

SEQUENCE 1

→ Axe 1

✓ Vivre entre générations - **Part I**

→ Problématique

✓ How can Americans bridge the generation gap?

→ Supports :

1. Définition
2. Vocabulaire
3. Comprehension écrite : texte A « the viral tweet »
4. Médiation
5. Expression écrite
6. Grammaire
7. Compréhension écrite : Différenciation
8. Final project

Devoir à envoyer n°1

→ Objectifs :

- Découvrir l'axe « vivre entre générations »
- Acquérir le vocabulaire de la séquence
- Acquérir une meilleure maîtrise de la langue en travaillant sur des documents authentiques
- Utiliser des amorces pour enrichir la langue
- Revoir les bases de grammaire acquises au collège.


























1. Axe 1 : Vivre entre générations

→ Generation gap

Definition

Generation gap is a situation in which older and younger people do not understand each other because of their different experiences, opinions, habits, and behaviour:

Different types of generations

	BABY BOOMERS	GENERATION X	GENERATION Y	GENERATION Z	GEN. ALPHA
Favourite expressions and birth	 <p>Be cool Peace Groovy</p> <p>Born 1946-1964</p>	 <p>Dude As if Wicked</p> <p>Born 1965-1979</p>	 <p>Bling Funky Whassup?</p> <p>Born 1980-1994</p>	 <p>Legit idk Whateus</p> <p>Born 1995-2009</p>	 <p>Fam RN let</p> <p>Born after 2010</p>
Historical landmark and iconic cars	<p>Moon landing 1969</p>  <p>Ford Mustang 1964</p>	<p>Stock market crash 1987</p>  <p>Holden Commodore 1978</p>	<p>9 / 11 2001</p>  <p>Toyota Prius 1997</p>	<p>General Financial Crisis 2008</p>  <p>Tesla Model S 2012</p>	<p>Brexit 2019</p>  <p>Autonomous cars 2020s</p>
Iconic toys	 <p>Frisbee</p>	 <p>Rubik's cube</p>	 <p>BMX bike</p>	 <p>Folding scooter</p>	 <p>Fidget spinner</p>
Music devices	 <p>Audio cassette 1962</p>	 <p>Walkman 1979</p>	 <p>iPod 2001</p>	 <p>Spotify 2008</p>	 <p>Smart speakers Now</p>
Leadership styles	 <p>Directing</p>	 <p>Coordinating</p>	 <p>Guiding</p>	 <p>Empowering</p>	 <p>Inspiring</p>

