin Luther King

9 Speak about Martin Luther King's timeline.

Réponse possible

Martin Luther King was born on January 15, 1929 In Atlanta, Georgia. In 1964, he was the first African American to be awarded the Nobel Peace Prize. The Voting Right Act was passed on August 6, 1965 and made racial discrimination in voting illegal. Martin Luther King was assassinated on April 4, 1968. After his death, the Martin Luther King Center for Nonviolent Social Change was founded in the USA.

TASK 2

10 Work in pairs. Present events of the lives of Nelson Mandela or Thérèse Casgrain using one of the timelines.

Réponses possibles

Nelson Mandela was born on July 18, 1918 in South Africa. He was a human rights activist and the first black president of South Africa. In 1961, he became the first leader of MK – an armed organization against racial discrimination. On August 5, 1962, he was arrested for leaving the country without a passport. On June 12, he was sentenced to life imprisonment along with 7 other activists. He died on December 5, 2013.

Thérèse Casgrain was born on July 10, 1896 In Canada. She was a feminist and human rights activist. In 1961, she founded the Quebec branch of Voice of Women. Then, she was the New Democratic Party Candidate in the 1962 and 1963 federal elections in Canada. In 1966, she founded the FFQ (Fédération des Femmes du Québec) to promote the rights of women. She died on November 3, 1982.

ACTIVITY E / Eating out at Sylvia's

1 Read the document and complete the grid.

Name of the restaurant	Sylvia's
Date of opening	August 1, 1962
Location and Purchase price	Harlem – \$20,000
Manager's name	Sylvia Woods
What to eat (2 dishes)	Ribs, hot cakes, corn bread, fried chicken
Famous customers (2 names)	Barack Obama, Muhammed Ali, Diana Ross, Bill Clinton (...)

2 Find the English for:

- a. ground-breaking (\$1)
- b. pave the way for (\$1)
- c. a catering business (\$2)
- d. de facto (\$3)

3 Answer the questions.

- a. No, she wasn't. She was from Hemingway, South Carolina.
- b. When she settled in New York City, she started to work as a waitress.
- c. They can seat 450 people.
- d. Sylvia's is said to be world-famous because many celebrities and busloads of tourists often come to her restaurant

SPOTLIGHT

Marqueurs de temps à souligner : for more than 50 years / since the early 1990s.

Traduction des énoncés :

- a. Ils servent des ribs (...) depuis plus de 50 ans.
- b. Depuis le début des années 1990, l'entreprise s'est développée (...)

Les actions sont à la fois passées et présentes.

Les verbes des énoncés sont conjugués au present perfect.

On traduit *FOR* et *SINCE* par *DEPUIS*.

TASK 3

4 Read the document about Häagen-Dazs page 270 and sum it up in French.

Réponse possible:

Häagen-Dazs est une entreprise qui fabrique et vend des glaces. Elle a été créée par Reuben et Rose Mattus dans le quartier du Bronx à New York en 1961. Reuben est né en Pologne en 1912. Son père meurt pendant la 2^e guerre mondiale ; il part avec sa mère aux Etats-Unis où ils retrouvent un oncle qui travaille dans le secteur de la glace italienne au citron dans le quartier de Brooklyn. Les 1ers parfums vendus par Häagen Dazs sont la vanille, le chocolat et le café. La première boutique a ouvert ses portes le 15 novembre 1976 à Brooklyn.

De nos jours, l'entreprise a des franchises partout, aux Etats-unis et dans le monde entier. Elle se distingue par le fait qu'elle n'utilise pas de stabilisateurs mais des produits naturels tels que le sirop de maïs dans les glaces à la vanille et à l'amande. Ils vendent aussi des barres glacées, des gâteaux glacés, des sorbets et des yaourts glacés.

Page 183 – SPOT 4 London In the 1960s

VIDEO TIME The Swinging Sixties

PART 1-3

At the beginning of the 1960s, London still bore the scars of the Second World War but a new city was emerging from the ruins of the past.

PART 1-4

Within a few years, London would be famous around the world as a go-ahead, swinging, modern city. It was the home of the political and social establishment, but it was also the home of a growing counterculture.

PART 1-5

Gleaming new office blocks stood next to deprivation and homelessness. It was a city in which economic boom, immigration and cultural revolution made for endless variety and ceaseless change.

PART 1 Watch the whole video

1 Choose the best statement to present the video.

b. This is an extract from a trailer for a DVD about London in the past.

2 Answer the questions.

a. No, it wasn't. London was also an economic and multicultural city.

b. No, they didn't. There were some homeless people who lived in the streets.

PART 2 Watch the video from the beginning to 0:10

3 Select the pictures you can see.

Parachutists / Big Ben / a windmill / draft horses / trains

PART 3 Watch the video from 0:11 to 0:29

4 Complete the script with the following words.

“At the **beginning** of the **1960s**, London still bore the **scars** of the second World **War** but a new **city** was emerging from the ruins of the **past**”.

PART 4 Watch the video from 0:30 to 0:50

5 Each picture is divided into two parts. Each part represents either the Establishment or the Counterculture movement. Fill in the grid with the following sentences.

The Establishment
b. A man wearing a tie is speaking
e. Some men are sitting and chatting
g. A man with a bow tie is smoking

The Counterculture
c. People are dancing
f. A car is parked in front of a shop
a. There are women's legs in yellow tights
d. The Beatles are coming out of a plane

6 Fill in the blanks.

“Within a few **years**, London would be famous around the world as a go-ahead, **swinging** modern city. It was the **home** of the political and social Establishment, but it was also the home of a growing **counterculture**”.

PART 5 Watch the video from 0:51 to the end.

7 Tick right or wrong.

	Right	Wrong
a. New houses were built for homeless people.		X
b. There were no people from other countries.		X
c. The economic situation was bad.		X
d. London was changed into a multi-cultural city.	X	

8 Select the right adjective at the right place.

Gleaming new office blocks stood next to deprivation and homelessness. It was a city in which **economic** boom, immigration and **cultural** revolution made for **endless** variety and **ceaseless** change.

PART 6 Watch the whole video again.

9 Answer the question (In English or in French).

Would you have liked to live in London in the 1960s? Explain your answer.

Réponses possibles:

Yes, I would. I think that the 1960s were a nice time to live in because the music was good and people were able to fight for their rights. / / No, I wouldn't. For me, the 1960s are not a nice period of history at all. People wore ugly clothes and had ridiculous hairstyles.

Pages 184/185 – TRAINING

1 Lisez les dates. Puis complétez les énoncés avec les éléments manquants.

a. 12 July 1962: On the **twelfth** of July **nineteen sixty-two**, Mick Jagger and the Rolling Stones made their debut performance in London.

- b. 08/28/1963: On the **twenty-eighth** of **August**, nineteen sixty-three, Martin Luther King gave his famous speech “I have a dream” in Washington DC.
- c. 12/15/1966: On the **fifteenth** of **December**, nineteen sixty-six, Walt Disney died of cancer.
- d. 9 November 1967: On the ninth of **November nineteen sixty-seven**, Rolling Stone magazine was issued for the first time in San Francisco.

2 Complétez avec la préposition qui convient.

The Jackson Five was an American family musical group. The five brothers played pop music **for** more than 20 years, **from** 1964 **to** 1989. **In** 1966, the group won a talent show at Gary’s Theodore Roosevelt High School. Their debut album, Diana Ross Presents the Jackson 5, was released **on** December 18, 1969 in the USA. Following Michael’s death **on** June 25, 2009, the four eldest of the brothers embarked on their Unity Tour in 2012 **for** more than a year, **from** June 20, 2012 **to** July 27, 2013.

Pour aider les élèves à acquérir davantage de connaissances dans le domaine des inventions des années 1960, téléchargez la fiche illustrée Inventions of the 60s qui propose également des exercices supplémentaires (travail en autonomie possible – utilisable dans le cadre d’une pédagogie différenciée)

3 Résumez les informations de l’exercice 2 en français.

Réponse possible

Les Jackson Five étaient cinq frères américains qui ont formé un groupe célèbre pendant plus de 20 ans, de 1964 à 1989. Leur premier album est sorti le 18 décembre 1969 aux Etats-Unis. Après la mort de Michael Jackson survenue le 25 juin 2009, ses frères lui ont rendu hommage en partant en tournée pendant plus d’une année, du 20 juin 2012 au 27 juillet 2013.

4 Associez chaque question à sa réponse.

- a/2. Have you heard of Martin Luther King? Yes, we’ve had school lessons about him.
- b/3. When was he born? On January 15, 1929.
- c/5. Where did he give his famous speech “I Have a Dream”? It took place at the Lincoln Memorial in Washington D.C.
- d/1. Which prize was he awarded in 1964? He was awarded the Nobel Peace Prize.
- e/4. What happened in 1968? Martin Luther King was assassinated in Memphis, Tennessee.

5 Complétez avec **for** ou **since**.

- a. I’ve not seen him **since** Monday.
- b. Have you already participated in a demonstration? Yes, I have. I’ve demonstrated for human rights **for** five years.
- c. She has lived in the United States **for** two months.
- d. He has played football **since** he was 10 years old.
- e. I have worked as a teacher **since** 2005.
- f. They have stayed in Australia **for** a couple of days.

6 Conjuguez les verbes au **present perfect**.

- a. He **has been** president for three years.
- b. Since he was nine years old, he **has played** the guitar.

- c. They **have run** their restaurant for more than 10 years.
- d. Since the 1960s, the Beatles **has sold** millions of records.
- e. We **have been** married for nine months.

Téléchargez trois exercices supplémentaires (ONLINE TRAINING exercices 46, 47 et 48) pour aller plus loin et varier vos activités. Travail en autonomie possible. Utilisable dans le cadre d'une pédagogie différenciée.

SOUNDS GOOD!

A Écoutez et repérez pour chaque énoncé le mot accentué.

CD3 Track 68

- a. Don't hope for your voting rights, **fight** for your voting rights!
- b. Don't hope for your voting rights, fight for your **voting** rights!
- c. Don't hope for your voting rights, fight for your voting **rights**!

B Entraînez-vous à prononcer les énoncés suivants en variant le mot accentué.

CD3 Track 69

- a. I love rock music.
- b. The Beatles were the best group of the 1960s.

Page 186 – CCF PREP 31 Parties 1 et 2

PARTIE 1 Présenter une période à l'aide d'une frise chronologique.

1 Écoutez le début de la présentation du document « The USA in the 1960s » et repérez les énoncés que vous entendez.

CD3 Track 70

The 60s have been described by historians as the ten years with the most significant changes in the history of the USA. Today, I'm going to talk about the six most significant events of the decade. I'll start with 1960 and finish with 1969.

First, I'll deal with John Fitzgerald Kennedy, who was elected president of the USA in 1960. He stayed in office for less than three years because he was assassinated in 1963. He was the youngest president elected to office. He was 43 years old at that time. He was also the youngest to leave office (aged 46) when he was assassinated.

- a. The 60s have been described by historians as the ten years with **the most significant changes in the history of the USA**.
- b. Today, I'm going to **talk about the six most significant events of the decade**.
- c. **I'll start with 1960 and finish with 1969**.
- d. First, I'll deal with **John Fitzgerald Kennedy, who was elected President of the USA in 1960**.

2 Continuez la présentation en vous aidant de la frise chronologique, de l'encadré ci-contre et des énoncés de l'exercice 1.

Présentation possible

Second, I'll talk about Marilyn Monroe, the famous American actress who died on August 5, 1962. Then, I'll tell about Martin Luther King's famous speech "I Have a Dream" in 1963. Next, there was the beginning of the Vietnam War. Thereafter, I'll go on with the death of Martin Luther King in Memphis In 1968. Last, I'll finish with the creation of the Internet called Arpanet.

PARTIE 2 Répondre à des questions concernant un événement historique.

3 Répondez aux questions en anglais en vous aidant de la fiche suivante.

- a. I'm going to present the First Moon Landing.
- b. It happened on July 21, 1969.
- c. Neil Armstrong was the first man to walk on the moon.
- d. His first words were : "One small step for man, one giant leap for mankind".
- e. Apollo 11 was the name of the spaceflight.2 / b-5 / c-4/ d-1 /e-3.

4 Écoutez la suite des questions et répondez à l'aide de la fiche.

CD3 Track 71

- a. How many members were there in the crew?
 - b. When did the mission start?
 - c. Where did they launch the rocket?
 - d. When did they end the mission?
-
- a. There were three men in the crew.
 - b. The mission started on July 16, 1969.
 - c. They launched the rocket at Kennedy Space Center, Florida.
 - d. They ended the mission on July 24, 1969.

Page 187 – CCF PREP 32 Partie 3

PARTIE 3 Comprendre un témoignage sur les années 1960

Répondez aux questions.

- 1. Il s'agit d'un témoignage sur le drive-in qui a été inventé dans les années 1960.
- 2. Ces soirées se déroulaient le samedi soir.
- 3. Le souvenir auquel le narrateur rattache sa mère est la préparation du popcorn salé.
- 4. Ce que le narrateur aimait le plus : il pouvait être vêtu d'un pyjama et pouvait acheter et manger des bonbons et autres sucreries sur place.
- 5. Pour le narrateur, la vie idéale était symbolisée par la moto, la veste en cuir et le karaté.

Page 188 – FINAL TASK 16 Present a Period of History with a Timeline

Cette tâche finale sera réalisée en petits groupes ou individuellement étape par étape.

Pour gagner du temps et permettre aux élèves de travailler en autonomie, téléchargez la fiche à compléter et photocopiez-la pour chaque groupe ou chaque élève.

Cette fiche reprend les rubriques de la fiche page 188 du manuel mais est beaucoup plus détaillée, ce qui facilitera le travail des élèves:

Nom du fichier : FTF16.doc

Culture Blog

Shakespeare, Immortal Bard

Page 189

1. William Shakespeare aka the Bard of Avon

Listen and complete the information about William Shakespeare.

CD4 Track 1

Did you know we don't actually know the exact date Shakespeare was born? We do know that he was baptised on 26th April 1564, which means he was probably born on 21st, 22nd, or 23rd April 1564. William Shakespeare married Anne Hathaway on November 28, 1582, William was 18 and Anne was 26 and, as it turned out, pregnant.

Their first child, a daughter they named Susanna, was born on May 26, 1583. Two years later, on February 2, 1585, twins Hamnet and Judith were born. Shakespeare started writing his first play – Henry VI, Part One – in 1589.

Not only was he a playwright but he also acted in most of his plays, before Queen Elizabeth I and King James I. He wrote 37 plays and 154 sonnets and introduced almost 3,000 words to the English language. He died at the age of 52.

- Born in: **1564** in Stratford-Upon-Avon
- Died at **52** in London, UK
- Married Anne Hathaway, aged **26** on **November 28, 1582**.
- **3** children: **Susanna**, Judith and Hamnet.
- Started writing in **1589**.
- Wrote **plays** and sonnets*
- His first play: **Henry VI** in **1589**.
- Acted in his own plays before Queen **Elizabeth I** and King **James I**.
- Introduced almost **3,000** words to the English language.

2. Music in Shakespeare's Plays

Read the document and explain in French what you have understood.

Shakespeare a beaucoup utilisé la musique dans ses dernières tragédies. Il fait chanter les personnages secondaires tels que les serviteurs et les clowns. Par contre, les personnages principaux ne chantent jamais sauf lorsqu'ils sont déguisés ou dans un état de confusion mentale. Shakespeare utilisaient aussi bien des chants populaires que des textes de sa composition.

Baz Luhrmann, le metteur en scène de *Romeo+Juliet*, a compris l'importance de la musique dans les pièces de Shakespeare. Aussi, la bande son du film a connu un grand succès avec des titres interprétés par des artistes renommés tels que *The Cardigans*, *Des'ree* et *Kym Mazelle*.

3. Shakespeare on the Screen

Listen and select the right information.

CD4 Track 2

Macbeth is a 2015 British-French-American war drama film directed by Justin Kurzel based on William Shakespeare's play *The Tragedy of Macbeth*. The film stars Michael Fassbender in the title role and Marion Cotillard as Lady Macbeth.

The film was selected to compete for the Palme d'Or at the 2015 Cannes Film Festival. After murdering King Duncan and seizing the throne, Macbeth becomes consumed with guilt and paranoia as the tyrannical ruler of Scotland.

GENRE war drama film

CAST Michael Fassbender and Marion Cotillard

RELEASE DATE 2015

DIRECTOR Justin Kurzel

SYNOPSIS After **murdering** King Duncan and seizing the throne, Macbeth becomes consumed with **guilt and paranoia** as the tyrannical ruler of **Scotland**.

AWARDS

Nominated for the Palme d'Or at Cannes Festival (2015)

4. Shakespeare's Quotes Products

A Match the pictures and the names of the products.

A T-shirt = a quote from Julius Caesar.

A pendant = a quote from Twelfth Night.

A key ring = a quote from A Midsummer Night's Dream.

A travel mug = a quote from Hamlet.

B Match the quotes and their meaning.

Nous sommes responsables de notre vie. → the fault (dear Brutus) is not in our stars but in ourselves.

L'ignorance est le pire des défauts. → there is no darkness but ignorance.

Reste fidèle à toi-même. → to thine own self be true.

Le grand amour ne se vit pas sans problème. → the course of true love never did run smooth.

Choose your favourite quote.

Réponse libre.

QUIZ

Tick the right answer. Listen and check.

CD4 Track 3

1. Shakespeare was both a well-known playwright and a highly respected businessman.

2. Shakespeare’s shortest play– just 1,770 lines long –is *The Comedy of Errors*.

3. William Shakespeare wore a gold hoop earring in his left ear.

4. Shakespeare’s Globe is the name of a theatre in London where Shakespeare’s plays were performed.

5. “To be or not to be, that is the question,” is the opening sentence of Hamlet’s soliloquy in *Hamlet*.

1-A

2-B

3-A

4-B

5-C

UNIT 17

Innovations

Cette unité est en lien avec le domaine des sciences et des innovations technologiques. Elle pourrait aussi être utilisée dans le cadre d'un travail interdisciplinaire (enseignement professionnel – sciences – anglais).

Au travers de tâches de communication en lien avec différentes innovations technologiques, cette unité permet d'acquérir les connaissances culturelles et linguistiques suivantes :

- *S'informer et comprendre* (Monde et histoire des sciences et des techniques) ;
- Discriminer *It'll, it will, it won't* ;
- Raconter/Situer dans le temps (expression du futur).

SPOTS / FINAL TASK

	Les activités	Les bonus à télécharger	Training / Sounds Good!
SPOT 1 Automation Expliciter le fonctionnement d'un système novateur (EOC – B1)	Deux activités courtes (A et B) pour préparer les élèves à présenter succinctement d'une innovation technologique	WORD CARD Near Future Cette fiche illustrée permet de découvrir du vocabulaire en lien avec l'utilisation d'autres innovations dans différents domaines. ONLINE TRAINING - Computers and Technology - Apps of the Future	Training ex. 1 et 2
SPOT 2 The transport of the future Demander ou donner des informations sur des modes de transport du futur (EOI – B1)	Deux activités courtes (C et D) pour préparer les élèves à l'expression orale en interaction de la tâche intermédiaire	ONLINE TRAINING A Multi-App Smart Card	Sounds Good! Discrimination <i>will, 'll, won't</i> Training ex. 3, 4, 5, 6 et 7
SPOT 3 Humanoid Robots Comprendre et rendre compte d'un article sur une innovation technologique (CE – B1)	Un travail progressif de compréhension des informations essentielles et du message à retenir (Activity E)		
SPOT 4 City of the Future Comprendre les éléments essentiels d'un projet innovant (CO – A2+)	Vidéo disponible via: - le flash code - l'URL - sur le compte YouTube des éditions Foucher	Fiche VIDEO TIME complète U17_South Korea Metropolis_ANG: consignes en anglais U17_South Korea Metropolis_FR: consignes en français U17_South Korea Metropolis_COR: corrigé	
FINAL TASK 17 Present an Innovative Product (EOC – B1)	Cette tâche finale sera réalisée en petits groupes ou individuellement étape par étape.	FTF17.doc	

CCF PREP

Se préparer aux différentes parties du CCF et travailler les stratégies nécessaires aux apprentissages en EOC, EOI et CE.