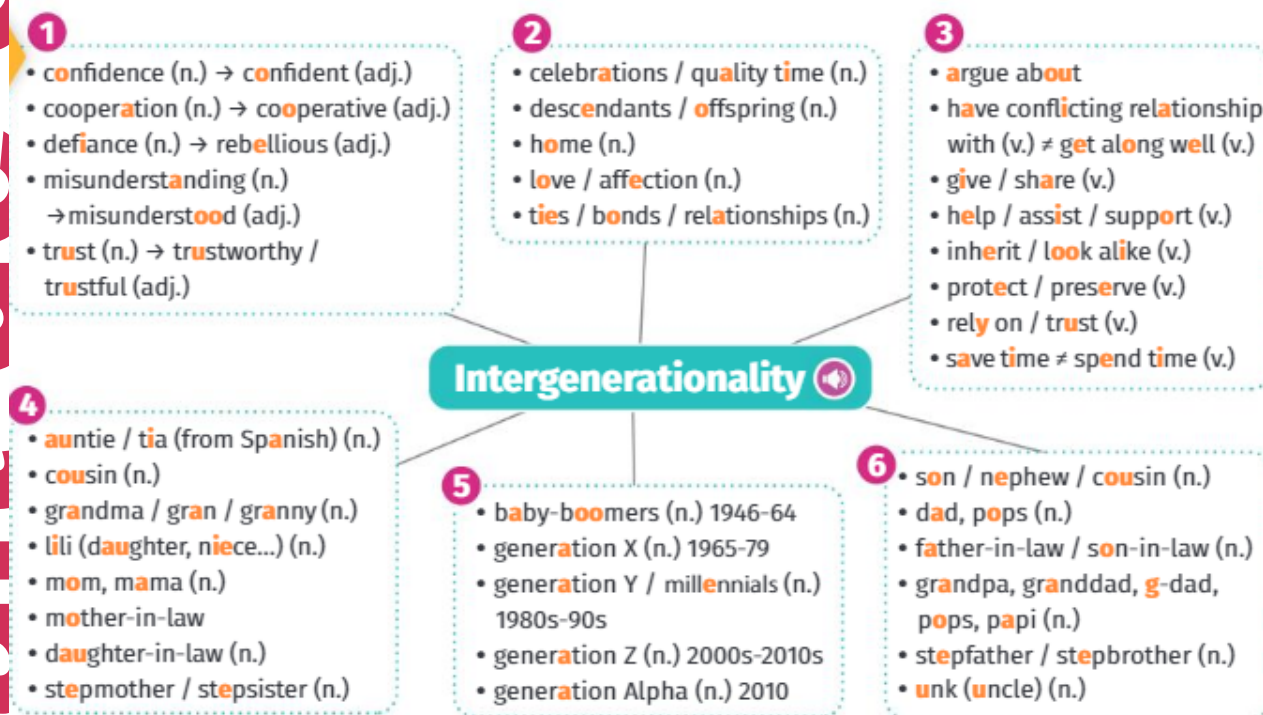
- ✓ **Baby boomers** emerged after the end of World War II, when birth rates across the world spiked. The explosion of new infants became known as the baby boom. The explosion of new infants became known as the baby boom.
Baby boomer is a term used to describe a person who was born between 1946 and 1964. They represent nearly 20% of the American public. As the largest generational group in U.S. history, baby boomers have had and continue to have a significant impact on the economy.
- ✓ **Generation X:** the people who were born between 1965 and 1979. They know how to work hard, get up early to go to work and are very industrious. Boomers don't understand the internet. Generation X created it.
- ✓ **Generation Y:** The generation of people born during the 1980s and early 1990s. have had access to growing technology such as internet and video games so they are optimal for computer-based occupations. The people born between 1981 and 1995 are known as millennials because they are the generation that became adult with the entrance of the new millennia. This population group was born in a prosperous economic time, but a significant part of them are in this moment affected by the recession.

- ✓ **Generation Z:** They were born between 1994 and 2010. They have lived attached to a smartphone. They use the internet either for socializing as for study. It is not that generation Z was born with the digital. Practically they don't know how to live without technology
- ✓ **Generation Alpha:** are children born from 2010 to 2025. They are the first generation entirely born within the 21st century. They are also known as the iGeneration. They are the children of the Millennials. Generation Alpha use smartphones and tablets naturally. These children were born along with iPhones, iPads, and applications. They don't know or can imagine how life was without them. They are not afraid of technology or touching buttons to learn what those buttons do. Alphas learn by doing. Generation Alpha will grow up interacting with AI and robots, as well as humans. They will play with connected toys which will respond to commands and demonstrate emotional intelligence

HELP



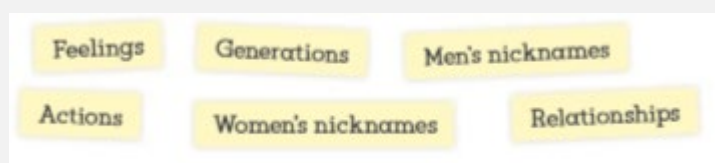
2. Vocabulary



Exercice autocorrectif n°6 - corrigé en fin de séquence

Look at the vocabulary mind map above.

1. Select a title for each box and find other words to complete each box



2. Link the words with their definition

- | | |
|--------------------|---|
| 1. Confident | a. to trust or believe (someone or something) |
| 2. trust | b. understand each other well |
| 3. Offspring | c. having or showing assurance and self-reliance |
| 4. rely on | d. to endure bravely or quietly |
| 5. stepfather | e. Child |
| 6. Millennials | f. to contend or disagree in words |
| 7. Support | g. to fasten, attach, or close by means of a tie |
| 8. tie | h. assured reliance on the character, ability, strength, or truth of someone or something |
| 9. argue about | i. a person born in the 1980s or 1990s |
| 10. get along well | j. the husband of one's parent when distinct from one's natural or legal father |

3. Compréhension écrite



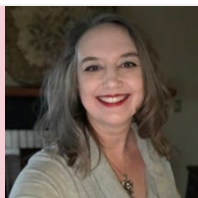
Read the text.

- 1 Millennials (and often Gen Xers and Gen Zers, too) are often derided by older generations for the way they communicate online and in text messages. The argument is that it's not grammatically correct; therefore, it's bad, wrong, and even an indication of the rapid decline of society and civilization as we know it. But as a viral tweet about how millennials use language demonstrates, that's actually not the case at all. In fact, I'd argue that millennials' use of language online is an indication that society and civilization are evolving- — and that's a very good thing, indeed.
- 5

The tweet comes from copyeditor Deanna Hoak. "It's kinda cool how our generation has created actual tone in the way we write online." [Another] user noted something their English teacher had said: "What my teacher was really floored about was that... we're 'native speakers' of a whole new type of English."

Bustle.com, Lucia Peters, 2018.

HELP



Deanna Hoak

Copyeditor specializing in fantasy and science fiction.

World Fantasy Award finalist.

<https://twitter.com/DeannaHoak>

Use the words and expressions below to answer the questions.

Useful vocabulary:

The generation at stake here is... La génération en question ici est....

This excerpt is about / presents... Cet extrait parle de / présente....

I can relate / identify... Je peux comprendre, expliquer / identifier...

Exercice autocorrectif n°7 - corrigé en fin de séquence

1. Read your text and present it (Who? What? Where? When?).
2. Which generation is referred to?
3. What is specific about the way this generation communicates?
4. How is it different from previous generations?

4. Médiation**From French to English
Traduction de "encore"**

- ✓ **Encore = une fois de plus → again**
Ex : Maybe you will read my letter again and again
- ✓ **Encore = toujours → still**
Ex : do you still use thermal cars ?
- ✓ **Encore = pas encore → not... yet**
Ex : I do not know your name yet
- ✓ **Encore = de plus en plus → more and more**
Ex : I do it more and more
- ✓ **Encore = encore plus → even more**
Ex : I am sorry if the climate is even warmer than in the 20th century

Exercice autocorrectif n°8 - corrigé en fin de séquence

Traduisez en anglais :

- a) M'écritas-tu encore quand tu vivras à Boston ?
- b) Il a encore acheté un ours en peluche pour sa fille.
- c) Tu es encore plus chanceux que ton grand-père.
- d) Elle n'a pas encore fini de regarder ce film.
- e) J'ai encore eu un accident.

Attention !

1. **Futur après when (qui introduit une subordonnée de temps) :**
 - ✓ En français : quand + futur
 - ✓ En anglais : when + présent
 - Ex : Je sortirai quand tu arriveras = I will go out when you arrive

Future

present

2. De plus en plus / encore plus

- ✓ More and more + verbe ou adjectif long (2 syllabes non terminées par Y, ER, OW, 3 syllabes et plus)
Ex : I do it more and more (modifie le verbe)
- ✓ Adjectif court (1 ou 2 syllabes terminés par ER, Y, OW) + ER
Ex : he is even happier than his mother.

5. Expression écrite



Observe the two cartoons.



Adam Ziglis, 2012.



Marr Wuerker, Politico.com, 2010.

HELP

Culture tip

Adam Ziglis : Adam Ziglis is the Pulitzer Prize-winning editorial cartoonist for *The Buffalo News*. His cartoons are internationally syndicated and have appeared in many publications around the world, including *The Washington Post*, *USA Today*, *The New York Times* and *Los Angeles Times*.

Matt Wuerker : Matt has been POLITICO's editorial cartoonist and illustrator since its launch. In 2012, he won the Pulitzer Prize for editorial cartooning, POLITICO's first Pulitzer win. In 2009, he was a finalist for the Pulitzer Prize in editorial cartooning.

Over the past 25 years, his work has appeared in publications ranging from *The Washington Post*, *The Los Angeles Times* and *The New York Times* to *Smithsonian* and *the Nation*, among many others.

These two cartoons parody the famous painting *Freedom From Want* by Norman Rockwell.

The painting, which is an oil on canvas work.

The works were inspired by United States President Franklin D. Roosevelt's 1941 State of the Union Address, known as Four Freedoms : "Freedom of Speech," "Freedom to Worship," "Freedom from Want," and "Freedom from Fear"

The painting depicts three generations of a family around a table at Thanksgiving. The father is standing at the head of the table as the mother is about to place a large turkey in front of him. In 1942, America was involved in World War 2, and the painting is intended to show that despite the difficulties the country was facing, traditional American family values were still highly important.