		Supports utilisés
CCF PREP 33	Partie 1 Exposer des arguments pour défendre un point de vue et répondre à une problématique	Audio Écrit
	Partie 2 Répondre à des questions pour expliciter son point de vue	S'entraîner à réfléchir à des questions possibles et trouver des arguments cohérents.
CCF PREP 34	Partie 3 Comprendre un article sur une nouvelle technologie Répondre aux questions de compréhension et acquérir une démarche pour comprendre l'article.	Texte : Children's books come to life through augmented reality

Page 191 – Ouverture de l'unité

1 Match the words and the pictures then listen and repeat.

CD4 Track 4		
1. an automated fridge	3. a connected watch	5. a 4K glasses-free 3D TV
2. a 3D printer	4. a humanoid robot	

- a. a 4K glasses-free 3D TV (5) c. a humanoid robot (4) e. an automated fridge (1)
b. a 3D printer (2) d. a connected watch (3)

2 Say which product corresponds to each sentence. Listen and check.

CD4 Track 5
a. The latest device to stay connected: photos, data and notifications. It's a connected watch.
b. Open its door and your shopping list appears on your phone app. It's an automated fridge.
c. Hours of moulding and programming give it realistic gestures and facial inflections. It's a humanoid robot.
d. It uses a digital file to make different objects easily. It's a 3D printer.
e. It gives you a real-life viewing experience when images come out of your screen. It's a 4K glasses-free 3D TV.

- a. The latest device to stay connected: photos, data and notifications. (**a connected watch**)
b. Open its door and your shopping list appears on your phone app. (**an automated fridge**)
c. Hours of moulding and programming give it realistic gestures and facial inflections. (**a humanoid robot**)
d. It uses a digital file to make different objects easily. (**a 3D printer**)
e. It gives you a real-life viewing experience when images come out of your screen. (**a 4K glasses-free 3D TV**)

ACTIVITY A / A Future Smart Home

1 Listen and order the sentences.

CD4 Track 6

Future smart home

Here is the latest news about our future smart home.

In just a few years, when your alarm rings, your bedroom light will gradually turn on and the radio will tune to your favorite channel. The heating system will automatically warm up the bathroom, the kitchen and your car before you get up.

When you're in the shower, you'll get alerts about the weather.

When you turn off the shower, the coffee will brew itself and the toaster will turn on.

When you leave the house, your car will self-drive out of the garage and the house doors will automatically lock.

In the evening, when you're on your way home, the smart home system will warm the rooms up and the garage door will open. When you walk in, the TV set will automatically turn on and the fridge will suggest a menu.

a/3. You'll get alerts about the weather.

b/4. The coffee will brew itself.

c/2. The heating system will automatically warm up the bathroom.

d/1. The bedroom light will gradually turn on.

e/6. The TV set will automatically turn on.

f/5. Your car will self-drive out of the garage.

2 Listen and answer the questions.

a. When your alarm rings, the radio will tune to your favourite channel.

b. When you turn off the shower, the toaster will turn on.

c. When you leave the house, the house doors will automatically lock.

d. When you're on your way home, the smart home system will warm the rooms up and the garage door will open.

e. When you walk in, the fridge will suggest a menu.

3 Listen. Fill in or select the information about Inamo Restaurant.

CD4 Track 7

Inamo St James Oriental Restaurant

Inamo St James is located on Regent Street in London and it's like no other restaurant anywhere in the world. The waiter won't give you a menu, you will use the menu projected onto the table surface. The waiter won't take your order, you will use the E-Table interactive ordering system.

The cuisine is tasty and innovative you'll find influences from Japanese, Thai and Chinese cooking. The staff are helpful and always around to attend to customers' needs. While waiting to be served, the 'Chef Cam' function will allow you to view the Inamo chefs working in real time.

You'll choose your virtual tablecloth and play battleships. Kids love this place and choosing the dishes on the interactive table is very easy.

After dinner, you won't wait for a taxi out in the street but you'll order a taxi home with the E-Table. And I'm sure you will be back next time you come to London.

Address: located on Regent Street in London.

Ordering system: It's an E-Table interactive ordering system.

Cuisine influences: Influences from Japanese, Thai and Chinese cooking.

Staff: helpful and always around to attend to customers' needs.

E-Table ordering system: choose a virtual tablecloth – play battleships – choosing the dishes easily – order a taxi.

4 Right or wrong. Listen again and check.

a. The waiter won't give you a menu, you will use the menu projected onto the table surface.
Right. The waiter won't give you a menu, you will use the menu projected onto the table surface.

b. The 'Chef Cam' function will allow you to send your food order directly to the chefs.
Wrong. The 'Chef Cam' function will allow you to view the Inamo chefs working in real time.

5 Choose one of the technologies (Activity A or B) and present the information you've understood.

Réponses possibles.

When the alarm rings, the bedroom light will gradually turn on, the radio will play music and the heating system will warm up the bathroom. Then the smart house system will prepare breakfast. The coffee will brew itself and the toaster will turn on. When I leave the house, my car will self-drive out of the garage and when I'm back, the garage doors will open for my car and the TV set will automatically turn on. For dinner, the fridge will suggest a menu.

Inamo Restaurant is a restaurant located in London. It's a modern restaurant with an E-Table interactive ordering system. The menu is projected onto the table surface and the customers can choose their food. The staff help the customers but the system is easy to use. The customers can play battleships, change the virtual tablecloth, watch the chefs with the Chef Cam function or order a taxi.

TASK 1

6 Choose one of the innovative systems on page 268 and present what it will do.

System #1: The TV of tomorrow will be an LG TV set. It will have an OLED screen. The picture quality will be superior to traditional LCDs and the size of the screen will be 140 cm. It will be plastic and it will weigh less than two kilos. It will look like a poster because it will be ultra-thin. It will be magnetic and you will stick it to the wall. To transport it, you will roll it into a tube because it will be flexible and rollable.

System #2: The phone of tomorrow will be a Samsung smartphone. It will have an OLED screen. quality of the screen will be excellent because it will be a high-resolution screen. It will be ultra-thin and it will weigh less than 100 grammes. It will be wearable. It will be foldable: When folded, it will be a phone and when open, it will be a tablet. It will be plastic and it will be flexible so it will break less easily when dropped.

Page 193 – SPOT 2 The Transport of the Future

ACTIVITY C / Self-Driving Cars

7 Find the English for:

- | | |
|--|--|
| a. <i>des capteurs</i> : sensors | d. <i>pivoter</i> : swivel |
| b. <i>partir à la recherche</i> : hunt for | e. <i>éviter les piétons</i> : avoid pedestrians |
| c. <i>le volant</i> : the steering wheel | f. <i>changer de voie</i> : shift lanes |

8 Answer the questions.

a. How will the car be able to drive without a driver?

The car will be able to drive without a driver using its sensors, radars and cameras.

b. What will the car be able to do?

The car will be able to avoid other cars, road works and pedestrians. It will be able to slow down, accelerate or shift lanes in dense traffic.

9 Write other examples of what the car will be able to do.

The car will be able to stop at the traffic lights. The car will give way to emergency vehicles. The car will go straight back home.

SPOTLIGHT

Le futur se construit avec l'auxiliaire *will* suivi de la base verbale. Les formes contractées sont *'ll* et *won't*.

Pour exprimer une possibilité ou une capacité, on utilise *will* + *be able to* suivi de la base verbale.

Dans une phrase affirmative, *when* veut dire *quand* ou *lorsque*. Dans ce cas, le verbe est au présent. En français, on utilise un futur.

10 Listen to Lucy and Ryan. Find the Information about the Hyperloop.

CD4 Track 8

Ryan: What are you doing, Lucy?

Lucy: I'm reading an article about the transportation of tomorrow. They say a company named HTT is working on the Hyperloop at the moment.

Ryan: What is the Hyperloop?

Lucy: It will be the new transportation system from Los Angeles to San Francisco.

Ryan: Another high-speed train, I suppose. How will it work?

Lucy: Engines will project pressurized capsules on an air cushion through a steel tube.

Ryan: Wow! Just like in the James Bond films. And how long will it take to travel from Los Angeles to San Francisco?

Lucy: The journey will last 35 minutes.

Ryan: 35 minutes? But how many kilometres is it between the two cities?

Lucy: It's 570 km.

Ryan: 570 kilometres in 35 minutes? How fast will it be able to travel, then?

Lucy: It'll travel at an average speed of 962 km/h with a top speed of 1,220 km/h.

Ryan: Come on! That's impossible! The capsule would break the sound barrier. The passengers are not plane pilots. They would be sick because of the acceleration and the vibrations. And how many passengers will it be able to transport?

Lucy: It'll be able to transport 840 passengers per hour.

Ryan: How often will they send a capsule?

Lucy: They'll project a capsule every 20 minutes.

Ryan: It won't work. It's too risky.

Lucy: Well, they're convinced the project is feasible. They want to build an eight-kilometre track to test a prototype in Quay Valley in California.

Ryan: I'm sure it'll cost too much money. It's just science fiction.

Lucy: Well, we'll see. They're talking about opening it to the public by 2018.

a. Departure and arrival cities: Los Angeles to San Francisco

b. Journey time: 35 minutes

c. Number of kilometres to be travelled: 570 km

d. Average and top speed: 962 km/h – 1,220 km/h

e. Number of passengers: 840 passengers

f. Frequency of departures: every 20 minutes

11 Complete the questions with how, how often, how many, how fast and how long. Listen again and check.

a. How will it work?

b. How long will it take to travel from Los Angeles to San Francisco?

c. How many kilometres are there between the two cities?

d. How fast will it be able to travel, then?

e. How many passengers will it be able to transport?

f. How often will they send a capsule?

TASK 2

12 Work in pairs. Ask and answer questions about your partner's future transportation technology. Take notes.

What is the name of the system?

What does it do? What will it do?

What is the advantage? Launches cargo and space tourists into orbit

Where will the departure be? Where will it start? Departure: Earth

What will the destination be? Where will it arrive?

How many kilometres will it travel? How many kilometres are there between the Earth and the Earth's orbit?

How long will it take?

How fast will it be able to travel? How fast will it go?

How much will it cost?

Page 194 - SPOT 3 Humanoid Robots

ACTIVITY E / A Lifelike Android Robot

1 Read the article. Answer the questions.

a. What's the robot's name?

The robot's name is ChihiraAico.

b. What's its job and where does it work?

It's a receptionist at the Mitsukoshi department store in Tokyo, Japan.

c. Which company built it?

Toshiba built it.

d. Who developed its technology?

Hiroshi Ishiguro developed it. He is a Japanese robotics expert and a professor at Osaka University's Department of Systems Innovation.

2 What's the English for.

a. *un robot androïde vivant* : a lifelike android robot

b. *un fabricant en électronique* : an electronics manufacturer

c. *faire des gestes* : gesture

d. *donner des conseils* : provide guidance

e. *la division du développement commercial* : business development division

f. *les demandes ou les réclamations* : enquiries or complaints

3 Find details about the robot's characteristics.

Type of device: a humanoid robot

Looks: looks like a real woman, a 32-year-old Japanese woman

Current abilities: greets and directs the customers to the different floors, is able to talk, sing, gesture and cry

Languages: Japanese, Korean, Chinese, English, Japanese sign language

Future abilities: it will provide guidance in Chinese. It will respond to customer enquiries or complaints

Technical information: 43 motors, technology developed by Hiroshi Ishiguro

4 Right or wrong. Justify with the text.

a. Customers would appreciate a robot speaking Chinese.

Right. People can be looking around and think 'oh if Aiko is around, she can speak Chinese'.

b. The programming of the robot is fully advanced.

Wrong. The robot cannot yet directly respond to customer enquiries or complaints as her programming is not advanced enough and this is its first commercial application.

TASK 3

5 Read the text on page 269 and sum it up in French.

Il y a trois pistes de développement possibles: le fait de tenir compagnie, les appareils ménagers et l'éducation. Il faudra accroître l'intelligence, l'adresse et les fonctions des systèmes actuels. Les robots peuvent déjà être adorables et câlins comme le chien de Sony qui devient moins cher et de plus en plus intelligent au fur et à mesure des versions.

Un aspirateur de deuxième génération est plus intelligent que son prédécesseur. On n' imagine pas encore des robots qui accompliraient des tâches ménagères. Ils ne se déplacent pas encore suffisamment mais ils progressent de plus en plus. Il y a déjà des voix synthétiques qui aident à apprendre. Un robot pourrait enseigner l'alphabet, la lecture, les maths ou d'autres matières à un enfant ou à un adulte.

Page 195 – SPOT 4 City of the Future

VIDEO TIME South Korea's Stunning \$265 Billion Mega Metropolis Concept

PART 1-2

South Korea has plans to build a modern mega metropolis. The projected cost of the new city will be a whopping \$264 billion. The location of the development is off the coast of Seoul near the Incheon International Airport. The designers of the plan called 8City say it will be a tourist destination that has it all, including fancy hotels, shopping, theme parks, and a Formula One racing track.

PART 1-3

Vice chairman of Eightcity Corporation, the project's developer, said: "It will become the world's top city that has the creativity of Dubai, convention centers and casinos of Las Vegas and Macau, as well as the shopping centers and financial hubs of Hong Kong and Singapore."

PART 1-4

The city is planned to have something called a megastrip, which will be the largest architectural structure on the planet measuring in at 200 meters tall and 880 meters long. The city's projected date of completion isn't until 2030, but they already have some foreign investors. What do you think of the concept?

PART 1 Watch the whole video

1 Select the right information.

- a. The video is about plans for a **mega metropolis**.
- b. The project will be built in **Seoul, South Korea**.
- c. It will be located near the Incheon International **Airport**.
- d. The commentator's question is: **What do you think of the concept?**

PART 2 Watch from the beginning to 0:28.

2 Select the information you hear.

- a. The project will cost **\$264 billion**.
- b. 8City Corporation is **the designer of the plan**.
- c. Tourists will find **fancy hotels, shopping, theme parks, a Formula One racing track**.

PART 3 Watch the video from 0:28 to 0:44.

3 Fill in the names of the cities you hear.

"It will become the world's top city that has the creativity of **Dubai**, convention centers and casinos of **Las Vegas** and Macau, as well as the shopping centers and financial hubs of **Hong Kong** and **Singapore**."

PART 4 Watch the video from 0:44 to the end.

4 Write the measurements of the megastrip and the date of its completion.

The megastrip will be the largest architectural structure on the planet.

How tall? 200 meters tall

How long? 880 meters long

Projected date of completion? 2030

PART 5 Express yourself.

5 Answer the final question personally.

What do you think of the concept?

Réponse libre.

Pages 196/197 - TRAINING

1 Associez les mots en noir et les mots en vert pour former des noms composés.

Bank account – pocket money – travel agent – tennis court – traffic light – rush hour – train station

2. Sélectionnez le mot parmi la liste qui permet de constituer le nom composé correspondant à l'illustration.

- a. toothbrush
- b. screwdriver
- c. password
- d. waterproof

3. Complétez les questions avec how, how long, how many, how much ou how often.

- a. How often will we have a conference meeting? We'll meet once a week.
- b. How many managers are there in the company? We have 10 department managers.

- c. How long will it take before this company can use high-tech electronics? A short time.
- d. How will the door open? There will be a voice recognition system.
- e. How much will it cost to replace the air conditioning system? It shouldn't cost too much.

4. Transformez ces énoncés en commençant par "In the future".

- a. In the future, we won't always need a desktop.
- b. In the future, we will use our smartphones to do the tasks we do on a computer.
- c. In the future, we will need to improve in network connectivity.
- d. In the future, we will be able to communicate very easily.
- e. In the future, we won't be able to push the limits of electronics miniaturisation.

5. Répondez aux questions par des réponses brèves.

- a. Will you play virtual reality games with your phone? Yes, I will.
- b. Will your self-driving car be able to speed? No, it won't.
- c. Will she buy the latest device? No, she won't.
- d. Will they be able to make guide tour software for museums? Yes, they will.

6 Posez les questions portant sur les expressions soulignées.

- a. I will buy a new computer in January. When will you buy a new computer?
- b. He will go to the store several times before buying a new smartphone? Where will he go several times before buying a new smartphone?
- c. It will take them two hours to install this new software. How long will it take them to install this new software?
- d. The doctors will try out Google Glass at the hospital. What will the doctors try out at the hospital?

7 Mettez ces phrases au futur.

- a. When Steve puts the Nymi bracelet on, it will turn his heartbeat into a password.
- b. When the bracelet reads his electrocardiogram, Steve's identity will be confirmed.
- c. When Steve wears the bracelet, he will connect to other devices.
- d. When Steve interacts with other devices, the Nymi bracelet will use Bluetooth Low Energy.

Téléchargez trois exercices supplémentaires (ONLINE TRAINING exercices 49, 50 et 51) pour aller plus loin et varier vos activités. Travail en autonomie possible. Utilisable dans le cadre d'une pédagogie différenciée.

SOUNDS GOOD!

A Écoutez et répétez.

CD4 Track 9

It will help you. – It'll help you. – It won't help you.

B Écoutez et classez les verbes en fonction de ce que vous entendez.

CD4 Track 10

a. It will help you lock the garage door.

b. It won't travel very fast.

c. It won't be able to send you to Mars.

d. It'll use a new component.

e. It'll send messages directly through your brain.

f. It'll deal with technological progress.

g. It will connect you everywhere you go.

It'll...	It will...	It won't...
<div>d. use</div> <div>e. send</div> <div>f. deal</div>	<div>a. help</div> <div>g. connect</div>	<div>b. travel</div> <div>c. be</div>

Page 198 - CCF PREP 33 Parties 1 et 2

PARTIE 1 Exposer des arguments pour défendre un point de vue et répondre à une problématique

1 Écoutez et sélectionnez les éléments que vous entendez.

CD4 Track 11

The key question is: “Do you think that interactive systems will eventually run the world?”

a. Well, **on the one hand**, some people believe that robots will probably take over the world some day in the future.

b. **On the other hand**, there are many arguments to show that a robot civilisation can't exist.

c. **It is clear that** robots are stronger than humans.

d. **What's more**, they are immune to disease and able to live forever.

e. **However** they are nothing but machines, which need the correct software designed by a human being.

f. **And the most important point** is that robots cannot solve problems without the interaction of scientists who set the parameters and data.

2 Classez les arguments de l'exercice 1 selon qu'ils soient pour ou contre.

Pour	Contre
<div>a. Well, on the one hand, some people believe that robots will probably take over the world some day in the future.</div> <div>c. It is clear that robots are stronger than humans.</div> <div>d. What's more, they are immune to disease and able to live forever.</div>	<div>b. On the other hand, there are many arguments to show that a robot civilisation can't exist.</div> <div>e. However they are nothing but machines, which need the correct software designed by a human being.</div> <div>f. And the most important point is that robots cannot solve problems without the interaction of scientists who set the parameters and data.</div>

3 Utilisez certains arguments ci-dessous pour défendre votre point de vue à l'aide de la trame de l'exercice 1.

Réponse possible:

The key question is: "Will Artificial Intelligence technologies rule the world?"

Well, on the one hand, Artificial Intelligence technologies infiltrate our homes and control humans' lives.

On the other hand, there are many arguments to show that Artificial Intelligence technologies allow new exploration in science and medicine.

It is clear that Artificial Intelligence technologies reduce the risk of human error.

What's more, they connect people across the globe.

However they can't beat human intelligence.

PARTIE 2 Répondre à des questions pour expliciter son point de vue

4 Par deux, utilisez les informations ci-dessous pour imaginer des questions concernant l'intérêt de l'impression 3D dans le domaine de la médecine et y répondre.

Questions possibles

How will doctors save lives thanks to 3D printing? How many lives will doctors save?

What will doctors be able to print for patients waiting for an organ donation?

Which patients will have new organs thanks to 3D printing?