"Freedom from want" also known as The Thanksgiving Picture
– Norman Rockwell – 1942

What is a parody ?

A parody is an imitation of the style of a particular writer, artist, or genre with deliberate exaggeration for comic effect.



Exercice autocorrectif n°9 - corrigé en fin de séquence

Answer the questions :

- Observe the two cartoons. What strikes you?
- What is the message of the cartoonists?
- Compare them with Norman Rockwell's "Freedom from want". What is similar in the cartoonists' message? What is not?
- Do you agree? Do you think generations don't understand one another? Why or why not?

6. Grammaire



Comment exprimer le souhait

On utilise le verbe **wish** pour exprimer le **souhait** en anglais. On y a aussi souvent recours pour traduire « regretter ».

Attention : une affirmation en français correspond à une négation en anglais et inversement.

Ex : Nous regrettons d'être souvent absents = **we wish we weren't often away**

Ex : Je regrette que Linda ne soit pas là = **I wish Linda was here**

- ✓ Pour parler du présent, on emploie : **Sujet + wish + Sujet + présent**

Ex : I wish I **were** rich = Si seulement j'étais riche ! (maintenant)

Attention : pour le verbe to be, on emploie le présent modal qui n'exprime pas le passé mais l'irréel. Il se forme comme le présent simple sauf à la 1^{ère} personne et à la 3^{ème} personne du singulier I **were** au lieu de I was et he **were** au lieu de he was.

- ✓ Pour parler du passé, on emploie : **Sujet + wish + Sujet + pluperfect**

Ex : I wish I **had never met** them = je regrette de l'avoir rencontré = si seulement je ne l'avais jamais rencontré

Exercice autocorrectif n°10 - corrigé en fin de séquence**1. Transformez comme dans l'exemple :****Ex : I think it is too bad, I am not rich → I wish I were rich.**

- a) She thinks it is too bad, she can't swim
- b) We think it is too bad, you are not coming for Christmas
- c) The principal thinks it is too bad they will not behave properly
- d) The police think it is too bad, the convict escaped

2. A partir de la phrase de départ, exprimer un souhait ou un regret en utilisant "wish" et le verbe indiqué.

- a) I think our house is too small. I in a bigger house. (utiliser wish + live)
- b) I think you shouldn't be so rude! I so rude. (utiliser wish + be)
- c) Steve: "Why does she get so impatient?" Heso impatient. (utiliser wish + get)
- d) Why do you come so late on Wednesdays? I so late on Wednesdays. (utiliser wish + come)
- e) Mary: "What a shame we can't understand Spanish". Mary Spanish. (utiliser wish + speak)

3. Choisissez la bonne réponse :

- a) I drive a Renault. It's nice but I wish I _____ a Rolls Royce.
 - 1. had
 - 2. would have
 - 3. had had
- b) you're the best teacher I've ever had. I wish you _____ my teacher last year as well.
 - 1. were
 - 2. would be
 - 3. had been
- c) I don't like these shoes very much. I wish I _____ them.
 - 1. didn't buy
 - 2. wouldn't buy
 - 3. hadn't bought
- d) I drive a Renault. It's nice but I wish I _____ a Rolls Royce.
 - 1. had
 - 2. would have
 - 3. had had
- e) You're the best teacher I've ever had. I wish you _____ my teacher last year as well.
 - 1. were
 - 2. would be
 - 3. had been
- f) I don't like these shoes very much. I wish I _____ them.
 - 1. didn't buy
 - 2. wouldn't buy
 - 3. hadn't bought
- g) I can't come. I wish I _____ come.
 - 1. could
 - 2. would be able to
 - 3. had been able to

h) I'd love to live in Paris. I wish I _____ in Paris.

1. lived
2. would live
3. had lived

i) All my friends are very rich. I wish I _____ rich.

1. were
2. would be
3. had been

j) I'm not very good-looking. I wish I _____ good-looking.

1. were
2. would be
3. had been

La structure interrogative

I. YES/NO QUESTIONS

Ce sont des questions dont la réponse commence par Yes ou No. Elles sont ainsi construites :

AUXILIAIRE + SUJET + VERBE + COMPLEMENT

Ex : Do the children go to school ?
Yes, they do.
No, they don't.