What will doctors use 3D printing for? How will doctors use 3D printing?

What will doctors print to cure cancer? How will doctors test drugs?

What will doctors produce for people with amputated arms or legs? How will doctors cure people with amputated arms or legs?

Which patients will doctors cure?

5 Par deux, trouvez quelques arguments pour répondre à la question suivante.

Réponse libre.

Page 199 – CCF PREP 34 Partie 3

PARTIE 3 Comprendre un article sur les valeurs d'une entreprise

Répondez aux questions.

1. Quel est le sujet de ce document ? Il s'agit de l'utilisation de la réalité augmentée dans les livres pour enfants pour développer leurs apprentissages.

2. Qui est Chris White ? Chris White est le fondateur d'Interactive Art, une entreprise de Deerfield Beach. Consultant aux studios d'animation de Pixar, il a eu l'idée d'utiliser la réalité augmentée et de sortir le premier livre de la série « Animal Kingdom ».

3. Quelle est la particularité de la réalité augmentée ? En passant le smartphone sur le livre, le lion sort de la page. Les images générées par ordinateur semblent bouger devant les yeux du lecteur.

4. Quels effets ce type de livres produit-il sur les enfants ? Les enfants apprennent de façon interactive et ils sont concentrés sur ce qui se passe.

5. Quel a été le succès de cette technologie ? Chris White a déjà vendu 15 000 exemplaires de son livre.

6. Quelles sont les prévisions pour l'avenir ? Cette technologie devrait progresser dans les 10 ans à venir. Les prévisions sont de 120 milliards de dollars en 2020 pour les entreprises qui l'utilisent.

Page 200 – FINAL TASK 17 Present an Innovative Product

Cette tâche finale sera réalisée en petits groupes ou individuellement étape par étape.

Pour gagner du temps et permettre aux élèves de travailler en autonomie, téléchargez la fiche à compléter et photocopiez-la pour chaque groupe ou chaque élève.

Cette fiche reprend les rubriques de la fiche page 200 du manuel mais est beaucoup plus détaillée, ce qui facilitera le travail des élèves:

Nom du fichier : FTF17.doc

UNIT 18

Movies

Cette unité sera l'occasion d'une ouverture culturelle. Comme le souligne le B.O. spécial n° 2 du 19 février 2009, « la dimension interculturelle est fondamentale dans l'apprentissage d'une langue vivante. »

Dans cette perspective, l'unité 18 pourra être l'occasion de travailler dans le cadre d'un **travail interdisciplinaire** (lettres/anglais) puisque nous abordons ici le thème du cinéma qui peut donner lieu à un projet en lien avec les objets d'étude : « Au XX^e siècle, l'homme et son rapport au monde à travers la littérature et les autres arts » et « La parole en spectacle. » Au travers de tâches de communication en lien avec différents événements culturels, cette unité permet d'acquérir les connaissances culturelles et linguistiques suivantes :

- *Se cultiver et se divertir* (films, acteurs et actrices...);
- *S'informer et comprendre* (la musique au cinéma);
- *Sensibilisation aux variétés linguistiques* (anglais britannique / anglais nord-américain);
- *Rendre compte d'expériences* (present perfect);
- *Donner son avis* (expression de la subjectivité).

SPOTS / FINAL TASK

	Les activités	Les bonus à télécharger	Training / Sounds Good!
SPOT 1 Let's Have a Great Time! Comprendre des commentaires sur un film (CO – B1)	Deux activités courtes (A et B) pour amener les élèves à comprendre des commentaires sur des films	WORD CARD Movie Props Cette fiche illustrée permet d'acquérir du lexique en associant les personnages célèbres et leurs accessoires et propose des exercices supplémentaires.	Training ex. 1, 2 et 3
SPOT 2 How Much do you Know about Johnny Depp? Demander ou donner des informations sur des célébrités (EOI – B1)	Deux activités courtes d'entraînement à l'oral (C et D) pour amener les élèves à échanger des informations à propos de la carrière d'acteurs et d'actrices célèbres	ONLINE TRAINING Film Locations Quiz	Training ex. 4 et 5
SPOT 3 Synopsis Rédiger une fiche et un résumé sur un film (CE et EE – B1)	Un travail progressif de compréhension de deux fiches et synopsis au sujet de 2 films différents qui amènera l'élève à rédiger des documents similaires.	ONLINE TRAINING Who is this Actor? Blockbusters	Sounds Good! Anglais britannique / Anglais américain
SPOT 4 And the winner is... Comprendre un discours de remerciements (CO – B1)	Vidéo disponible via: - le flash code - l'URL - sur le compte YouTube des éditions Foucher	ONLINE TRAINING Oscar Winning Speech Fiche VIDEO TIME complète U18_Winning Speech01_ANG: avec consignes en anglais U18_Winning Speech02_FR: avec consignes en français U18_Winning Speech03_COR: avec le corrigé Elle permettra aux élèves de travailler directement sur la fiche tout en visionnant la vidéo (travail en classe entière avec vidéo projecteur ou travail individuel sur poste info).	
FINAL TASK 18 Create an Online Quiz about Movies (EE – B1)	Cette tâche finale sera réalisée en petits groupes ou individuellement étape par étape.	FTF18.doc	

Se préparer aux différentes parties du CCF et travailler les stratégies nécessaires aux apprentissages en EOC, EOI et CE.

		Supports utilisés
CCF PREP 35	Partie 1 S'exprimer à partir de mots-clefs	Audio Écrit
	Partie 2 Répondre à des questions concernant un film.	Audio Écrit
CCF PREP 36	Partie 3 Comprendre un article sur la musique au cinéma. Répondre aux questions de compréhension et acquérir une démarche pour comprendre l'article.	Texte: The Importance of Music in Films

Page 201 – Ouverture de l'unité

Cette page est l'occasion de présenter un acteur et une actrice qui sont devenus des icônes du cinéma international. Elle donne aussi des exemples de questions et de réponses possibles pour l'élaboration du questionnaire en ligne que les élèves devront réaliser pour la tâche finale.

1 Select the right answers about Daniel Craig and Jennifer Lawrence. Listen and check.

CD4 Track 12

TV Host: Valerie, you have 40 seconds to answer four questions in a row correctly. Valerie, on Daniel Craig, your time starts now... When was Daniel Craig born?

Valerie: On 2 March 1968.

TV Host: Correct. Who was Daniel Craig's co-star in the 2004 film *Layer Cake*?

Valerie: Sienna Miller.

TV Host: Correct. What's his daughter's name?

Valerie: Ella.

TV Host: Correct. What was the first James Bond film he acted in?

Valerie: Casino Royale.

TV Host: Casino Royale is the correct answer. Four in a row! Well done, Valerie, well done!!!

Now Paul, it's your turn. Which category will you choose? Europeans, Technology or Jennifer Lawrence?

Paul: Jennifer Lawrence.

TV Host: Paul, would you come and join me? On Jennifer Lawrence, Paul, we're putting 40 seconds on the clock for you now. There it goes— you have those 40 seconds to correctly answer four questions in a row on Jennifer Lawrence. Paul, on Jennifer Lawrence your time starts now. Has Jennifer Lawrence ever acted in a TV series? If so, give one title.

Paul: Yes, in Cold Case.

TV Host: That's correct. What character did she play in Hunger Games?

Paul: Katniss Everdeen.

TV Host: Correct. What award did she win in 2012?

Paul: The Oscar for Best Performance by an Actress in a Leading Role in the film Silver Linings Playbook.

TV Host: Correct. Which leading role did Jennifer Lawrence audition for, but not get?

Paul: Bella in Twilight.

TV Host: Bella in Twilight is the correct answer. Four in a row! Well done, Paul, well done!!!

Jennifer Lawrence

a. 2012

b. Katniss Everdeen

c. *Cold Case*

d. Bella

Daniel Craig

e. 2 March 1968

f. Sienna Miller

g. Ella

h. *Casino Royale*

Page 202 – SPOT 1 Let's Have a Great Time!

ACTIVITY A / What's On at the Cinema?

1 Listen to the radio spots and select the right information.

CD4 Track 13

Film Spot 1: From director Alfonso Cuarón, Warner Bros presents Gravity, starring George Clooney and Sandra Bullock. Critics call it a systematic masterpiece. The suspense factor here is really, really high until the very end. It is undoubtedly the film of the year. See it in 3D in US cinemas July 12.

Film Spot 2: From the director of Romeo + Juliet and Moulin Rouge, adapted from Francis Scott Fitzgerald's brilliant novel, sensationally entertaining, The Great Gatsby is wonderfully played by Leonardo Di Caprio. The Great Gatsby is the most romantic film of the year. Featuring music from Jay-Z and Beyoncé. In cinemas May 16.

Gravity = Sci-Fi / Sandra Bullock / George Clooney / Exciting / Alfonso Cuarón.

The Great Gatsby = Love Story / Leonardo Di Caprio / Festive / Baz Luhrmann.

2 Listen again and say if the following statements are true or false.

a. False. Gravity will be released on **July 12**.

b. True.

c. False. Gravity is a **systematic masterpiece**.

d. True.

SPOTLIGHT

Les verbes sont conjugués au *present perfect*.

Traduction des énoncés :

a. Je n'ai jamais vu de mauvais films.

b. *Spectre* est le plus mauvais James Bond que j'ai vu.

c. J'ai déjà vu de bons films d'action.

d. Je viens juste de voir un bon film.

L'énoncé d « I've just seen... » signifie « je viens de voir... ».

3 Listen, then match the names and the movies.

CD4 Track 14

Four people are giving their opinions after having seen a film at the cinema.

Zoe: I've just seen the biggest turkey of the year – *the Gunman*. And yet I love Sean Penn! He co-wrote and co-produced it, and it's an expensive misfire – poor him!

Matt: I've just watched *Tomorrowland*. It was supposed to be the greatest Walt Disney of the century but, actually, it is a total flop! I've never seen such a bad film, really.

Rebecca: I've just seen *Spectre*. Wow! It was awesome. For me, Daniel Craig is definitely the best Bond actor I've ever seen. What a performance! I loved the soundtrack too.

Ian: I've already seen good animation films but *Inside Out* is definitely the best picture I've ever seen! The story is emotionally witty. It's truly amazing. I highly recommend it.

- a. Zoe = the Gunman.
- b. Matt = Tomorrowland.
- c. Rebecca = Spectre.
- d. Ian = Inside Out.

TASK 1

5 Listen and find the information about the films. Take notes.

CD4 Track 15

Film 1: Today, I'm going to talk about *Wild Card*, an action film released this week in cinemas. Sometimes it is hard to understand why movies get such bad reviews and low ratings. The plot may be not original but I really enjoyed this movie. Jason Statham gives one of his best performances in it. He plays the role of a Las Vegas bodyguard wonderfully. And the soundtrack works brilliantly!

Film 2: I've just watched *Avengers Age of Ultron*. Honestly speaking, I've never seen such a bad superhero movie! I really think so even if Robert Downey Jr. brilliantly plays the role of Iron Man. The director– Joss Whedon –has made the worst film of the year, really. The script feels unorganized and there are too many useless characters. However, the film does have some spectacular visual fight scenes.

Réponses possibles

Avengers Age of Ultron

She has just seen a superhero movie called *Avengers The Age of Ultron*. The film was directed by Joss Whedon. Robert Downey Jr brilliantly acts the lead role of Iron Man. Yet, she thinks that it is a bad film because there are too many characters and the script feels unorganized.

Wild Card

He has just watched an action film. Its title is *Wild Card*. It tells the story of a Las Vegas body guard played by Jason Statham. He liked the film very much because of the actor. He also found the soundtrack good.

Page 203 – SPOT 2 How Much Do You Know Johnny Depp?

ACTIVITY C / The Chameleon

6 Look at the photo. Match the sentences and the elements of the picture.

- a. 4 b. 3 c. 2 d. 1

7 Read the information and answer the questions.

- a. Johnny Depp's real name is John Christopher Depp II.
- b. He was born on June 9, 1963 in Owensboro, Kentucky.
- c. Yes, he has. He has won more than 30 awards.
- d. Yes, he has. He played the role of a villain in *Sweeney Todd*.
- e. *Réponse possible* : Johnny Depp lived with the French singer and actress Vanessa Paradis for many years. They had 2 children: Lily-Rose Melody and Jack.

ACTIVITY D / A Real Fan

8 Listen to the interview and answer the questions.

CD4 Track 16

Journalist: Hi! Today I'm testing how much people know about Johnny Depp. Would you mind answering my questions?

Fan: That's OK. I'm a big fan of Johnny Depp!

Journalist: Have you already seen his latest film?

Fan: Yes, I have. It is definitely his best performance ever.

Journalist: When did he start his acting career?

Fan: Well, actually, he started in 1984 with Wes Craven's horror film, *A Nightmare on Elm Street*.

Journalist: Has he already acted in a TV series?

Fan: Yes, he has. He was in *21 Jump Street* from 1987 to 1991.

Journalist: Has he ever been married?

Fan: Yes, he has, twice; to Lori Ann Allison from 1983 to 1986 and to Amber Heard since 2015.

Journalist: Has he ever been directed by Woody Allen?

Fan: No, he hasn't. Depp's favourite director is definitely Tim Burton.

- a. Yes, I have.
- b. He started his acting career in 1984 with Wes Craven's horror film, *A Nightmare on Elm Street*.
- c. He has already played in *21 Jump Street* from 1987 to 1991.
- d. Yes, he has – twice : to Lori Ann Allison from 1983 to 1986 and to Amber Heard since 2015.
- e. No, he hasn't.

SPOTLIGHT

Ces questions servent à interroger sur les expériences.

On utilise EVER lorsqu'on veut savoir si quelqu'un a **déjà** fait quelque chose une fois dans sa vie alors qu'avec ALREADY on interroge sur l'accomplissement de l'action sur un temps plus limité.

Pour répondre OUI :

Yes, S/He has. Yes, I/you/we/ they have.

Pour répondre NON :

No, S/He hasn't. No, I/you/we/they haven't.

9 Work In pairs. Ask and answer questions about Johnny Depp.

Réponses libres.

Les élèves réutilisent les questions et les réponses des activités C et D.

TASK 2

10 Work in pairs. Ask and answer questions about your partner's actor/actress.

Take notes and guess the celebrity's name (Pages 271 et 274)

Dialogue possible

Is it a man or a woman? It's a man.

What's his nationality? He is an American actor.

When was he born? He was born on 18 July, 1967.

Has he ever been directed by Rob Marshall? No, he hasn't.

Has he ever played with Johnny Depp? No, he hasn't.

How many awards has he won? He has won 6 awards.

Has he ever played in a horror movie? No, he hasn't.

Has he ever been to Cannes Festival? Yes, he has for *Fast and Furious*.

Page 204 – SPOT 3 Synopsis

ACTIVITY E / Two Hits

1 Read the information cards and answer the questions.

- The two films presented are: *The Fault in Our Stars* and *Paranormal Activity – The Ghost Dimension*.
- The Fault in Our Stars* was released on August 20, 2014 in France. *Paranormal Activity* was released on October 20, 2015 in France.
- Gregory Plotkin is the director of *Paranormal Activity*.
- The Fault in Our Stars* is a drama.

2 Read the synopsis and find the English equivalents.

TEXT 1: a. fall in love.

b. acerbic wit.

TEXT 2: c. record

d. behave

3 Say if the following statements are true or false. Correct them when they are false.

- False = Hazel is sixteen years old.
- True.
- False = Ryan Fleece has one daughter.
- False = Ryan's daughter Leila behaves weirdly.

4 Complete the following sentences.

- a. *Paranormal Activity* is a **horror** film. It was released in France **on October 20, 2015**. The story is about **a family who is preparing** for Christmas. The little girl named **Leila starts behaving** strangely. For example she **begins talking to an imaginary friend**.
- b. *The Fault in our Stars* is a **drama**. It was directed by **Josh Boone**. The leading actors are **Shailene Woodley and Ansel Elgort**. It was a big hit, since they got **19 awards**. It tells the story of **two teenage cancer patients in love who escape to meet their favourite book writer**.

TASK 3

5 Choose a film. Make an information card and write the synopsis.

Réponse libre.

Page 205 – SPOT 4 And the Winner Is...

VIDEO TIME A Winning Speech

PART 1-2

I'm honored to salute the exceptional performances given by the five outstandingly talented women nominated for Best Actress in a Supporting Role. Three of them are first-time nominees. All of them are absolutely stunning. Here are the nominees: Sally Hawkins – Blue Jasmine. Jennifer Lawrence – American Hustle. Lupita Nyong'o – 12 Years a Slave. Julia Roberts – August: Osage County. June Squibb – Nebraska. And the Oscar goes to... Lupita Nyong'o.

PART 1-3

Thank you to the Academy for this incredible recognition. It doesn't escape me for one moment that so much joy in my life is thanks to so much pain in someone else's. And so, I want to salute the spirit of Patsey for her guidance and for Solomon – thank you for telling her story and your own. Steve McQueen, you charge everything you fashion with the breath of your own spirit. Thank you so much for putting me in this position. It has been the joy of my life. I'm certain that the dead are standing about you and watching and they are grateful and so am I.

PART 1-4

Chiwetel, thank you for your fearlessness and how deeply you went into telling Solomon's story. Michael Fassbender, thank you so much – you were my rock. Afre and Sarah, it was a thrill to work with you. Joe Walker – the invisible performer in the editing room: thank you. Sean Bobbit, Kalaadevi, Adruitha, Patty Norris – thank you, thank you, thank you – I could not be here without your work. I want to thank my family for your training. And the Yale School of Drama as well for your training. My friends – the Wilsons – this one's for you. My brother Junior sitting by my side. Thank you so much – you're my best friend and Ben – my other best friend, my chosen family. When I look down at this golden statue, may it remind me and every little child that no matter where you're from, your dreams are valid. Thank you!

PART 1 Watch the whole video.

1 Select the correct answers.

- a. The video shows: **a winner's speech.**
- b. Lupita Nyong'o wins the Oscar for: **Best Actress in a supporting role.**
- c. The winner plays in: **12 Years a Slave.**

2 Number (from 1 to 5) the different parts of the video in the order you see them.

- N° 1 a. The presenter announcing the nominees.
- N° 2 c. Some actors and actresses giving Lupita hugs.
- N° 3 b. The presenter giving the golden statue.
- N° 4 d. Lupita saying "thank you" to the film crew.
- N° 5 e. Lupita saying "thank you" to her family.

3 True or false?

	TRUE	FALSE
a. Lupita is wearing a long, white skirt.		X
b. She is sitting next to Brad Pitt.		X
c. Lupita looks really happy, moved and thankful.	X	
d. She is holding the Academy Award in her left hand.		X

PART 2 Watch the video from the beginning to 1:39.

4 Complete the script.

I'm honored to salute the **exceptional performances** given by the five outstandingly **talented women** nominated for Best Actress in a Supporting Role. **Three of them** are first-time nominees. All of them are absolutely stunning. **Here are** the nominees.

5 Match the nominees and their films.

- a/4. June Squibb → *Nebraska*
- b/5. Lupita Nyong'o → *12 Years a Slave*
- c/1. Julia Roberts → *August: Osage County*
- d/2. Sally Hawkins → *Blue Jasmine*
- e/3. Jennifer Lawrence → *American Hustle*

PART 3 Watch the video from 1:39 to 2:30.

6 Choose the right element.

- a. She plays the role of **Patsey.**
- b. She thanks Steve McQueen for putting her in this position.
- c. The dead must be **grateful.**

7 Number (from 1 to 4) the people Lupita gives thanks to.

- N° 4 = a. Steve McQueen
- N° 1 = b. The Academy
- N° 2 = c. Patsey
- N° 3 = d. Solomon.

PART4 Watch the video from 2:30 to the end.

8 Match the person she mentions and her specific thanks.

People mentioned:

People mentioned	Lupita's Thanks
f. My family	1. I want to thank (...) for your training. And the Yale School Drama as well for your training.
g. My friends – the Wilsons	2. – this one's for you.
h. My brother Junior and Ben my other best friend, my chosen family	3. Thank you so much – you're my best friend
c. Afre and Sarah	4. , it was a thrill to work with you.
e. Sean Bobbit, Kalaadevi, Adruitha, Patty Norris	5. – thank you, thank you, thank you – I could not be here without your work.
d. Joe Walker	6. – the invisible performer in the editing room: thank you.
b. Michael Fassbender	7. thank you so much – you were my rock.
a. Chiwetel	8. thank you for your fearlessness and how deeply you went into telling Solomon's story.

9 Match Lupita's thanks and the French translation.

- a. Merci pour ton courage et ton interprétation passionnée de l'histoire de Solomon. **Thanks N° 8**
- b. L'acteur invisible dans la salle de montage. **Thanks N° 6**
- c. Merci, merci, merci. Je ne pourrais pas être ici sans votre travail. **Thanks N° 5**
- d. Un grand merci à toi. Tu as été mon pilier. **Thanks N° 7**
- e. C'était passionnant de travailler avec vous. **Thanks N° 4**

10 Explain Lupita's last sentence (in French or English). Say it aloud with your heart.

"When I look down at this golden statue, may it remind me and every little child that no matter where you're from, your dreams are valid. Thank you!"

Lupita wants to focus on the fact that everyone can make their dreams come true and must do whatever they need to become what they want to be. It is a very positive message for anyone. Her sentence is a good example of the American Dream.

Pages 206/207 – TRAINING

1 Retrouvez les mots de la liste dans la grille ci-dessous.

Horizontalement : stage – director – performance – chorus – actor – scriptwriter – lyrics – subtitled – trailer soundtracks – awards – actress – dubbed.

En diagonale : screen

2 Complétez les énoncés avec *ever, never, just* ou *already*.

- a. Have you **ever** been to a music festival?
- b. I have **never** travelled to the USA because I don't like planes.
- c. Have you seen Peter? Yes, he has **just** gone to meet Kheira at the movie theatre.
- d. This group has **never** played in France so we have **already** booked our concert ticket.

*Pour aider les élèves à acquérir du lexique concernant les accessoires associés aux personnages de films, téléchargez la fiche illustrée **Movies Props** qui propose également des exercices supplémentaires (travail en autonomie possible – utilisable dans le cadre d'une pédagogie différenciée)*

3 Complétez à l'aide du participe passé des verbes entre parenthèses.

- a. The movie has not **been released** in France yet.
- b. Have you ever **won** a radio quiz? Never!
- c. They have not **decided** what film they'll watch next weekend.
- d. Have you ever **met** a movie star? Yes, I came across Vanessa Paradis in Paris last year.

4 Répondez aux questions suivantes par oui ou par non.

- a. Yes, I have.
- b. No, she hasn't.
- c. Réponse libre selon l'expérience de l'élève
- d. Yes, he has.

5 Reliez la question à la réponse correspondante.

- a. 3
- b. 1
- c. 4
- d. 2
- e. 5

Téléchargez trois exercices supplémentaires (ONLINE TRAINING exercices 52, 53 et 54) pour aller plus loin et varier vos activités. Travail en autonomie possible. Utilisable dans le cadre d'une pédagogie différenciée.

SOUNDS GOOD!

A Écoutez les deux prononciations de chaque mot et distinguez l'accent britannique de l'accent américain.

CD4 Track 17

Accent britannique	Accent américain
1. Saturday	2. Saturday
4. Party	3. Party
6. What about	5. What about
7. Centre	8. Center
9. Interview	10. Interview
12. Internet	11. Internet

B Répétez les mots. Repérez les différences, puis complétez le résumé ci-dessous.

En anglais **américain** la lettre **t** se prononce **/d/** lorsqu'elle se situe entre deux voyelles.

En anglais **américain** la lettre **t** ne se prononce pas après le son **/n/**.

PARTIE 1 S'exprimer à partir de mots-clés

1 Écoutez ces débuts d'exposés au sujet d'acteurs et de films célèbres et sélectionnez les mots-clés sélectionnés.

CD4 Track 18

Khaled: Today, I'm going to talk about Jennifer Lawrence. She's my favourite American actress. Jennifer was born on August 15, 1990. She is 1.75 metres tall. Her career began in 2008 when she played the role of Tiff in *Garden Party*. In 2012, she received the Academy Award for Best Actress.

Cira: Today, I've chosen to present my favourite movie. *Charlie and the Chocolate Factory* is an adventure film. It was directed by Tim Burton and released in 2005. The leading actor is Johnny Depp in the role of Willy Wonka. This film lasts 115 minutes. It was a big hit, and they won 12 awards.

Khaled

a. 08-15-1990 b. 1.75 metres c. Garden Party d. Academy Award.

Cira

e. 2005 f. Willie Wonka g. 115 minutes h. 12.

2 Associez les mots-clefs de l'exercice 1 aux catégories suivantes.

a. First Film = c. c. Main character = f. e. Release date = e. g. Running time = g.
b. Awards = d. d. Date of birth = a. f. Height = b.

3 Présentez l'acteur à partir des mots-clés ci-dessous.

Today, I'm going to talk about Michael Fassbender. He's my favourite actor. Michael Fassbender was born on April 02, 1977. He is 1.83 metres tall. His career began in 2006 when he played in 300. He played the role of Edwin Epps in 12 years a slave. In 2016, he acted in X-Men: Apocalypse. He has already won 58 awards.

PARTIE 2 Répondre à des questions concernant un film

4 Répondez aux questions enregistrées en utilisant la fiche ci-dessus.

CD4 Track 19

- What's the original title of the movie?
- When was it released in France?
- How long does it last?
- Who is the director?
- What are the names of the scriptwriters?

- The original title of the movie is *The Hobbit: The Battle of the Five Armies*.
- It was released in France on 10 December 2014.
- It lasts 144 minutes.
- Peter Jackson is the director.
- The scriptwriters are Fran Walsh and Philippa Boyens.

5 Par deux, posez d'autres questions sur le film et répondez-y.

- Questions possibles : What kind of film is it? Is it a French film? Who are the main actors? Have they won any awards?

Page 209 – CCF PREP 36 Partie 3

PARTIE 3 Comprendre un article sur la musique au cinéma

Répondez aux questions.

1. Il s'agit d'un article qui parle de l'importance de la musique au cinéma en donnant l'exemple précis d'un film américain, *Dark Victory*, tourné en 1939.
2. Bette Davis était une actrice très célèbre d'Hollywood en 1939.
3. Il est question de la dernière scène du film lorsque le personnage qu'incarne Bette Davis monte lentement un grand escalier alors que sa vue commence à vaciller.
4. Max Steiner était le compositeur de la musique du film *Dark Victory*.
5. Bette Davis n'était pas d'accord pour que Max Steiner participe au film parce qu'elle craignait qu'il ne lui vole la vedette.
6. Finalement Bette Davis et Max Steiner ont tous les deux été nommés aux Oscars.

Votre démarche pour comprendre l'article.

Le **paratexte** (titre et image) nous aide à comprendre que le texte aborde le thème de la musique au cinéma en parlant d'un film « ancien » dont le rôle principal est tenu par une jeune femme.

Les **mots transparents** : melodrama – tragic – tumour – finale – moment – film – talented – composed – revolutionary – fans – gorilla – value – musical – ignored – nominations – created – scene – demonstrates – Importance – music – .

Les **mots liés à la musique et au cinéma** : Hollywood – melodrama – starred – character – Academy Award – director – scoring – film – composed – score – soundtrack – fans – musical score – a performance – Oscar nominations – scene – music – audiences.

Page 210 – FINAL TASK 18 Create an Online Quiz about Movies

Cette tâche finale sera réalisée en petits groupes ou individuellement étape par étape.

Pour gagner du temps et permettre aux élèves de travailler en autonomie, téléchargez la fiche à compléter et photocopiez-la pour chaque groupe ou chaque élève.

Cette fiche reprend les rubriques de la fiche page 210 du manuel mais est beaucoup plus détaillée, ce qui facilitera le travail des élèves:

Nom du fichier : FTF18.doc

Culture Blog

Supertalls and Megatalls

Page 211

1. The Walk

1 Read “The Walk” and say in French what you have understood.

En 1974, le funambule français Philippe Petit a marché sur un fil reliant les deux Tours jumelles de Manhattan, à une hauteur de 137 m du sol. Dix ans plus tard, le réalisateur américain Robert Zemeckis déclare qu’un jour, il fera un film basé sur cette histoire.

Le film *The Walk* est sorti en octobre 2015 et l’acteur principal, Gordon Levitt, s’est entraîné avec Philippe Petit à marcher sur un fil situé à 3 mètres du sol.

The Walk est une lettre d’amour destinée aux villes de Paris et New York des années 70, mais aussi et surtout, elle est destinée aux Tours jumelles, en hommage aux 2052 victimes des attentats du 11 septembre 2001.

2 Imagine a title for the photo.

Expression personnelle.

2. The One World Trade Center

1. Listen and Complete with the information you hear.

CD2 Track 41

One World Trade Center: New York’s global icon

One World Trade Center, also known as 1WTC, is the tallest skyscraper in the Western hemisphere. It is located in New York City, in the District of Manhattan. The building shares its name with the Twin Towers that were destroyed on September 11th 2001.

1WTC was mainly designed by David Childs and David Libeskind. It took 7 years from April 2006 to May 2013 to build it. The grand opening took place on November 3rd 2014. The super tall tower is 541m tall; it is made up of 104 floors which are served by 73 lifts and its cost amounted to \$3.9 billion.

The One World Trade Center

Other name: 1WTC

Country: the USA

District: Manhattan (NYC)

Length of construction: 7 years

Grand opening: November 3rd 2014

Architects: *David Childs; Daniel Libeskind*

Total height: 541 m

No of floors: 104

No of lifts: 73

Cost: \$3.9 billion

2. Find on the internet information about the future Megatalls: *Djeddah Tower*; *Wuhan Greenland Center*; *Nordstrom Tower*.

Recherche personnelle et expression libre

3. Swim on Top of the World

Listen and correct the wrong information.

CD4 Track 21

Swim on Top of the World!

Imagine yourself swimming in the largest infinity pool in the world! The Sands Sky Park pool is as large as three football fields and is located on top of a hotel named Marina Bay Sands. The hotel's customers report that if you swim to the pool's edge, it feels as if you are about to fall off the top of the world.

The Marina Bay Sands Hotel was designed by architect Moshe Safdie and opened in 2011. It is made up of three 55-floor towers surmounted by a one-hectare terrace. From this terrace, you can see the city of Singapore and the beautiful parks of the Bay.

a. The Sands Sky Park pool is the largest and highest pool in the **USA**.

The Sands Sky Park pool is the largest and highest pool in **the world**.

b. This pool is as big as **a** football field.

This pool is as big as **three** football fields.

c. It is located on a terrace on top of the Marina Bay Sands Hotel. **(correct)**

d. The hotel was designed by architect Moshe Safdie and opened in 2011. **(correct)**

e. This hotel is composed of **two** 55-floor towers.

This hotel is composed of **three** 55-floor towers.

f. Marina Bay Sands Hotel is located in Singapore and is surrounded by beautiful parks. **(correct)**

QUIZ

Tick the right answers. Listen and check.

CD4 Track 22

1. A Megatall is a building exceeding 600 metres.

2. The construction of the 1WTC required 1,000 workers.

3. The 1WTC's height (1,776 ft.) recalls the USA's date of Independence.

4. The tallest skyscraper in the world (Burj Khalifa) is located in Dubai (United Arab Emirates).

5. In the 2011 film Mission: Impossible – Ghost Protocol, 10 floors of Burj Khalifa are climbed by Tom Cruise.

1-C

2-B

3-B

4-A

5-C

UNIT 19

Ready To Work

Cette unité en lien avec le domaine professionnel pourra être mise en œuvre après la dernière période de formation en entreprise. Elle pourra permettre aux élèves de se préparer à rentrer dans le monde du travail (CV – Présentation avec vidéo, etc.)

Elle pourra aussi être utilisée dans le cadre d'un travail interdisciplinaire (enseignement professionnel – anglais).

Au travers de tâches de communication en lien avec l'entrée dans le monde du travail, cette unité permet d'acquérir les connaissances culturelles et linguistiques suivantes :

- *Étudier et travailler* (emploi et mobilité) ;
- *Identifier l'accentuation* (dans les noms composés) ;
- *Qualifier* (noms composés).

SPOTS / FINAL TASK

	Les activités	Les bonus à télécharger	Training / Sounds Good!
SPOT 1 Profiles Comprendre des informations professionnelles (CO – B1)	Deux activités courtes (A et B) pour préparer les élèves à comprendre des informations sur des compétences professionnelles, des diplômes.	ONLINE TRAINING Workplaces, Elementary Tasks ONLINE TRAINING Work Placements / Internships	
SPOT 2 Personal Data Présenter une personne et son CV (EOC – B1+)	Une activité (Activity C) pour donner aux élèves les outils de présentation d'une personne à partir des informations fournies par son CV.	ONLINE TRAINING Definitions	Sounds Good! Accentuation des noms composés Training ex. 2, 3, 4 et 5
SPOT 3 Job Offers Comprendre / répondre à une petite annonce (CE et EE – B1)	Un travail progressif de compréhension des informations pertinentes d'une petite annonce (Activity D) Un travail méthodologique pour la rédaction d'une réponse à une petite annonce (Activity E)	WORD CARD A Formal letter Cette fiche permet de comprendre la présentation d'une lettre commerciale et ses rubriques.	
SPOT 4 Useful Tips Comprendre un reportage vidéo sur les spécificités d'une entreprise (CO – B1)	Vidéo disponible via: – le flash code – l'URL – sur le compte YouTube des éditions Foucher	Fiche VIDEO TIME complète U19_Snagajob_ ANG: consignes en anglais U19_Snagajob_FR: consignes en français U19_Snagajob_COR: corrigé	
FINAL TASK 19 Make a personal and professional Presentation with a Video (EE et EOC – B1+)	Cette tâche finale sera réalisée individuellement étape par étape.	FTF19.doc	

CCF PREP

Se préparer aux différentes parties du CCF et travailler les stratégies nécessaires aux apprentissages en EOC, EOI et CE.

		Supports utilisés
CCF PREP 37	Partie 1 Présenter un bilan personnel après un stage	Audio : présentation d'énoncés de présentations personnelles
	Partie 2 Répondre à des questions personnelles	Appariement de questions. Pair work
CCF PREP 38	Partie 3 Comprendre un article donnant des conseils Répondre aux questions de compréhension et acquérir une démarche pour comprendre l'article.	Texte : CV Tips For School Leavers

Page 213 – Ouverture de l'unité

Cette page présente ce que peut faire un jeune après les examens, pour sa recherche d'emploi.

1 Answer questions about Jane.

- Where did she study? (She studied) in a Vocational College.
- What happened to her in June? She finished her studies.
- What does she want to do now? She wants to find a job / She wants to work.

2 Complete the captions with the following words. Listen and check.

CD4 Track 23

I'm Jane Moore and I finished my studies at vocational college last June. Now I'm ready to work.

I'm going to answer specific ads and send an application letter.

I'm writing my CV to present who I am with all my skills, qualifications, hobbies and interests. And afterwards I hope the companies will contact me for job interviews.

I am going to answer specific **ads** and send **an application letter / a cover letter**.

I am writing my **CV / Curriculum Vitae** to present who I am with all my skills, qualifications, hobbies and interests.

And afterwards I hope the companies will contact me for a **job interview**.

Page 214 – SPOT 1 Profiles

ACTIVITY A / At the Careers Center

1 Listen and select the information corresponding to each person.

CD4 Track 24

Counsellor: OK Derek. Now, let's check what you can and can't do... Err. You've qualified in business studies, is that right?

Derek: More precisely, I've qualified as a department store or hypermarket salesperson.

Counsellor: So you know how to check the delivery of goods, and display them in the store...

Derek: Yes, I do.

Counsellor: No problem with the cash desk?

Derek: Well I can work at the cash desk: cheques, cash or credit cards.

Counsellor: Can you be part of a team?

Derek: Yes, of course. It's important to be part of a team.

Counsellor: OK. And what about IT?

Derek: I am okay with Word and Excel. And I know how to use PowerPoint.

Counsellor: Thank you, Derek. Go and see my colleague, just next door. Now, what about you, Geoffrey? Can you use IT?

Geoffrey: Yes I can... Of course! I'm no geek but I know Word, and Excel.

Counsellor: Can you use CAD software?

Geoffrey: No I can't... It's too specific.

Counsellor: OK. Sorry for my question. You aren't in the wood sector... You're in Tourism and Catering. Is that right?

Geoffrey: Yes that's it; I'd like to be a chef.

Counsellor: Can you organise different types of menus?

Geoffrey: Yes, I can work out menus. I can also prepare Grande Cuisine dishes..

Counsellor: What about teamwork?

Geoffrey: I like working in a team.

Counsellor: OK. Thank you, Geoffrey. Now, Jason, you're qualified in woodwork, is that right?

Jason: Yes, that's right; I'm a joiner.

Counsellor: Alright then. Any IT skills?

Jason: Yes, I can work with Excel, PowerPoint, Word and also specific software like CAD.

Counsellor: What specific tasks can you do?

Jason: I can assemble doors, windows, wood panels...

Counsellor: Any machinery?

Jason: I'm able to work with automated machines.

Counsellor: Can you work in a team?

Jason: Of course I can. That's very important in a workshop.

Counsellor: Thank you, Jason.

		Derek	Geoffrey	Jason
IT skills	Knows Word and Excel software.	x	x	x
	Is able to work with CAD software.			x
	Is good with PowerPoint.	x	x	x
Technical skills	Can work out different types of menus.		x	
	Can prepare Grande Cuisine dishes.		x	
	Can work at a cash desk.	x		
	Is able to check and display goods.	x		
	Is able to assemble wood panels, doors and windows.			x
	Can work with automated machines.			x
Other skills	Can work in a team.	x	x	x

2 Listen and select Derek's answers.

CD4 Track 25

Counsellor: Now let's see what you can do with languages, Derek. Mother tongue, English and...

Derek: ...Ha ha! Yes, it's English: I'm a native speaker...

Counsellor 2: Of course, I can hear that! Can you speak any foreign languages?

Derek: Well I can speak Spanish: I am good at listening and I can say I am fluent when I have to speak. Writing is average and reading is good.

Counsellor 2: Right. Another foreign language?

Derek: No, sorry... None... No French, no German, no...

Foreign language 1: Spanish

Listening: good

Speaking: fluent

Writing: average

Reading: good

Foreign language 2: None

3 Using all the information above, say what Derek is able to do.

Reprise des éléments des activités 1 et 2 se rapportant à Derek.

Concernant les langues étrangères (cf. activité 2), on pourra attendre :

Derek can speak Spanish ; he is good at listening and reading ; his writing is average. He can't speak any other foreign language.

ACTIVITY B / Qualifications

4 Listen to Stéphane and say what qualifications he has got.

CD4 Track 26

I've got a C.A.P. in Cabinet-Making; in English, that's the equivalent of NVQ Level 1. I don't have a B. E. P. or a BTEC – First Diploma, because there is no such qualification in Cabinet-Making. I have a BTEC National or *Bac professionnel*. Next year, I am going to study for a B.T.S.

In Britain, the equivalent is BTEC HND. There is no D.U.T. or "Diploma of Higher Education" for me in Cabinet-Making. But there are other special qualifications in my professional field.

Stéphane has a CAP (NVQ Level 1) and a Bac professionnel (a BTEC National).

He is going to prepare a BTS (BTEC HND).

TASK 1

5 Listen to Mr Jones, a hotel manager, asking questions about Stella MacGregor, an applicant for the position of a receptionist at the hotel. Go to page 272.

CD4 Track 27

Mr Jones: So the next candidate is Stella MacGregor.

Secretary: That's right. Stella is from Glasgow.

Mr Jones: OK. How old is she?

Secretary: She's 22.