II. WH/QUESTIONS

Elles commencent par un mot interrogatif. Elles sont ainsi formées :

MOT INTERROGATIF + AUXILIAIRE + SUJET + VERBE + COMPLEMENT

Ex : What do the boys do on Sundays ?

ATTENTION !

Certains mots interrogatifs ne sont pas suivis d'un auxiliaire. Ce sont :

- ✓ WHO sujet : Who teaches you English ?
- ✓ HOW MUCH /MANY + NOM (combien) : How many books do you want ?
- ✓ WHOSE + NOM (dont) : Whose book is it ?

RAPPEL : Une question ne doit pas commencer par une préposition. La préposition est rejetée après le verbe.

Ex : AVEC qui parlait -il ?

Who was he speaking WITH ?

Les mots interrogatifs sont :

WHO	Pour identifier une personne	QUI
WHAT	Pour identifier une chose	QUE, QUEL
WHAT	Choix illimité	LEQUEL
WHICH	Choix limité (deux)	LEQUEL
WHEN	Le temps	QUAND

WHERE	Le lieu	OU
WHY	La réponse est "BECAUSE"	POURQUOI
WHAT ...FOR	La réponse est TO ou FOR	POURQUOI
HOW MUCH	+ nom singulier	COMBIEN
HOW MUCH	+ auxiliaire + sujet + verbe (prix)	COMBIEN
HOW MANY	+ nom pluriel	COMBIEN
HOW OLD		QUEL AGE
HOW WIDE		QUELLE LARGEUR
HOW DEEP		QUELLE PROFONDEUR
HOW HIGH		QUELLE HAUTEUR
HOW LONG		QUELLE LONGUEUR
HOW LONG		(DEPUIS) COMBIEN DE TEMPS
HOW FAR		A QUELLE DISTANCE
HOW OFTEN		A QUELLE FREQUENCE
HOW MANY TIMES		COMBIEN DE FOIS

Exercice autocorrectif n°11 - corrigé en fin de séquence

1. Observez la bande dessinée pour expliquer les règles d'emploi de la structure interrogative.



- Repérez les formes de la structure interrogative.
- Comment est-elle formée ?
- À quoi correspond-elle en français ?

2. Retrouvez la question correspondant à l'élément en gras

- You remove a Teddy bear flushed down the toilet **by pumping with a plunger**.
- I live with **my grandmother**.
- She loves **John**.
- We are going to **Granny's**.

3. Traduisez les phrases suivantes.

- Qui surveille ce bébé ?
- Avons-nous vraiment besoin de tout cet argent ?
- Pourquoi n'as-tu pas demandé à tes parents ?
- Où habitent tes grands-parents ?
- Comment appelaient-tu ta grand-mère quand tu étais enfant ?

7. Compréhension écrite



You have studied this text. Read it again.

- 1 Millennials (and often Gen Xers and Gen Zers, too) are often derided by older generations for the way they communicate online and in text messages. The argument is that it's not grammatically correct; therefore, it's bad, wrong, and even an indication of the rapid decline of society and civilization as we know it. But as a viral tweet about how millennials use language demonstrates, that's actually not the case at all. In fact, I'd argue that millennials' use of language online is an indication that society and civilization are evolving- — and that's a very good thing, indeed.

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"This Viral Tweet About Millennial Language Demonstrates All Syntax And Tonal Shifts Millennials Have Developed For the Written Word", [Bustle.com](#), **Lucia Peters**, 2018.



Now, read this one.

- 1 Generation Alpha have been born into "the great screenage" and while we are all impacted by our times, technology has bigger impacts on the generation experiencing the changes during their formative years.
- The year they began being born was the year the iPad was launched, Instagram was created and App was the word of the year. For this reason, we also call them Generation Glass because the glass that they interact on now and will wear on their wrist, as glasses on their face, that will be on the Head Up Display of their driverless cars, or that will be the interactive surface of their school desk, will transform how they work, shop, learn, connect and play.
- 5 Not since Gutenberg transformed the utility of paper with his printing press in the 15th Century has a medium been so transformed for learning and communication purposes as glass- and it has happened in the lifetime of Generation Alpha.