Mr Jones Is she married?
Secretary: No, she's single.
Mr Jones Excellent... Well, where did she study?
Secretary: At Perth College, in the Business Department. She graduated in June 2016, with a Diploma of Higher Education in Business Studies. She's also got a BTEC National.
Mr Jones: Can she speak any foreign languages?
Secretary: Stella said she studied German at school. So she can understand a little. But she is good at French. She was an au pair in Poitiers in the summer holidays for three years running.
Mr Jones That's a good thing; we have a lot of French tourists in the area. What else can she do?
Secretary: She knows Word and Excel, and...
Mr Jones OK. Well, contact her: let's fix a date for an interview... Who is next?
Secretary: Jim MacMillan, from Stirling...

GLENEAGLES HOTEL

Applicant: Stella MacGregor

Age	22
Home city	Glasgow
Marital status	single
Qualifications	Diploma in Higher Education in Business Studies + BTEC National
Language(s)	French (good) – German (a little)
Skills	It (Word + Excel)
Others	An « au pair » in France for 3 years in summer

Page 215 – SPOT 2 Personal Data

ACTIVITY C / Mikael's CV

6 Make sentences:

a. to give Mikael's personal information:

Trois informations au choix parmi les informations suivantes.

He is 22 (en 2016). He is British and he is single. He lives in Perth, in Great Britain (Scotland).

His email address is murdoch.m14@gmail.com.

His phone numbers are 01738 675368 and 07887 423 745 for his mobile.

b. to present his qualifications: He has A levels and a HND in Business studies.

c. to present his work experience:

In 2014, he had a (4-week) work placement at General Accident.

From February to March 2015, he worked as an employee at Grant Distillers.

(In Summer 2013 and 2014, he had a seasonal job at Perth Railway Station).

d. to present the various tasks he performed:

He promoted the distillery products – he prepared advertising leaflets – He worked on a promotional campaign.

(His summer tasks were different: a tour guide + a railway station office clerk)

e. to give information about his skills and interests:

He can use Word, Excel and Power Point/ He can speak French and Spanish. / He likes music, cinema and sports.

SPOTLIGHT

Composition d'un nom composé : au moins deux noms (substantifs).

La marque du pluriel se trouve sur le dernier élément du nom composé.

Nombre – (tiret) + substantif (nom) toujours au singulier.

L'élément le plus important est le dernier élément du nom composé.

Il sera traduit en premier.

Traductions : La caisse du magasin – un stage de 4 semaines – la technologie de l'informatique – des panneaux particuliers en bois – des entretiens d'embauche.

TASK 2

7 Present Melanie Cooper orally. Her resume is on page 272.

Présentation orale à faire sur le même modèle que l'activité 6.

Page 216 – SPOT 3 Job Offers

ACTIVITY D / An Online Ad

1 Select the right answers.

- a. This document comes from: **a website.**
- b. It is: **a job offer.**

2 Find the English equivalents for:

- a. *s'assurer* : ensuring (ensure)
- b. *des exigences* : requirements
- c. *disponibilité des marchandises* : stock availability
- d. *fraies de livraisons* : delivery charges
- e. *tenir à jour* : updating (update)
- f. *jours fériés* : Bank Holidays

3 Answer the questions.

- a. What job is offered?
A sales administrator assistant (to a manager)
- b. What do you phone the customers for?
To answer the customer enquiries.
- c. What IT skills are required?
Word and Excel mainly.
- d. How many working days per week are required?
Five days (from Monday to Friday).
- e. Are there holidays?
Yes, 21 days per year plus Bank Holidays.

ACTIVITY E / An Online Application

4 Complete this email with the given information in the right places and your personal information.

Dear Sir or Madam,

I am interested in your ad ID 1127321114, for the position of a **sales administrator assistant**. I have got a degree in information personnelle and I am information personnelle years old. I would like to know some more information about the **working hours** and the salary. I am ready for an interview for this job; you can contact me by phone or by **email**. Here are my personal numéro de téléphone personnelle and adresse électronique personnelle. I attach my CV.

I hope to hear from you soon.

Yours sincerely

Name: Information personnelle

TASK 3

5 Select an ad from pages 273 and 274. Write an answer to apply for the position and to ask for some more information.

Exercice ouvert, en fonction du domaine professionnel des élèves.

Page 217 – SPOT 4 Useful Tips

VIDEO TIME Snag a Job

0:00 Welcome to the Snagajob YouTube Channel!

0:04 You'll notice we specialize in finding hourly-paying jobs and it looks like there are a lot in your area!

0:08 We've got part-time, full-time, teen, seasonal, restaurant, retail, hospitality, office, warehouse, entry-level, automotive, customer service jobs...basically anything you can imagine.

0:20 As a Snagajob member you now have access to tons of articles with tips and tricks to get you hired.

0:25 In fact, if you ever have a question, just reach out to a job-search coach on our Facebook page. We'll hook you up.

0:31 Whether you're looking for your very first job, or a full-time position or something to make a little extra cash, you've come to the right place.

0:37 Quick insider tip – Your next job may be right at your fingertips.

0:40 Download our app today and you could be a few taps away from getting hired.

Good luck!

PART 1 Watch the whole video.

1 Choose the correct information.

- a. The video presents young people.
- b. There is/are several speakers.
- c. The video is about job offers.

PART 2 Watch the video from the beginning to 0:03.

2 Complete the missing information about the speaker.

- a. Name: Kim Costa
- b. Profession: Job search coach

3 Answer the question.

What does she say? Welcome to the Snagajob YouTube Channel

PART 3 Watch the video from 0:04 to 0:07.

4 Complete the script with words from the list below:

You'll notice we **specialize** in finding hourly-paying **jobs** and it **looks like** there are a lot in your area!

PART 4 Watch the video from 0:08 to 0:19.

5 Match the speakers and the subjects they present.

	Part-time	Full-time	Teen	Seasonal	Restaurant	Retail	Hospitality	Office	Warehouse	Entry-level	Automotive	Customer service
Female speaker	x		x		x			x	x		x	x
Male speaker		x		x		x	x			x		

6 Answer the questions.

- a. What are the professional fields mentioned?

Restaurant, retail, hospitality, office, warehouse, automotive, customer service

- b. If someone is under twenty years old, is there a job for this person?

Yes, there is.

- c. In which category (categories) could you apply?

Réponse ouverte.

PART 5 Watch the video from 0:20 to 0:24.

7 Select the right words.

"As a Snagajob **member** you now have **access** to tons of **articles** with tips and tricks to **get you hired**".

PART 6 Watch the video from 0:25 to 0:36.

8 Listen to the first speaker and number her sayings in the right order.

4	we'll hook you up
1	in fact, if you have a question
3	on our Facebook page
2	just reach out to a job-search coach

9 Listen to the second speaker and complete the script.

Whether you're looking for your very first **job**, or a full-time **position** or something to make extra little **cash**, you've come to the right **place**.

10 Choose the right translation for:

- a. We'll hook you up: Nous vous connecterons
- b. extra little cash: un peu d'argent supplémentaire

PART 7 Watch the video from 0:37 to the end.

11 Complete the scripts with some of the following words.

- "Quick insider **tip** – Your next **job** may be right at your **fingertips**".
- "**Download** our app **today** and you could be a few taps away from **getting hired**".

12 Answer the questions.

- a. What information is shown on the screen? Google Play – Apple Store
- b. What does the last speaker say? Good luck.
- c. According to this video, is it difficult to find a job? Not really.
- d. What do you need to do? To get the app from Snagajob and get connected.

Pages 218/219 - TRAINING

1 Complétez la grille à l'aide des définitions suivantes.

2

1

S	K	I	L	L	S
---	---	---	---	---	---

I

3

W	O	R	K	P	L	A	C	E	M	E	N	T
---	---	---	---	---	---	---	---	---	---	---	---	---

5

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4

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7

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---	---	---	---	---	---

9

S	I	N	G	L	E
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11

10

S	A	L	A	R	Y
T			D		
I			S		
C					

12

A	P	P	L	Y
R				
E				

2 Associez les noms composés à leurs traductions en français.

- | | |
|-----------------------|---|
| a. a horse race | 3. <i>une course de chevaux</i> |
| b. a race horse | 6. <i>un cheval de course</i> |
| c. a department store | 4. <i>un magasin appartenant à une chaîne (grand magasin)</i> |
| d. a store chain | 2. <i>une chaîne de magasins</i> |
| e. sales monopoly | 1. <i>le monopole des ventes</i> |
| f. a Monopoly game | 5. <i>un jeu de Monopoly</i> |

3 Complétez les noms composés suivants à l'aide des éléments fournis et associez-les à leur traduction.

- | | |
|--|--|
| a. a part-time job = un emploi à temps partiel | |
| b. a work experience | <i>une formation en milieu professionnelle</i> |
| c. a job application | <i>une demande d'emploi</i> |
| d. a pay-slip | <i>une feuille de paie</i> |
| e. a manufacturing department | <i>un service de fabrication</i> |
| f. a head office | <i>un siège social</i> |

4 Relevez les noms composés dans ces extraits de journaux et traduisez-les.

- a. Twenty new \$120,000 Porsche 911 Turbos were stolen as soon as they arrived in the US.
- b. Young students will take part in simulated space missions and make a contribution to the space program; they will be the space-flying generation.
- c. This is our new high performance scooter, with an eight-gallon tank...
- d. Carli Lloyd scored the winning goal for the American team in the Women's Soccer World Cup Final in 2015.

5 Remettez les mots proposés dans l'ordre pour former des noms composés et complétez les phrases.

- a. This is Mr Webster: He is our new **research and development manager**.
- b. Now, to enter the workshop, there is a **voice recognition system**.
- c. The various managers don't need to travel; now, they can have a **call meeting conference**.

Téléchargez trois exercices supplémentaires (ONLINE TRAINING exercices 55, 56 et 57) pour aller plus loin et varier vos activités. Travail en autonomie possible. Utilisable dans le cadre d'une pédagogie différenciée.

SOUNDS GOOD!

A Écoutez la prononciation des mots composés et repérez la syllabe accentuée.

CD4 Track 28

temp gency – job centre – space missions – care home

B Prononcez ces mots. Écoutez et vérifiez.

CD4 Track 29

work placement – car owner – post office – cover letter – working hours – phone number – job interview

PARTIE 1 Présenter un bilan personnel après un stage

1 Écoutez Hannah après son retour de stage et classez ses propos dans l'ordre où vous les entendez.

CD4 Track 30

This experience gave me so much I can't put it into words. I met many people and made close friends, I grew as a person and gained a lot of confidence in myself. I'm more open-minded now. I feel more curious about new things and facts. It's an experience I recommend to everyone.

a/2. I grew as a person and gained a lot of confidence in myself.

b/4. I feel more curious about new things and facts.

c/1. I met many people and made close friends,

d/5. It's an experience I recommend to everyone.

e/3. I'm more open-minded now.

2 Écoutez Chris et sélectionnez les bonnes informations.

CD4 Track 31

I'm pretty **shy** and not very spontaneous. But thanks to that work experience abroad, I'm more **independent**. I feel more **mature** and more confident now. I'm more **enthusiastic** about having new experiences.

Work experience abroad is a **challenge**, but it is also an experience that's worth it!

3 Présentez Harry avant et après son stage.

Réponses possibles:

Before his work placement, Harry was very shy, not very curious. He was not very communicative and didn't have much self-confidence.

After his work placement, he was more communicative, not so shy. He is easy-going and more reliable. He is more confident in himself.

4 A l'aide des activités précédentes, dites ce que vous ont apporté vos stages en entreprise sur le plan personnel.

Réponse ouverte

PARTIE 2 Répondre à des questions personnelles

5 Associez par deux les questions ayant le même sens.

a/g. Can you tell me a little about yourself? → What information can you give about yourself?

b/h. What are your greatest strengths? → What are your personal qualities?

c/f. What do you like to do outside of work? → What do you do in your spare time?

d/e. What's your dream job? → What is the job you have always dreamed of?

6 Posez les questions à votre voisin puis inversez les rôles.

PARTIE 3 Comprendre un article donnant des conseils

Répondez aux questions.

1. Il s'agit d'un article sur des conseils aux jeunes qui quittent l'école pour chercher un emploi.
2. Certains continueront leurs études, d'autres voyageront et d'autres chercheront du travail.
3. Le bon numéro de téléphone portable et la date de naissance.
4. Ils n'attireront pas le regard du recruteur / Ils ne seront pas remarqués.
5. Se limiter à deux pages A4 maximum.
6. S'habiller correctement – Etre propre /net sur soi – arriver 10 à 15 minutes avant l'entretien – Avoir confiance en soi.

Page 222 – FINAL TASK 19 Create a Personal and Professional video

Cette tâche finale sera réalisée en individuellement étape par étape. Elle nécessitera un investissement personnel de l'élève puisque cette présentation par vidéo pourrait être utilisée pour une recherche d'emploi ou de stage de longue durée à l'étranger.

Pour gagner du temps et permettre à chacun de travailler en autonomie, téléchargez la fiche à compléter et photocopiez-la.

Cette fiche reprend les rubriques de la fiche page 222 du manuel mais est beaucoup plus détaillée, ce qui facilitera le travail des élèves:

Nom du fichier : FTF19.doc

UNIT 20

Urban Life

Cette unité à dominante culturelle permettra aux élèves de découvrir les caractéristiques de grandes villes du monde: histoire, géographie, démographie, économie, qualité de la vie... La tâche finale pourra être réalisée dans le cadre des **Enseignements Généraux Liés à la Spécialité (EGLS)** (économie-gestion / histoire-géographie / anglais).

Au travers des tâches de communication en lien avec différents événements culturels, cette unité permettra d'acquérir les connaissances culturelles et linguistiques suivantes :

- *Etudier et travailler* (monde professionnel) ;
- *S'informer et comprendre* (références historiques et géographiques) ;
- *Se cultiver et se divertir* (monuments, sports et loisirs) ;
- *Lire à haute voix* ;
- *Décrire* (comparer, caractériser, définir).

SPOTS / FINAL TASK

	Les activités	Les bonus à télécharger	Training / Sounds Good!
SPOT 1 The Best Cities to Live In Comprendre des informations sur une ville (CO – A2+)	Deux activités (A et B) pour entraîner les élèves à comprendre des informations sur la géographie, l'histoire, la démographie, les sites à visiter...	WORD CARD Famous Landmarks in the World ONLINE TRAINING Dublin	Training ex. 1
SPOT 2 Moving to Another City? Demander ou donner des informations sur une ville (EOI – B1)	Deux activités (C et D) pour amener les élèves à poser des questions sur les caractéristiques, l'économie, la qualité de vie... et y répondre.	ONLINE TRAINING Pros and Cons of moving to a big city	Training ex. 2, 3, 4
SPOT 3 New Orleans Comprendre un article sur une ville et en rendre compte (CE – B1)	Un travail progressif de compréhension d'un article présentant New Orleans (Activity E) pour préparer l'élève à lire en autonomie un autre article sur Houston afin d'en rendre compte en français.	ONLINE TRAINING Agreeing and Disagreeing	Sounds Good! Lecture à haute voix Training ex. 5
SPOT 4 The Golden City Comprendre un reportage vidéo sur une ville (CO – B1)	Vidéo disponible via: - le flash code - l'URL - sur le compte YouTube des éditions Foucher	Fiche VIDEO TIME complète U20_San Francisco_ANG : consignes en anglais U20_San Francisco_FR : consignes en français U20_San Francisco_COR : corrigé	
FINAL TASK 20 Create a Slide Show to Present a City (EE et EOC – B1)	Cette tâche finale sera réalisée en petits groupes étape par étape.	FTF20.doc	

CCF PREP

Se préparer aux différentes parties du CCF et travailler les stratégies nécessaires aux apprentissages en EOC, EOI et CE.

		Supports utilisés
CCF PREP 39	Partie 1 Donner des arguments pour exprimer son opinion	Audio : Deux opinions différentes sur Las Vegas et support écrit à compléter. Support écrit avec arguments pour donner son avis sur Dubai.
	Partie 2 Répondre en approuvant ou réfutant une opinion	Appariement de réponses. Audio : questions enregistrées auxquelles les élèves s'entraînent à répondre oralement.
CCF PREP 40	Partie 3 Comprendre un article de blog sur une ville Répondre aux questions de compréhension et acquérir une démarche pour comprendre l'article.	Texte : Expat's Guide

Page 223 – Ouverture de l'unité

1 Match the actors and their favorite cities. Then listen and check.

CD4 Track 32

Reporter: Hi everyone. The topic today is urban life. Here are some famous actors' comments on their favorite cities.

Reporter: Hello Viola Davis. You play Annelise Keating on *How to Get away with Murder* and we love you in the role. Can you tell us what your favorite city is and why you like it?

Viola: Oh. Thank you very much. Well, I love Philadelphia because it is both a place full of history and the most exciting urban city where you can enjoy the biggest and most beautiful parks. And Philly is also the best place for food!

Reporter: I put the same question to Taylor Schilling, who plays Piper Chapman on *Orange is the New Black*. Here is her answer.

Taylor: My favorite place is New York City because I think the nightlife is fantastic there and Manhattan is the most fabulous place to do shopping.

Reporter: My last interview is with Thomas McDonnell, who stars as Finn Collins on *The 100*. Listen to what he said.

Thomas: Well, err, I definitely prefer Washington D.C because this city is home to the most important governmental structures and the greatest museums. It is also the place for the most amazing concerts and festivals.

Viola Davis – Philadelphia Taylor Schilling – New York Thomas McDonnell – Washington

2 Listen again and select what the actors like in their favorite cities.

- Viola Davis: parks – food
- Taylor Schilling: nightlife – shopping
- Thomas McDonnell: museums – concerts

Page 224 – SPOT 1 The Best Cities to Live in

ACTIVITY A / My Favorite City

1 Listen and select the correct information about Ashley's favorite city: Cape Town.

CD4 Track 33

Ashley: My favourite city is definitely Cape Town. It's located in the south-west of South Africa.

It's the third most populous city in the country. In my opinion, it's the best place to shop. And it's such a beautiful natural site! It's famous for its harbor. Many people visit its well-known landmark, Table Mountain, which gives amazing views. I also love Cape Town because it is city where you can meet many different people and cultures. It's the most multicultural city in the world!

- a. It's located in the *south-west* of South Africa.
- b. It is the *third* most populous city.
- c. In my opinion, it is the *best* place to shop.
- d. It is famous for its *harbor*.
- e. It is the most *multicultural* city in the world!

2 Listen again and complete the sentences.

- a. It's such a beautiful natural site!
- b. Many people visit its well-known landmark Table Mountain which gives amazing views.
- c. I also love Cape Town because it is a city where you can meet many different people and cultures.

ACTIVITY B / World's Top Cities

3 Listen and select the information you hear about Melbourne.

CD4 Track 34

An international survey reveals the list of the best cities to live in!
The top of the list is Melbourne, which is located in the south-east of Australia.
Melbourne was founded in 1835 by settlers from a British colony.
With its population of 4,500,000 people, it is the second most populous city in Australia.
Melbourne is well-known for its changeable weather conditions: there can be repeated showers of rain occurring in the space of minutes. Generally mild, the weather can be very hot in summer.
The city is famous for its parks and gardens, which are considered to be the best public parks in Australia. Moreover, Melbourne celebrates a wide variety of cultural events and its music festivals attract millions of visitors.
The city centre has a reputation for its Royal Arcade which contains a variety of shops and cafés. Melbourne really offers the best quality of life!

Country: Australia

Region: south-east

Founded in: 1835

Population: 4.5 million

Weather: rainy / mild / hot

Famous for: its parks / music festivals

Landmarks: Royal Arcade

4 Listen and find the missing information about Berlin.

CD4 Track 35

The second-best city in the world is Berlin, which is the capital of Germany. It is located in the north-east of the country.

The city was founded before the 13th century. It became a capital in the 15th century. After World War II, the city was divided into East Berlin, which was the capital of East Germany, and West Berlin, which was separated from the rest of the city by a wall until 1989. 3,500,000 people live in Berlin: it is the largest city in Germany. The weather is warm and sometimes wet in summer, and the winters are relatively cool. Springs and autumns are mild. Berlin is very famous for its festivals, museums, nightlife and contemporary arts. The Brandenburg Gate is the most well-known landmark in Berlin and Germany.