"Generation Next: Meet Gen Z And the Alphas", [McCrindle](#), **Ashley Fell**, 2018.

HELP

- ✓ **Generation Alpha** is also synonymously called "Generation Glass" by some to point out the fact that this will be the most technologically superior generation in history. Being the first generation to be completely born in the 21st century, Generation Alpha has the screen placed in front of them from early on as entertainers & educational aids.
- ✓ **Head-up Display** enables you to project navigation directly onto the windshield of your car.

Exercice autocorrectif n°12 - corrigé en fin de séquence

1. Compare the two generations. How are they different? Similar?

Réponse : The two generations share things...

2. How do you imagine the future of communication?

Réponse : In one or two decades...

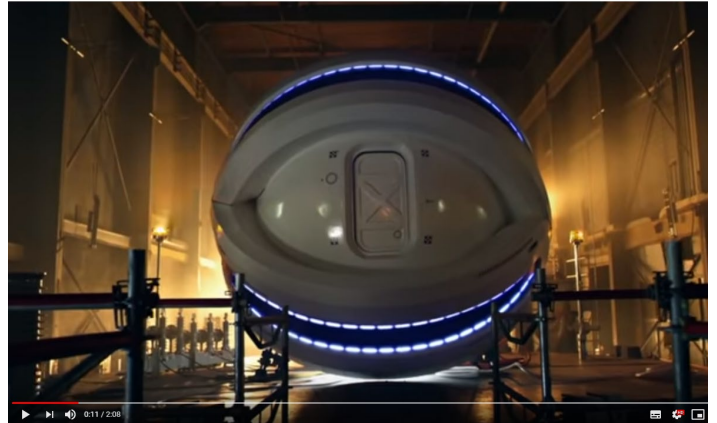
3. Can you identify with one of these generations? Why or why not?

Réponse : As far as I am concerned.....

8. Final project



Etudiez l'affiche du film "Timeless" » puis regarder le trailer sur You tube.



<https://youtu.be/zSYZJGAGvww>

Exercice autocorrectif n°13 - corrigé en fin de séquence

You are in charge of one film or TV show from the selection below.

1. Look for information on the Internet. You can even watch the trailer. Be ready to present your film or TV show.
2. Would you watch it or recommend it?

HELP

Useful vocabulary:

- ✓ This is an action movie set in (country) in (year).
- ✓ It was released in (year).
- ✓ (Main actor / actress) is starring in it and the film also features (actors).



DEVOIR N°1 - à envoyer à la correction

Durée du devoir 1h30

→ **Expression écrite**



Sujet : Planning a family dinner

You are responsible for organising your family's annual Thanksgiving dinner. This celebration is a "big business" for all of you! Write and send the email invitation (150-180 words).



HELP

To write your mail :

- ✓ **First, prepare your arguments and organise them.**
 - Why is this dinner so important for you?
 - Why are you organising it this year?
 - What do you wish?
- ✓ Write an email to your family to tell them how everything will be organised (who brings what, what activities or games will take place, etc.).
- ✓ You can ask them questions, express your wishes to deal with problems before they arise (for example: Any allergies? Any topic not to discuss during dinner? etc.).

Nom et e-mail de l'expéditeur

From: Leslie Carter <lesliecarter@us.gov.com>

To: Fred Lewis <fredlewis@hbarber.com>

CC (or Bcc): Minister of the Environment <minenv@us.gov.com>

Subject: Beach Cleaning project

Nom et e-mail du destinataire

Nom(s) et e-mail(s) des éventuels destinataires en copie (Cc :carbon copy) ou en copie cachée (Bcc : blind carbon copy).

Object du message : concis et en lien avec le contenu du message.