Country: Germany

Region: north-east

Founded in: the 13th century

Population: 3.5 million

Weather: warm and wet in summer / cool winters / mild in autumn

Famous for: its festivals, museums, nightlife and contemporary arts

Landmarks: The Brandenburg Gate

5 Use the information above to present Vancouver.

Réponse libre. Présentation orale à faire sur le modèle des présentations entendues précédemment. (exercices 3 et 4).

TASK 1

6 Listen and complete the form about Cardiff.

CD4 Track 36

Mick: Actually, my favourite city is Cardiff because err.. it's the capital city of Wales and err ..it's my hometown and I love it. It's located in the south of the country. It is a very important trading centre. It's the largest city in Wales. There are about 325,000 inhabitants!

The weather is often wet but it's mild. I prefer when it isn't too hot.

It's a very old city: it was founded by the Norman in the 12th century.

My city is famous for its medieval castle which is located right in the middle of the city. Another well-known attraction is the Millennium Stadium, where you can attend the best rugby matches. And the inhabitants are really friendly and welcoming; according to me, they are the nicest people in the UK!

Cardiff

Country: Wales

Region: south

Founded in: the 12th century (by the Norman)

Population: 325,000 inhabitants

Weather: wet but mild

Famous for: its medieval castle

Attractions: Millennium stadium

Page 225 – SPOT 2 Moving to Another City?

ACTIVITY C / Things to Ask before Moving

7 Look at the questions above and find their equivalents.

- Will I get used to the temperatures? – What is the weather like?
- Can I afford to live there? – Is the cost of living higher?

- c. Is it a better place for me? – Will I be happier there?
- d. Are there good job prospects? – Is it easy to find work in this city?
- e. Will I meet many nice people? – Can I make friends easily there?

8 Find other questions you could ask.

Suggestions

- a. How many inhabitants are there?
- b. What are the best attractions in this city?
- c. Are there many shops and cafés?
- d. Is it a good place for food?
- e. Is it possible to do outdoor activities near the city?
- f. Are there famous events and festivals in the city?

ACTIVITY D / Stockholm or Not?

9 Listen and answer the questions.

CD4 Track 37

Conversation on the phone

Anna: Hello Mat, this is Anna. I'd like to move to Stockholm but I keep hesitating. I know you have already worked there. Could you tell me what you think of the city, please?

Mat: OK, sure, Anna. You see I really loved living there. It isn't too cold because it isn't in the far north and it's really a great place to live in!

Anna: You said it wasn't too cold but I'm afraid I won't like the weather there!

Mat: Well, it is quite cold in winter. But you will be able to go snowboarding very often!

Anna: Oh... really? ... Is it possible to do outdoor activities near the city?

Mat: Oh yes! You'll love it! It's the most fabulous place to do outdoor activities like skiing or snowboarding in winter, and also canoeing on the surrounding lakes and rivers!

Anna: That's good news! And err... What about the economy?

Mat: The economy is great: it's booming! There are hundreds of high-tech companies and banks, and many shops, cafés and restaurants.

Anna: Do you think it's always easy to find a job there?

Mat: It isn't so easy to find a job in industry any more. However, you could easily find a job in a restaurant or a shop.

Anna: Yes that's what a friend of mine told me. But I'm afraid the cost of living is higher.

Mat: Yes, it is true the cost of living is a little higher, but the wages are higher too.

Anna: OK. Good. And err... Are the people friendly?

Mat: Oh yes, really friendly! In my opinion you should go to Stockholm, Anna. You'll really enjoy the quality of life there which is excellent!

Anna: Thank you Mat. It sounds good. But I don't know yet. I'll think about it. I'll call you again... Bye.

- a. Ann is phoning Mat because she would like to move to Stockholm but she is hesitating and she asks him what he thinks of the city.
- b. Mat recommends her to go to Stockholm.

10 Look at the document and select the items which are not mentioned by Mat. Listen and check.

Information about Stockholm Outdoor activities: hiking Businesses: supermarkets

11 Complete the Pros with the positive arguments that Mat gave.

- a. but you will be able to go snowboarding very often!
- b. However, you could easily find a job in a restaurant or a shop.
- c. but the wages are higher too.

TASK 2

12 Work in pairs. Ask and answer questions to fill in the information about two cities: Toronto and Manchester.

Expression personnelle guidée pages 275 et 277.

Page 226 – SPOT 3 New Orleans

ACTIVITY E / Moving South

1 Look at the documents (titles, pictures and map) and answer the questions.

- a. The document is about life in New Orleans in Louisiana.
- b. This document is for people who would like to move to New Orleans.

2 Find the following information in the document.

- a. The Big Easy
- b. Gulf coast
- c. Mississippi
- d. Gumbo, crawfish and sauce piquant, sweet potato pie.

3 Answer the questions.

- a. Many people are cycling in New Orleans because there are no hills and there are hundreds of miles of bike paths throughout the city.
- b. If you move to New Orleans, you could relax and enjoy the city because people take it easy and are very friendly, food is good and there are often festivals with great music. Moreover the cost of living and the taxes are relatively low.

SPOTLIGHT

- « which » se traduit ici par « qui » (pronom relatif), son antécédent est « New Orleans ».
- « where » signifie « où » (pronom relatif), son antécédent est « a city ».
- « which » est sujet du verbe « is ».

TASK 3

4 Read the document on page 276 about Houston, Texas and explain in French what you have understood.

Réponse possible

Houston est une ville du Texas très attirante (35 000 personnes y ont déménagé en 2013)

Les quatre raisons de ce succès sont :

- Une économie florissante et qui continue à se développer très vite ;
- De nombreux secteurs qui recrutent (secteur de l'énergie, secteur médical, usines, services) et la possibilité de créer sa propre entreprise ;
- De bons salaires et un coût de la vie peu élevé ;
- Un lieu de vie génial avec ses nombreux musées et lieux d'art et de culture, ses bons restaurants, ses espaces verts et la grande diversité culturelle de ses habitants.

Page 227 – SPOT 4 The Golden City

VIDEO TIME A Snapshot of San Francisco

PART 1-2

San Francisco sits on the edge of a peninsula on the Northern California coast. With 43 hills and a population of over 800,000 free thinkers, crafty inventors and oddballs, this city refuses to be brought down to earth.

PART 1-3

The cable car offers the best way to explore the city, effortlessly climbing the hills.

Jump a ride to Fisherman's Wharf. Fight through the tourists to grab a bowl of clam chowder and stroll down to Pier 39's quay dock to catch the colony of sea lions that call it home.

Stroll through Golden Gate Park, San Francisco's backyard. Indulge your senses in the Mission District, the city's hub for music and art.

Then step back in time and wander through the neighborhood of Haight Ashbury, a national symbol of the 1960s hippy revolution.

PART 1-4

San Francisco has its own brand of iconic landmarks, from Alcatraz, the world's most notorious prison to the Painted Ladies, a line of pastel-colored Victorian Houses.

The Golden Gate Bridge is the most iconic landmark in San Francisco, completed in 1937, the Art Deco suspension bridge connects the city to Marin County. More than 120,000 cars cross the bridge each day.

PART 1 Watch the whole video.

1 Answer the questions.

- This video is promoting the city of San Francisco.
- People who would like to visit or to move to San Francisco could be interested in watching this video because they could discover the different parts of the city.

2 Number (from 1 to 5) the topics below in the order of the video.

- | | | | | |
|------|------|------|------|------|
| a. 2 | b. 1 | c. 4 | d. 3 | e. 5 |
|------|------|------|------|------|

PART 2 Watch the video from the beginning to 0:17.

3 Answer the questions.

- a. No, it isn't. The city is located on the Northern California coast.
- b. There are 43 hills in San Francisco.
- c. There are 800,000 inhabitants in San Francisco.

4 Select the right information.

- a. San Francisco sits on the edge of *a peninsula*.
- b. People in San Francisco are free *thinkers*.
- c. They are also crafty *inventors* and oddballs.
- d. The city refuses to be brought down to *earth*.

5 Match the attractions and the recommended activities.

- a – h b – g c – f d – e.

6 Complete the script.

- a. The cable car offers the best way to explore the city, effortless climbing the hills.
- b. Fight through the tourists to grab a bowl of clam chowder.
- c. Indulge your senses in the Mission District, the city's hub for music and art.
- d. Wander through the neighborhood of Haight Ashbury, a national symbol of the 1960s hippy revolution.

PART 4 Watch the video from 0:55 to the end.

7 Select in the list below the three San Francisco's landmarks which are presented.

- a. Alcatraz Prison d. Victorian Houses e. Golden Gate Bridge

8 Tick true or false.

	TRUE	FALSE
a. Alcatraz is America's most notorious prison.		X
b. The Painted Ladies are a line of pastel-colored houses.	X	
c. The bridge was completed in 1947.		X

9 Complete the information about the Golden Gate Bridge.

- a. The Golden Gate Bridge is the most iconic landmark in San Francisco.
- b. The Art Deco suspension bridge connects the city to Marin County.
- c. More than 120,000 cars cross the bridge each day.

Pages 228/229 – TRAINING

1 Complétez les noms des lieux touristiques de Londres à l'aide la liste ci-dessous. Puis écoutez et vérifiez.

CD4 Track 38

- | | |
|--------------------------------|---|
| 1. Tower Bridge | 2. Madame Tussauds museum |
| 3. Shakespeare's Globe Theatre | 4. The Palace of Westminster |
| 5. Hyde Park | 6. The London Eye: a giant Ferris wheel |
| 7. The City skyline | 8. A historic castle: the Tower of London |

2 Complétez les phrases pour comparer deux villes d'Afrique.

- a. With 3.3 million inhabitants, Casablanca is more populous than Johannesburg.
- b. Located at 5,751 feet high, Johannesburg is higher than Casablanca.
- c. Established in the 7th century BC, Casablanca is older than Johannesburg.
- d. Winters are sunnier in Johannesburg than in Casablanca.
- e. With about 10 million visitors each year, Casablanca is more touristic than Johannesburg.

3 Écoutez et complétez les informations manquantes. Puis rédigez au moins 5 phrases pour comparer ces 2 villes américaines.

CD4 Track 39

a. Phoenix is the capital of the state of Arizona. With 1.4 million people, Phoenix is the sixth most populous city in the USA.
Phoenix is located in the Sonoran Desert at an altitude of 1,081 feet or 331 meters.
The city has a subtropical climate, with very hot summers and mild winters.
Phoenix is a very touristic city with numerous theaters, museums and a wide range of outdoor activities, which attract 16 million visitors each year.

b. Chicago is the third most populous city in the United States. With 2.7 million residents, it is the most populous city in the state of Illinois and in the Midwest.
Chicago is located near the Great Lakes.
The average land elevation is 594 feet or 181 meters above sea level.
The city lies within the humid continental climate zone with warm summers and snowy winters.
The Magnificent Mile and State Street, thousands of restaurants as well as Chicago's eminent architecture draw 50 million visitors every year.

	Phoenix, Arizona	Chicago, Illinois
Population	1.4 million inhabitants	2.7 million inhabitants
Elevation	1,081 ft (331m)	594 ft (181m)
Climate	Very hot summers, mild winters	Warm summers, cold and snowy winters
Tourism	16 million visitors/year	50 million visitors / year

Réponses possibles

With 2.7 million inhabitants Chicago is more populous than Phoenix.
Located at 1,081 feet, Phoenix is higher than Chicago.
Summers are hotter in Phoenix than in Chicago.
Winters are colder in Chicago than in Phoenix.
With about 50 million visitors each year, Chicago is much more touristic than Phoenix.

4 Complétez les phrases en mettant l'adjectif au superlatif.

- a. Istanbul offers the most beautiful architecture in Turkey.
- b. With its astonishing historic sites, Rome is the best destination in Italy.
- c. With more than 33 million inhabitants, Tokyo is one of the largest cities in the world.
- d. Marrakech is one of the most magical places in Morocco.

5 Complétez avec le pronom relatif qui convient (who, which, where).

- a. Berlin which is the capital of Germany, was reunified after the fall of the wall.

- b. Rick, who is an artist, would like to move to Berlin.
- c. Berlin is the place where the creative arts industry is very dynamic.

SOUNDS GOOD!

A Écoutez et répétez les éléments suivants.

CD4 Track 40

visit this destination – the most energetic city of all – shopping in abundance

B Écoutez. Puis entraînez-vous à lire à haute voix le paragraphe ci-dessous.

CD4 Track 41

You know New York City from film, TV and songs. But visit this destination for a weekend or a month and you will find the most energetic city of all, with culture, sports, history, restaurants and shopping in abundance.

Page 230 – CCF PREP 39 Parties 1 et 2

PARTIE 1 Donner des arguments pour exprimer son opinion

1 Écoutez et complétez ces deux opinions différentes en y insérant les arguments qui conviennent.

CD4 Track 42

- a. In my opinion, Las Vegas is a fantastic place to live because there are really many job opportunities. Moreover, it is a great place for outdoor activities as Las Vegas is located near the most beautiful American National Parks such as Death Valley and Bryce Canyon.
- b. As for me, Las Vegas is not a good place to move to because the crime rate is quite high in the town. In addition, I am afraid I would be tempted to gamble too much as there are so many beautiful casinos in the town, I couldn't resist it and it is quite certain I would lose my savings.

2 Donnez votre avis sur Dubai en vous inspirant des modèles ci-dessus et en choisissant parmi les arguments donnés (Pros and Cons).

Réponse libre

PARTIE 2 Répondre en approuvant ou réfutant une opinion

3 Associez par paires les débuts de réponses ayant la même signification.

- a. e
- b. f
- c. d

4 Écoutez et répondez en utilisant les débuts de réponses de l'exercice 3 et les arguments ci-dessous.

CD4 Track 43

- a. In Moscow, the monuments are fabulous and you will enjoy living in this beautiful town. Don't you agree?

- b. In Moscow, there are large forests inside town. What do you think of having a walk in the forest every day?
- c. I think that you can easily get used to the climate in Moscow, can't you?

Réponses possibles :

- a. Yes, I agree with you: I have always loved historic places and monuments.
- b. You may be right but I only like walking in the forest from time to time. I prefer indoor activities.
- c. I am not sure that is right because it is too cold in Moscow!

5 Entraînez-vous par deux à lire ces énoncés et approuvez ou réfutez en donnant des arguments.

Expression en interaction libre.

Page 231 – CCF PREP 40 Partie 3

PARTIE 3 Comprendre un article de blog sur une ville

Répondez aux questions

1. Il s'agit d'un article destiné aux personnes souhaitant s'installer et travailler à Singapour (en tant qu'expatriés).
2. C'est une ville d'Asie qui est performante et propre. Elle a gardé le charme des anciennes villes coloniales britanniques tout en offrant un environnement moderne.
3. À cause de sa situation à l'extrême sud de la Malaisie, elle a pu développer les centres de commerce et de finance les plus importants d'Asie. C'est la cinquième ville la plus riche du monde.
4. Pour les expatriés, c'est une ville à laquelle il est très facile de s'adapter. C'est une chance pour les étrangers de pouvoir découvrir des cultures différentes dans un environnement moderne et sans danger pour la sécurité. Le niveau de vie est très élevé et la qualité du suivi médical est excellente. Singapour a un taux de criminalité très bas: les rues sont sûres, même en pleine nuit.
5. Le point noir de la vie à Singapour est que les informations diffusées à la télévision et dans les médias sont censurées par le gouvernement.
6. Cependant les expatriés peuvent facilement utiliser des accès aux services à haut débit qui sont peu chers et fiables.

Page 232 – FINAL TASK 20 Create a Slide Show to Present a City

Cette tâche finale sera réalisée par deux ou par petits groupes, étape par étape. Les élèves seront incités à rechercher ou vérifier les informations utiles sur des sites en langue anglaise (afin d'assurer l'emploi d'une langue authentique).

Pour gagner du temps et permettre aux élèves de travailler en autonomie, téléchargez la fiche à compléter et photocopiez-la pour chaque groupe d'élèves.

Cette fiche reprend les rubriques de la fiche page 232, de façon plus détaillée.

Nom du fichier : FTF20.doc.

1. A Car Racing Champion

Listen and fill in the information about Kyle.

CD4 Track 44

A car racing champion

Kyle Thomas Busch was born on May 2, 1985 in Las Vegas, Nevada. He is an American professional stock car racing driver.

At the age of six, Busch drove a kart with his father in his Las Vegas neighbourhood. When he grew, he built and repaired race cars in the family garage with his father and his brother Kurt. Busch began his driving career in 1998, shortly after his 13th birthday. Kurt and Kyle raced on short tracks in Las Vegas. From 1999 to 2001, Kyle Busch won 65 races in Legends car racing and scored ten victories in late model competitions.

In 2005, he signed on with Hendrick Motorsports and won his first pole position and his first victory.

Up to today, Kyle Busch has 141 wins among NASCAR’s top three divisions– Sprint Cup (29), XFINITY Series (70), Truck Series (42) – and he will again add to his win totals in this season’s competition.

Personal details

Date and place of birth: **May 2, 1985 in Las Vegas, Nevada**

Nationality: **American**

Job: professional stock car racing driver

Childhood:

- drove a kart with his father, aged: **6**
- built and repaired racecars in the family garage.

Career:

Date	Number of wins or positions	Races
In 1998		on short tracks
From 1999 to 2001	- 65 races - 10 victories	in Legends car racing in late model competitions
In 2005	First pole position and first victory	with Hendrick Motorsports
Up to today	141 wins	NASCAR’s top three divisions: Sprint Cup, XFINITY Series, Truck Series

2. Car Television Shows

Match the titles of the car TV programmes and their explanations.

- a. Fast N’ Loud – i
- b. Monster Garage – h
- c. Overhaulin’ – j
- d. Car Vs. Wild – f
- e. Xtreme 4x4 – g

3 The Rolex 24 At Daytona

Listen. Right or wrong? Justify your answers.

CD4 Track 45

The Rolex 24 At Daytona

The Rolex 24 At Daytona is a 24-hour sports car endurance race held annually at Daytona International Speedway in Daytona Beach, Florida. It is run on a 5.73 km combined road course, utilizing portions of the NASCAR tri-oval and an infield road course.

Held on the last weekend of January or first weekend of February, it is the first major automobile race of the year in the United States. Since 1991, the Rolex Watch Co. is the title sponsor of the race. Winning drivers of all classes receive a steel Rolex Daytona watch.

In 2006, the race moved one week earlier into January to prevent a clash with the Super Bowl, which had in turn moved one week later into February a few years earlier.

- a. The Rolex 24 At Daytona is a 24-hour sports car endurance race. **Right.**
- b. The Daytona International Speedway is in California. **Wrong.**
Daytona Beach is in Florida.
- c. The combined road course is 5.73km long. **Right.**
- d. It takes place on the last weekend of January or the last weekend of February. **Wrong.**
It is held on the last weekend of January or first weekend of February.
- e. It is the third major automobile race of the year in the United States. **Wrong.**
It is the first major automobile race of the year in the United States.
- f. All spectators receive a Rolex Daytona watch. **Wrong.**
Winning drivers of all classes receive a steel Rolex Daytona watch.
- g. In 2006, the race moved one week earlier into January because of the Super Bowl. **Right.**

4. Monster Jam Truck

Read the document and explain in French what you have understood.

Quatre fois champion du monde de monster truck, Dennis Anderson a créé la légende de Grave Digger en 1982. Il a créé Grave Digger dans un vieux garage de Kill Devil Hills en Caroline du Nord avec les pièces détachées d'un vieux Ford pickup de 1952 et le moteur d'une chevrolet. Ses concurrents avaient l'avantage d'avoir des équipements modernes mais Dennis Anderson leur promet de creuser leur tombe. C'est ainsi que naquit la légende de Grave Digger. Dennis Anderson fonce et son style complètement fou provoque des poussées d'adrénaline chez ses fans. Le monster truck est une machine intimidante.

QUIZ

Tick the right answer. Listen and check.

CD4 Track 46

1. The original monster truck was called Bigfoot.
2. Dwarf cars are scale replicas of vintage cars.
3. The Peterson Automotive Museum is located in Los Angeles.
4. In 2013, Lewis Hamilton won the Silverstone British Grand Prix.
5. The most recent American circuit is Port Imperial Street Circuit.

1-B

2-A

3-B

4-B

5-C

UNIT 21

Media and Social Networks

Cette unité est en lien avec le thème des réseaux sociaux. La tâche finale pourra être réalisée dans le cadre d'un travail interdisciplinaire (anglais et Enseignement Moral et Civique – formation du futur citoyen et formation de sa raison critique, ici sur les réseaux sociaux).

Au travers de tâches de communication en lien avec différents médias, cette unité permet d'acquérir les connaissances culturelles et linguistiques suivantes :

- *S'informer et comprendre* (médias) ;
- *Identifier l'accentuation de mots* ;
- *Quantifier* (more than 40 per cent...; less than 10 per cent...) ;
- *Comparer* (more and more...; fewer and fewer...) ;
- *Conseiller* ('d better; ought to).

SPOTS / FINAL TASK

	Les activités	Les bonus à télécharger	Training/Sounds Good!
SPOT 1 What's your Favourite Media? Demander ou donner des informations sur l'utilisation des médias (EOI – A2+)	Deux activités courtes (A et B) qui préparent les élèves à un travail oral d'interaction sur les médias qu'ils utilisent.	WORD CARD Means of Communication Cette fiche illustrée permet de mémoriser les différents médias.	Training ex.1, 2 et 3 Sounds Good ! accentuation de mot.
SPOT 2 Online Safety Donner des conseils sur l'utilisation des réseaux sociaux (EOC – B1)	Deux activités courtes d'entraînement (C et D) qui préparent l'élève à présenter des conseils sur l'utilisation des médias sociaux.	ONLINE TRAINING Social Media Quiz Social Media Vocabulary	Training ex.4, 5 et 6
SPOT 3 Social Networking Comprendre les avantages et inconvénients des réseaux sociaux (CE – B1+)	Un travail progressif de compréhension écrite qui amènera l'élève à restituer en français un autre court document sur le même thème.	ONLINE TRAINING Pros and Cons of Social Networking Sites	
SPOT 4 Social Media and Job Seekers Comprendre le rôle des médias sociaux pour la recherche d'emploi (CO – B1+).	Vidéo disponible via : - le flash code - l'URL - sur le compte YouTube des éditions Foucher	Fiche VIDEO TIME complète U21 JobHunting_ANG : avec consignes en anglais U21 JobHunting_FR : avec consignes en français U21 JobHunting_CORR : corrigé	
FINAL TASK 21 Create a Slide Show about Social Media (EE et EOC – B1+)	Cette tâche finale sera réalisée individuellement.	FTF21.doc	

CCF PREP

Se préparer aux différentes parties du CCF et travailler les stratégies nécessaires aux apprentissages en EOC, EOI et CE.

		Supports utilisés
CCF PREP 41	Partie 1 S'exprimer à partir d'un diaporama	Activités orales
	Partie 2 Répondre à des questions sur l'utilisation des médias	Audio
CCF PREP 42	Partie 3 Comprendre un article sur les pouvoirs des réseaux sociaux Répondre aux questions de compréhension et acquérir une démarche pour comprendre l'article	Texte: Facebook Safety Check Feature

Page 235 – Ouverture de l'unité

Cette page est l'occasion d'un travail autour du président américain Barack Obama et de son utilisation des médias.

1 Look at the documents and choose a caption in the list for each one.

America's first Snapchat president: document 2

Thanks for our victory: document 3

An election campaign blog: document 1

An event page on a social network: document 4

2 Listen to the information about Barack Obama and select the correct answers.

CD4 Track 47

Barack Obama and social media

Barack Obama's official website is barackobama.com. It is run by Chris Hughes, one of the co-founders of Facebook. During his presidential campaigns, more than 400,000 videos were posted onto YouTube.

The American president's Twitter account has more than 50 million followers, just behind Katy Perry and Justin Bieber.

- a. Barack Obama's official website is barackobama.com.
- b. It is run by Chris Hughes, one of the co-founders of Facebook.
- c. During his presidential campaigns, more than 400,000 videos were posted onto YouTube.
- d. The American president's Twitter account has more than 50 million followers.

Page 236 – SPOT 1 What's Your Favourite Media?

ACTIVITY A / Statistics

1 Look at the graph and say if the statements correspond to the document.

- a. Right.
- b. Wrong. There are fewer text communications early in the morning than at midday for instance.

- c. Wrong. Fewer and fewer people watch TV from ten in the evening to midnight.
- d. Right.

2 Use the document to comment on.

- a. Around 20 per cent of people make phone calls at around eleven in the morning.
- b. Radio is the most used media at six in the morning.
- c. Few people listen to the radio at around ten in the evening.

SPOTLIGHT

More and more signifie de « de plus en plus » et *fewer and fewer* signifie « de moins en moins ». Ces expressions sont ici suivies de noms pluriels.

ACTIVITY B / A Survey about Media Activity

3 Listen and match the questions with their answers.

CD4 Track 48

Survey about Media Activity

Lucy: Hello. I'm Lucy. I'd like to ask you a few questions for a survey about people's media activity. Would you have time to answer my questions?

Interviewee: Yes, if it doesn't take too much time.

Lucy: OK, it will only take two minutes. Which social network do you prefer?

Interviewee: Well, Twitter is definitely my favourite.

Lucy: How often do you visit it in a day?

Interviewee: Almost every hour, I must admit...

Lucy: Do you often read printed magazines?

Interviewee: No, I don't. I find them too expensive.

Lucy: When do you listen to the radio?

Interviewee: Only in the morning, on my way to school in my parents' car.

Lucy: Finally, how many texts do you send a day?

Interviewee: About a hundred and fifty.

Lucy: OK, that's all. Thank you for answering my questions...

Interviewee: You're welcome. Have a nice day. Bye.

- a. Which social network do you prefer? → 4. Twitter
- b. How often do you visit your favorite social network in a day? → 5. Almost every hour.
- c. Do you read printed magazines? → 2. No, never.
- d. When do you listen to the radio? → 3. Only in the morning.
- e. How many texts do you send a day? → 1. About 150.

TASK 1

4 Work in pairs. Ask your partner questions about his or her habits regarding the use of social media.

Questions possibles: Which media do you use?, When and how often do you use it?, How many sites do you visit in a day?, How many texts do you send in a day?, Do you use non-internet media?...

ACTIVITY C / How to Stay Safe Online

5 Look at the document and select the correct answers.

- a. The document gives advice on social networking use.
- b. It deals with privacy and cyberbullying.

6 Read the document again and say if the sentences are true or false.

- a. True
- b. True
- c. True

SPOTLIGHT

Should, ought to et 'd better permettent de donner des conseils.

Ces expressions sont suivies d'un verbe.

You should tell a friend. → Tu devrais le dire à un ami.

You ought to keep your passwords to yourself. → Tu devrais garder tes mots de passe pour toi.

You'd better report the bully. → Tu ferais mieux de signaler le harcèlement.

ACTIVITY D / Top Tips

7 Listen and select the tips you hear.

CD4 Track 49

Top Tips

To be safe online, first explore the security settings. Don't share your location.

You also ought to keep your passwords to yourself and it is recommended you don't give too much personal information. Last but not least, if you or someone you know is targeted by cyberbullies, you'd better report the bullies to an adult.

Tip 1: Explore the security settings.

Tip 2: Don't share your location.

Tip 3: You ought to keep your passwords to yourself.

Tip 4: It is recommended not to give too much personal information.

Tip 5: If you or someone you know is targeted by cyberbullies, you'd better report the bullies to an adult.

TASK 2

8 Look at the pictures and give these people advice.

Réponses libres.

Page 238 – SPOT 3 Social Networking

ACTIVITY E / Pros and Cons

1 Read the document and choose the right information.

- a. The document comes from the Internet.
- b. It's about the advantages and drawbacks of social networking.

2 In the document find out the English words for.

- | | | |
|-------------------|---------------|------------------------------|
| a. spread | b. improve | c. strengthens relationships |
| d. allow / enable | e. unreliable | f. harm |

3 Answer the questions.

- a. The majority of people learn about important events on social media.
- b. Yes, they are because they allow people to connect with friends and family or to make new friends.
- c. Yes, they are. Employers find employees through LinkedIn, Facebook or Twitter.

4 Say if the following information is true or false. Correct it when it's false.

- a. False. They sometimes spread unreliable and false information.
- b. False. "Social networking sites can lead to offline relationship problems".
- c. False. Some pictures of people with alcohol are sometimes posted.

TASK 3

5 Read the end of the pros and cons on page 277 and explain in French what you have understood.

Réponse libre.

Page 239 - SPOT 4 Social Media and Job Seekers

VIDEO TIME Social Media Can Affect Today's Job Hunters

PART 1-2

It's no longer just your friends who like to watch your activities on the Internet. For companies looking for new staff, different social media like Facebook and Twitter have become important tools for finding out if you really are the right person for the job.

PART 1-3

What you wrote on Facebook, Twitter or social blogs may jeopardize the job you apply for. Many of today's companies and headhunters use social media to see if you are the most qualified person for the job. Recruiters in Sweden often use Facebook, Twitter, LinkedIn and other networks to find candidates and also to check upon their qualifications.

PART 1-4

We also check if they have an open profile on Facebook and if they don't there's always someone who knows someone that is connected to you in some way, so there's usually a way to find out if you have maybe written something inappropriate or if you have any pictures that are not appropriate.

PART 1-5

Strong language and extreme views are examples that could indicate your potential employment might be jeopardized.

PART 1-6

It's not often but one time we discovered that one person had written something inappropriate about a minority group and we think that that said something about that person's judgement and value and morals and that led to... that this person didn't proceed in the recruitment process.

PART 1-7

So do job seekers worry that possible employers check their activity on the Internet?.

Actually I do. Not directly on someone, a recruiter, is looking for information about me but in general. Yeah, I try to avoid, to not put that much information, yeah...

No, not if any job would check but more if Mom would go in and check; not otherwise. I don't think about it that much.

MTD News, Stockholm, Sweden.

PART 1 Watch the whole video.

1 Choose the theme of the video.

The video is about social networks and employment.

2 Classify the words you understand in the categories.

Words relating to social media	Words relating to employment
Facebook, Twitter, social blogs, profile, ...	job, apply for, qualifications, recruitment process...

PART 2 Watch the video from 0:00 to 0:15.

3 Answer the questions.

- No, companies looking for new staff also watch your activities on the Internet.
- They use Facebook and Twitter.
- They want to find out if you are really the right person for the job.

PART 3 Watch the video from 0:16 to 0:40.

4 Complete the script.

What you wrote on Facebook, Twitter or social blogs may jeopardize the job you apply for. Many of today's companies and headhunters use social media to see if you are the most qualified person for the job.

PART 4 Watch the video from 0:41 to 1:00.

5 Say if the statements are true or false.

- a. False b. True c. False d. False

PART 5 Watch the video from 1:48 to 2:50.

6 Select the elements that can jeopardize potential employment.

- ☐ political opinions ☒ strong language
☒ extreme views ☐ private pictures

PART 6 Watch the video from 1:07 to 1:30.

- a. One time the recruiter discovered that a job applicant had written inappropriate comments.
- b. It was about a minority group.
- c. This person didn't have a job interview.

PART 7 Watch the video from 1:31 to the end.

8 Listen to the two women and say if they worry about what employers could see on their social profiles.

First woman: YES Second woman: NO

PART 8 Express yourself.

Say if you are careful about what you write or post on the Internet.

Have you ever written or posted something inappropriate? Explain.

Do you think your profile on social media could jeopardize the job you would like to get?

Is it important to protect your personal life?

Réponses libres.

Pages 240/241 - TRAINING

1 Associez ces mots avec leur définition.

a - 2 / b - 1 / c - 3

2 Complétez les énoncés avec les mots suivants.

- a. **LinkedIn** is essential for professional networking.
- b. You can post articles, stories, fan fiction and poems on **Wattpad** which is a writing community.
- c. **Flixster** is an American site where you can discover new movies, learn about movies and meet people with similar tastes in movies.
- d. **CouchSurfing** is used to make connections between travelers and the communities they visit.
- e. **Instagram** is for sharing photos and videos.

3 Complétez avec *more and more* ou *fewer and fewer*.

- a. Many studies show that more and more young people shop online.
- b. It has been proved that teenagers read fewer and fewer novels.
- c. There are more and more women in media jobs.
- d. This blog has fewer and fewer followers.

4 Réécrivez les conseils suivants en commençant par l'amorce proposée.

- a. You should not give too much information about your privacy / You should limit the information about your privacy.
- b. You'd better not post photos of your friends without their permission.
- c. You ought to reduce the time you spend online.
- d. It is recommended to use the security settings on social networks.
- e. You should pay attention to your reputation.

5 Traduisez ces conseils en anglais.

- a. Don't publish your address or your phone number.
- b. You shouldn't post messages about your teachers.
- c. If you like fashion so much, you'd better create a blog.

6 Répondez de façon personnelle.

Réponses libres.

SOUNDS GOOD!

A Écoutez et soulignez la syllabe accentuée.

CD4 Track 50

- | | | | |
|------------------|------------------------|------------------------|-------------------------|
| a. <u>social</u> | c. <u>sites</u> | e. an employ <u>ee</u> | g. unemploy <u>ment</u> |
| b. <u>media</u> | d. an employ <u>er</u> | f. employ <u>ment</u> | |

B Lisez à voix haute et vérifiez.

CD4 Track 51

- a. Social media sites help employers find employees.
- b. Employment and unemployment are common topics in presidential campaigns.

Page 242 – CCF PREP 41 Parties 1 et 2

PARTIE 1 S'exprimer à partir d'un diaporama

1 Classez ces énoncés introductifs en reportant leur lettre dans le tableau ci-dessous.

2 Associez ces commentaires aux énoncés introductifs correspondants.

	SLIDE 1	SLIDE 2	SLIDE 3
Exercice 1	a – c	e – f	b – d
Exercice 2	c – a	e	b – d

3 Utilisez et remettez dans l'ordre tous les éléments des activités 1 et 2 pour faire une brève présentation orale des trois diapositives.

Slide 1

I have prepared a slide with a graph showing my habits. To begin with, I'll speak about the media I use. The slide underlines how much I use social media and it clearly shows that I spend little time listening to the radio.

Slide 2

Then I'll continue with a presentation of my favourite social media. I am an intensive social media user and I use at least three different social media daily. I use many social media like Twitter, Facebook but also LinkedIn.

Slide 3

Finally, I will conclude by showing you my Facebook wall. This is my Facebook wall; it shows how many Facebook friends I have. This document gives information about the exchanges I have with my friends. It is also a personal presentation of my likes and dislikes because I often post articles about my favourite subjects.

PARTIE 2 Répondre à des questions sur l'utilisation des médias

4 Écoutez les questions et utilisez les éléments ci-dessous pour répondre.

CD4 Track 52

- a. When do you use social media?
- b. Do you read print media?
- c. What do you use social media for?
- d. What is your favourite social media?
- e. What is your blog about?
- f. Have you got a lot of followers?

Réponses libres.

Page 243 – CCF PREP 42 Partie 3

PARTIE 3 Comprendre un article sur les pouvoirs des réseaux sociaux

Répondez aux questions.

1. Il s'agit d'un article sur l'utilité des réseaux sociaux en cas de crise.
2. Ils servent habituellement à poster des selfies, des photos de vacances ou de banals messages.
3. En cas de crise, les réseaux sociaux servent à propager l'information, à partager des expériences / des scènes de la crise ou diffuser des messages officiels.
4. Le "Safety Check" a été mis en place. Il a permis de rassurer les amis et la famille et dire que tout allait bien pour eux.
5. Parce que les réseaux téléphoniques sont vite saturés.

Page 244 – FINAL TASK 21 Create a Slide Show about Social Media

Cette tâche finale sera réalisée individuellement étape par étape. Au cas où plusieurs élèves auraient choisi de choisir les mêmes destinataires à l'étape 1, la réalisation des étapes 1 et 2 pourrait être faite de manière commune par ces élèves.

Pour gagner du temps et permettre aux élèves de travailler en autonomie, téléchargez la fiche à compléter et photocopiez-la pour chaque groupe ou chaque élève.

Cette fiche reprend les rubriques de la fiche page 244, de façon plus détaillée.

Nom du fichier : FTF21.doc.

UNIT 22

Green Attitude

Cette dernière unité est axée sur la protection individuelle et collective de l'environnement. Elle fera découvrir de nouvelles manières de vivre, plus écologiques et plus solidaires.

Cette unité s'inscrit dans la préparation au CCF par l'entraînement à la description d'attitudes, d'actions et d'images (dénotation et connotation) ainsi que par l'entraînement à comprendre et à formuler des questions.

Au travers des tâches de communication, l'unité permet d'acquérir les connaissances culturelles et linguistiques suivantes :

- *S'informer et comprendre* : Société (lexique : ecology, global warming, renewable energies, sustainable development...);
- *Prononciation* : les lettres « ch » devant une voyelle (characteristics, challenge, chemicals, change...)
- *Grammaire de la langue* : situer dans l'espace (on the right-hand side, in the top left-hand corner...).
- Situer dans le temps (expression du futur). Émettre des hypothèses (propositions en IF). Interroger (syntaxe des énoncés interrogatifs).

SPOTS / FINAL TASK

	Les activités	Les bonus à télécharger	Training / Sounds Good!
SPOT 1 Eco-Citizenship Exposer une hypothèse sur l'avenir. (EOC-B1)	Deux activités A et B axées sur la découverte et l'acquisition du lexique lié à l'environnement. Concordance des temps permettant aux élèves de réussir la tâche intermédiaire : poser des hypothèses sur l'avenir de la planète.	WORD CARD Major types of pollution	Training : ex. 4, 5, 6, 7
SPOT 2 Travelling differently Demander ou donner des informations sur le tourisme solidaire. (EOI-B1)	Deux activités C et D en EOI font découvrir des possibilités de séjours à l'étranger alliant travail et vacances, dans un esprit solidaire et respectueux de l'environnement. Ces deux activités mèneront les élèves à la réalisation de la tâche intermédiaire : échanger des informations sur un futur séjour de vacances laborieuses.	ONLINE TRAINING : Proverbs : Transformation de proverbes (météo) en énoncés commençant par "if". Dream : Concordance des temps après "if". Possibilities : I could = je pouvais / je pourrais.	Training ex. 1 et 2 Sounds good ! Prononciation des lettres "ch+voyelle" : /tʃ/ ou /k/
SPOT 3 Helpful inventions Comprendre les bénéfices d'une invention et en rendre compte en français. (CE-B1)	Activité E. Travail de compréhension de l'écrit à partir d'un article présentant une invention simple qui pourrait éradiquer l'insalubrité de l'eau dans les pays émergents. La tâche intermédiaire fera découvrir aux élèves une autre invention aussi inattendue qu'originale.		Training ex. 3 et 8
SPOT 4 The Power of the Consumer Comprendre les bienfaits du Commerce équitable. (CO-B1)	Vidéo disponible via : Le flash code L'URL Le compte YouTube des éditions Foucher	Fiche VIDEO TIME complète : U22_Fair Trade_ANG : avec consignes en anglais. U22_FAIR Trade_FR : avec consignes en français. U22_Fair trade_CORR : avec corrigé.	
FINAL TASK 22 Present the Results of a Class Survey. EE, EOI et EOC-B1)	Cette tâche sera réalisée par petits groupes. Les groupes choisiront un ou plusieurs rapporteurs des résultats du sondage.	FTF22.doc	

Se préparer aux différentes parties du CCF et travailler les stratégies nécessaires aux apprentissages en EOC, EOI et CE.

		Supports utilisés
CCF Prep 43	Partie 1 Présenter une affiche. Décrire l’affiche / Dégager le message.	Affiche “World Environment Day”. Guide lexical.
	Partie 2 Répondre à des questions à propos d’une affiche.	Audio : questions enregistrées – document iconographique.
CCF Prep 44	Partie 3 Comprendre un problème environnemental.	Document écrit : “Lost Paradise”

Page 245 – Ouverture de l’unité

1 Listen to Emmy, Sonia, Tom and Tony and find who says what.

CD4 Track 53

Small Ecological Acts

Teacher: This morning, we’ll be talking about how to make water and energy savings and recycle, which is “eco-citizen” behaviour. I want to know if YOU behave as an eco-citizen in your everyday life, at home. Tom? Do you want to say something?

Tom: Yes. While I brush my teeth, I turn off the tap. It saves water.

Teacher: OK, Tom. And you, Sonia?

Sonia: I switch off the light when I leave my bedroom. It saves energy.

Teacher: Thank you, Sonia. It’s your turn, Emmy.

Emmy: I never leave the TV in sleep mode. I turn it off. This also saves energy.

Teacher: Thanks, Emmy. What about you, Tony?

Tony: I sort rubbish and put each type in the appropriate bin. It will be recycled.

Teacher: Right, Tony. Who’s next?

- a. Tom b. Sonia c. Emmy d. Tony

2 Match the English words and the French words.

a-i / b-k / c-h / d-j / e-l / f-g.

3 Select words in exercise 2 and complete the captions of the pictures. Listen and check.

- a. While I brush my teeth, I turn off the tap.
b. I switch off the light when I leave my bedroom.
c. I never leave the TV in sleep mode, I switch it off.
d. I sort rubbish and put each type in the appropriate bin. It will be recycled.

4 Read aloud the sentences corresponding to:

Recycling: picture d – water saving: picture a – energy saving: pictures b and c

ACTIVITY A / Changing Habits for a Greener Life

1 Look at the picture and select the topic of the conversation.

“eco-citizen” behaviour

2 Match the beginnings and the ends of the sentences. Listen and check.

CD4 Track 54

Greener habits

Cooper: I'd like to have a greener way of life, do you have any ideas?

Erica, James, Davis, Lindsay: YES!

Erica: Air your flat, Cooper! If you open the windows for 15 minutes every day, the air in your flat will be less polluted and your allergies will disappear.

James: Use less paper, Cooper! If you print a document on both sides, you'll save 50% of your paper and protect trees.

Lindsay: Cooper, don't throw away things you no longer use! If you give away clothes and games and whatever you no longer use, you will reduce your waste and you'll make some people happy.

Cooper: Oh, I didn't know all that! Thanks.

a/1. Air your flat, Cooper! If you open the windows for 15 minutes every day, the air in your flat will be less polluted and your allergies will disappear.

b/3. Use less paper, Cooper! If you print your documents on both sides, you will save 50% of your paper and you will protect trees.

c/2. Cooper, don't throw away things you no longer use! If you give clothes, games or whatever, you will reduce your waste and make some people happy.

3 Look at the picture and give two other habits Cooper could change.

If you have showers instead of having baths, you will save a lot of water.

If you set the temperature in your flat at 19°C, you'll cut your energy bill.

Expression personnelle

ACTIVITY B / Let's Face the Consequences

4 Match the words and the pictures

Major floods: picture a

Extinction of animal species: picture b

Desertification: picture c

Rise in temperatures: picture d

5 Listen and fill in what you hear.

CD4 Track 55

Terrible Consequences

a. If there was a big **rise in temperatures**, some countries would have major floods.

b. If the global temperature rose by 4°, deforestation and **desertification** would increase in Africa.

c. If it **rained** no more, water **would become** rare and a lot of people and animals would die.

SPOTLIGHT

L'énoncé "a" exprime une situation future certaine ; l'énoncé "b" exprime une situation hypothétique.

Après "if", le verbe peut être au présent ; si c'est le cas, le verbe dans la seconde partie de l'énoncé est au futur.

Après "if", le verbe peut être au prétérit ; si c'est le cas, le verbe dans la seconde partie de l'énoncé est au conditionnel.

TASK 1

6 Go to page 278 and use the pictures and the words to make hypotheses about the future.

Suggestions

- a. If we stop using chemicals in agriculture, we will protect the environment.
- b. If we save energy, we will limit the global warming.
- c. If we planted many trees in the cities, the quality of air would be better.
- d. If we stopped wasting food, we would solve the problem of world hunger.

Page 247 – SPOT 2 Travelling Differently

ACTIVITY C / About Wwoofing

7 In pairs, ask and answer questions about the WWOOF organization.

Suggestions

Who created WWOOF and when?

What Movement does this organization support?

When did the first international WWOOF conference take place?

How many countries participated in it?

Has the number of member countries increased or decreased?

What use is the WWOOF organization?

8 Listen to Andy questioning Eloise about her next experience abroad. Take notes of her answers.

CD4 Track 56

Working Holidays

Andy: How long will you stay in India, Eloise?

Eloise: I'll stay for two months, thirty-four days exactly.

Andy: Will you be a student over there?

Eloise: No. I'll be a wwoofer. That means I'll work and be on holiday at the same time.

Andy: What kind of work will you do?

Eloise: I'll work on an organic tea plantation. It's hard work. I'll have to be standing for hours in the sunshine and I know I'll be tired.

Andy: What will your working hours be?

Eloise: I'll work five hours a day, from 6:00 AM to 11:00 AM, five days a week. I'll have all the afternoons off, plus the weekends.

Andy: How much will you get paid for that?

Eloise: Nothing. Wwoofers get free accommodation and meals in exchange for their volunteer work.

Andy: What will you do in your spare time?

Eloise: I'll visit places and I hope I'll make friends. I really hope to have a great time.

- a. How long will you stay in India? I'll stay for two months.
- b. Will you be a student over there? No. I'll be a Wwoofer. I will work and be on holiday at the same time.
- c. What kind of work will you do? I'll work on an organic tea plantation.
- d. What will your working hours be? I'll work five days a week from 6:00 to 11:00.
- e. How much will you get paid for that? Nothing. Wwoofers get free accommodation and meals in exchange for their volunteer work.
- f. What will you do in your spare time? I'll visit places and I hope I'll make friends.

9 Work in pairs. Use your notes to make a dialogue.

Expression libre.

ACTIVITY D / International Volunteer Work Camps

10 You want to be a Volunteer Worker. Ask your partner 5 questions about the project After School Care. Then swap roles.

Suggestions

Where and when will the After School Care project take place?

How long can I participate in the project?

What will the work consist in?

How old will the children be?

What will my working hours be?

Will I have to work on the weekend?

What skills do the volunteers in this project need?

Where will I be accommodated?

Will I have to cook and clean the flat?

How many volunteers can take part in this project?

What is the minimum age to be a member?

Do I need to pay for the meals and accommodation?

What will I have to pay for?

11 In your opinion, what could that type of experience give you?

Suggestions

Taking care of children would make me feel more adult and more responsible.

I would have the opportunity to teach English to young children;

I would learn to live in a commune, far from my family and my friends;

I would use my imagination to organize the activities and workshops with others and thanks to that, I would become more self-confident.

TASK 2

12 Work in pairs. Ask and answer questions about preparing a working holiday trip.

Expression personnelle guidée pages 278 et 279.

ACTIVITY E / Little Things Make a Big Difference

1 Find which paragraphs contain the following information.

- The effects of undrinkable water: paragraph 1.
- An eventual resolution of the problems: paragraph 2.
- Details of the invention: paragraph 3.
- The funding: paragraph 4.

2 Find in the document the English equivalents for:

- potable* : *drinking*
- un filtre à eau* : *a water filter*
- des membranes en fibres creuses* : *hollow fibre membranes*
- du charbon actif* : *activated carbon*
- un bouchon* : *a cap*
- se débarrasser de* : *get rid of*

3 Answer the questions.

- How many victims does poisonous water make per year?

Over 1.8 million people die every year from drinking contaminated water and 4 billion disease cases are reported each year.

- What are the main causes of water pollution?

Agriculture and industry are the biggest water polluters.

- How do people from rich countries replace the tap water?

They buy bottled water. / They buy mineral water.

- Why is it a problem?

Because it creates another environmental pollution when the plastic bottles are not collected to be recycled.

4 Find the following information.

- name of the invention: the Fair cap
- type of item: a water filter
- characteristics: anti-bacterial / adaptable to any type of bottle
- components: hollow fibre membranes and activated carbon
- efficiency: gets rid of 99.9% of bacteria
- price: one dollar
- inventor's name: Mauricio Cordova
- nationality: Peruvian
- type of funding: crowdfunding

SPOTLIGHT

Drinking – creating – allowing sont des verbes au participe présent.

TASK 3

5 Read the document on page 279 and say in French what you have understood.

Expression en français.

VIDEO TIME Fair Trade

PART 1-2

American consumers, we have so much power!

Every time we go to the store, we can vote with our dollars for a better world.

You know, we're facing such huge global challenges today: poverty, climate change, environmental degradation.

PART 1-3

Americans are not indifferent to those problems; they just don't know how to make a difference. We feel so powerless in our lives in the face of these huge global problems and, the old approaches, whether it's government intervention, government legislation for international development aid and charity, they're not working fast enough; thus, we have to harness the power of the market and we have to get consumers involved.

PART 1-4

It seems to me that fair trade is empowering consumers to make a difference. With every cup of coffee, with every bar of chocolate, with every banana that we eat, we can actually lift people out of poverty, we can help preserve the land; we can make a difference.

PART 1-5

People in this country increasingly want better tasting products and healthier products. Guess what? There is a very direct connection between the money that a farmer gets for his or her harvest and that farmer's ability to produce a healthier, higher quality product – and that's a win-win, right? It's a win for the farmer; it's a win for the consumer that's looking for a better tasting, healthier product.

PART 1 Watch the whole video with the sound off.

- a. The video is an advertisement for fair trade.
- b. The topic is the links between consumers from developed countries and producers from developing countries.

PART 2 Watch the video from the beginning to 0:16.

2 Answer the questions.

- a. Where is the woman?

The woman is in a large supermarket, in the soft drinks department and in the chocolate department.

- b. What is she doing?

She is interested in Fair Trade certified products. She is looking at fruit juice and chocolate.

- c. Who is Paul Rice?

He is the President and CEO of the Fair Trade Organization in the United States.

- d. What huge global challenges does he list?

The global challenges are: poverty, climate change and environmental degradation.

3 Fill in the words you hear.

American consumers, we have so much power! Every time we go to the store, we can vote with our dollars for a better world.

PART 3 Watch the video from 0:17 to 0:39.

4 Say what is wrong with the statements.

a. The people are in a European country.

The people are in an African country.

b. A young girl is walking out of a town, carrying a heavy basket.

An old woman is walking out of a forest, carrying a heavy basket on her head.

c. A family is having lunch in a garden.

A family is weeding a small patch of land in the woods before planting it.

5 Match the beginnings and the ends of the sentences.

a. ...government intervention, government legislation for international development are not working fast enough.

b. Thus, we have to harness the power of the market.

c. And we have to get consumers involved.

PART 4 Watch the video from 0:40 to 0:53.

6 Complete what Paul Rice says.

It seems to me that Fair trade is empowering consumers to make a difference.

With every cup of coffee, with every bar of chocolate, with every banana that we eat, we can actually lift people out of poverty, we can help preserve the land and we can make a difference.

7 Answer the questions.

a. What products is the woman buying at the store?

She is buying coffee, chocolate and bananas.

b. What is special about these products?

They are produced by organic agriculture.

c. What difference does it make when we, consumers, buy fair trade products?

We help producers from poor countries to get a little more money for their products. We encourage them to produce more and better products.

PART 5 Watch the video from 0:54 to the end.

8 Circle the adjectives you hear.

Better tasting – healthier – higher quality

9 Answer the question.

According to Paul Rice, what kind of products do more and more American consumers wish to buy?

American consumers want higher quality, better tasting and healthier products.

10 Select what you see.

a. The harvest of *cocoa pods*

b. The workers *remove* the cocoa beans and the cocoa paste.

c. The cocoa beans are *dried*.

d. Then, they are sent from *Ghana* to western countries.

e. In laboratories, the transformed cocoa is *smelt and tasted*.

11 Express yourself.

Suggestions

a. What are the benefits to the consumers?

Consumers get higher quality products.

b. What are the benefits to the producers?

The farmers' land is preserved and the soil is better cultivated. The products are more easily sold to the western world and the farmers get a little more money for their work because there is a more direct connection between them and the consumers.

c. Think of other benefits.

The farmers know in advance what the sale-price of their products will be and they are less exploited by their employers.

The farmers learn new techniques to grow, store and transform their products. They also learn how to protect the environment.

Pages 250/251 - TRAINING

1 Classez les adjectifs dans une de ces rubriques : « écologique » et « toxique ».

a. **ecological:** chemical-free – eco-citizen – eco-friendly – environmentally-safe – green – organic – eco-responsible – recyclable

b. **toxic:** contaminated – destructive – poisonous – polluted – undrinkable

2 Complétez les énoncés avec les mots illustrés.

a. Don't throw old gum on the ground, put it in a bin.

b. Household and industrial waste pollutes the soil.

c. Keep chemicals away from children. They are poisonous.

d. Hikers/backpackers/ travel long distances on foot, carrying backpacks.

3 Écoutez et complétez ces priorités environnementales d'après un sondage effectué par le magazine Boston Review. Puis classez-les dans l'ordre.

CD4 Track 57

Environmental priorities

The Boston Review magazine has made a survey of 2,000 people in order to know their priorities as regards environmental problems. Here are the results:

Number 1: Pollution of drinking water

Number 2: Pollution of rivers, lakes and seas

Number 3: Contamination of soil by toxic waste

Number 4: Air pollution

Number 5: Deforestation

Number 6: Global warming

5	Deforestation
1	Pollution of drinking water
3	Contamination of soil by toxic waste.
2	Pollution of rivers, lakes and seas.
4	Air pollution
6	Global Warming

4 Associez les logos à leur signification.

logo 1-b: *organic*

logo 4-e: *global warming*

logo 2-a: *renewable energy*

logo 5-c: *protect the planet*

logo 3-d: *recycling*

5 Complétez les énoncés avec les verbes conjugués.

a. If everybody buys loose products, there will be no more packaging to throw away.

If everybody bought loose products, there would be no more packaging to throw away.

b. If people only spend five minutes in the shower, they will save a lot of water.

If people only spent five minutes in the shower, they would save a lot of water.

c. If we set the temperature at 17°C for the night, the heating bill will reduce by 5%.

If we set the temperature at 17°C for the night, the heating bill would reduce by 5%.

6 Utilisez les éléments suivants pour construire des énoncés ayant la même structure que ceux de l'exercice 5.

Suggestions

If people used public transport more often, it would reduce air pollution.

If more commuters adopted the carpooling system, they would be less stressed and they would make new friends.

If you cycle and walk at least twice a week, your muscles will get stronger.

7 Répondez à la question ci-dessous en vous aidant des illustrations et du vocabulaire.

If you had a magic wand, what would you do?

Suggestions

If I had a magic wand, I would modernize hospitals in emerging countries and I would build many new ones.

I would make rain fall in the desert and I would install a lot of wells in sub-Saharan countries.

8 Classez les mots terminés en “-ing” en trois catégories : noms, verbes et adjectifs.

a. Mauricio started **developing** the Fair Cap before 2015. (Verb)

b. Water sources are **becoming** rare. (Verb)

c. Turn down the **heating** to save energy. (Noun)

d. The health of the planet is **alarming**. (Adjective)

e. With **carpooling**, we can reduce air pollution. (Noun)

f. Ecology is a very **interesting** topic. (Adjective)

SOUNDS GOOD

A Classez les mots suivants selon la prononciation de « ch ».

CD4 Track 58

change – chair – chemical – cholera – chores – chorus

/tʃ/ chicken : change – chair – chores

/k/ character : chemical – cholera – chorus

B Prononcez les termes suivants. Écoutez et vérifiez.

CD4 Track 59

children – chocolate – cholesterol – choice – chat – chemist – cheap – choreography

/tʃ/ chicken: children – chocolate – choice – chat – cheap

/k/ character : cholesterol – chemist – choreography

Page 252 – CCF PREP 43 Parties 1 et 2

PARTIE 1 Présenter une affiche

1 Utilisez les éléments qui conviennent pour décrire l’affiche.

What I see:

- a. The poster is a photomontage.
- b. It is about the environment.
- c. The photos are at the top and at the bottom.
- d. The message is on the right-hand side.
- e. The photos represent symbols of England and the USA.
- f. The main element is the sea.

2 Sélectionnez ce que vous entendez.

CD4 Track 60

How I interpret the poster:

- a. It aims at **sending a message**.
- b. It is destined for **the whole world**.
- c. It shows the impact of **global warming** on the seas.

3 Complétez le message pour dégager la signification de l’affiche.

If we don’t **change** our habits, the **polar ice** in the Arctic and Antarctic will **melt**, the **level** of the seas and oceans will **rise** and many places will disappear.

PARTIE 2 Répondre à des questions à propos d’une affiche

4 Répétez les mots suivants et trouvez leur équivalent français.

CD4 Track 61

climate change – a disaster – the drought – the polar ice – a flood

- a. climate change: *le changement climatique*
- b. a disaster: *une catastrophe*
- c. drought: *la sécheresse*

- d. polar ice: *la banquise*
- e. a flood: *une inondation*

5 Écoutez et répondez aux questions.

CD4 Track 62

- What type of poster is it?
- How many parts is it made up of?
- What is its title?
- Where is the logo representing the Ministry of the Environment?
- What are the three climate disasters represented?
- Who is this poster destined for?
- What does the picture near the title mean?
- What message is sent by this poster?

- The poster is a photomontage.
- it is made up of three parts.
- The title is: "Climate Change – related Disasters".
- The logo is at the bottom left-hand corner.
- Drought, melting of polar ice and flood are represented.
- It is destined to all the countries in the whole world.
- This picture is a message: "Let's protect our planet".
- The poster tells the whole world that if human beings don't change their bad habits and don't stop polluting, big disasters will happen.

Page 253 – CCF PREP 44 Partie 3

PARTIE 3 Comprendre un problème environnemental

Répondez aux questions.

1. Quel est le sujet du document ?

Le document traite de Thilafushi, une île-poubelle dans l'archipel des Maldives, dans l'Océan Indien.

2. Pourquoi Thilafushi a-t-elle été créée ?

Cette île artificielle a été créée pour résorber l'excédent de déchets asphyxiant Malé, la capitale de l'archipel.

3. Que représentent les données chiffrées suivantes : 1992 – 15 – 50 – 330 ?

Thilafushi a été créée en 1992.

Au départ, sa superficie était de 15 hectares.

La superficie actuelle a atteint 50 hectares.

Chaque jour, 330 tonnes de déchets sont amenés par bateau à Thilafushi.

4. Quelles sont les conditions de travail des gens qui y vivent ?

Des migrants originaires du Bangladesh trient les ordures manuellement. Ils travaillent 12 heures par jour pour un salaire mensuel de 250 dollars.

5. Comment les déchets sont-ils traités ?

Les déchets sont incinérés ou enterrés.

6. Quel autre danger environnemental menace l'archipel ?

Si le réchauffement climatique se poursuit, les îles Maldives seront submergées par la montée du niveau de l'océan.

Page 254 – FINAL TASK 22 Present the Results of a Class Survey

Cette tâche finale sera réalisée par petits groupes, étape par étape. Le questionnaire pourra être soumis aux élèves d'une ou plusieurs autres classes. Pour la présentation des résultats, chaque groupe pourra choisir un rapporteur.

Pour gagner du temps et permettre aux élèves de travailler en autonomie, téléchargez la fiche à compléter et photocopiez-la pour chaque groupe ou chaque élève.

Cette fiche reprend les rubriques de la fiche page 254, de façon plus détaillée.

Nom du fichier : FTF22.doc.