→ Compréhension de l'écrit

TEXT 1

Teenagers' Internet socializing not a bad thing

- 1 Good news for worried parents: all those hours their teenagers spend socializing on the Internet are not a bad thing, according to a new study by the MacArthur Foundation.
- "It may look as though kids are wasting a lot of time hanging out with new media, whether it's on MySpace or sending instant messages," said Mizuko Ito, lead researcher on the study, "Living and Learning With New Media." "But their participation is giving them the technological skills and
- 5 literacy they need to succeed in the contemporary world. They're learning how to get along with others, how to manage a public identity, how to create a home page."
- The study, conducted from 2005 to last summer, describes new-media usage but does not measure its effects.
- "It certainly rings true that new media are inextricably woven into young people's lives," said Vicki Rideout, vice president of the Kaiser Family Foundation and director of its program for the study of
- 10 media and health. "Ethnographic studies like this are good at describing how young people fit social media into their lives. What they can't do is document effects. This highlights the need for larger, nationally representative studies."
- Ms. Ito, a research scientist in the department of informatics at the University of California, Irvine, said that some parental concern about the dangers of Internet socializing might result from a
- 15 misperception.
- "Those concerns about predators and stranger danger have been overblown," she said. "There's been some confusion about what kids are actually doing online. Mostly, they're socializing with their friends, people they've met at school or camp or sports."
- 20 The study, part of a \$50 million project on digital and media learning, used several teams of researchers to interview more than 800 young people and their parents and to observe teenagers online for more than 5,000 hours. Because of the adult sense that socializing on the Internet is a waste of time, the study said, teenagers reported many rules and restrictions on their electronic hanging out, but most found ways to work around such barriers that let them stay in touch with
- 25 their friends steadily throughout the day.
- "Teens usually have a 'full-time intimate community' with whom they communicate in an always-on mode via mobile phones and instant messaging," the study said.

Tamar Lewin, november 20, 2008, <https://www.nytimes.com/>

TEXT 2

Generation gap: texts vs emails

- 1 "Excuse me for one second," Jessica said as she pursued Lalitha into a more executive-looking suite at the back of the house.
- "I'm a young person," he heard her say there. "OK? I'm the young person here. Do you get it?"
- Lalitha: "Yes! Of course. That's why it's so wonderful you came down. All I'm saying is I'm not so old myself, you know."
- 5 "You're twenty-seven!"
- "That's not young?"
- "How old were you when you got your first cell phone? When did you start going online?"
- "I was in college. But, Jessica, listen –"
- "There's a *big difference* between college and high school. There's an entirely different way that
- 10 people communicate now. A way that people my age started learning much earlier than you did."
- "I know that. We don't disagree about that. I really don't see why you're so angry at me."
- "Why I'm angry? Because you have my dad thinking you're this great expert on young people, but you're *not* the great expert, as you just totally demonstrated."
- "Jessica, I know the difference between a text and an e-mail. I misspoke because I'm tired. I hardly
- 15 slept all week. It's not fair of you to make so much of this."

"Do you even *send* texts?"

"I don't have to. We have BlackBerrys, which do the same thing, only better."

"It's not the same thing! *God*. This is what I'm talking about! If you didn't grow up with cell phones in high school, you don't understand that your phone is very, very different from your e-mail. It's a totally different way of being in touch with people. I have friends who hardly even check their e-mail anymore. And, if you and Dad are going to be targeting kids in college, it's really important that you understand that."

"OK, then. Be mad at me. Go ahead and be mad. But I still have work to do tonight, and you need to leave me alone now."

Jessica returned to the kitchen, shaking her head, her jaw set.

"I'm sorry," she said.

Jonathan Franzen, *Freedom*, 2010.

Questions :

Text 1

1. What are the benefits of using social networks? Justify your answer by giving at least three quotes. [3 points]

2. What is generally the parents' first opinion about social networks? Give two elements. [2 points]

Text 2

3. Why does one of the characters insist so much on their age difference? [2 points]

4. Explain in your own words why the difference between an e-mail and a text message is so important for one of the characters. [3 points]

Both texts

5. Analyze the "generation gap" regarding new media (use of social networks, cell phones, etc). Illustrate with quotations from both texts. (50 words) [10 points]

→ Expression orale



You participate in a sociological research project entitled "Living in the 21st".

Each generation can participate and produce a two- minute- recording which presents the reality of today.

Describe your life and your relationships with other generations.

HELP

Pour vous enregistrer :

✓ Utilisez le micro de votre ordinateur

OU

✓ Allez sur le site <https://www.livrescolaire.fr/page/6221965>

En bas de la page cliquer sur le micro puis parler pendant deux minutes.

Ensuite vous pourrez vous écouter et en cliquant sur partager vous enregistrerez en MP3.

Envoyez votre enregistrement à votre professeur.

Extrait de cours

Exercices autocorrectifs - CORRECTION

Transition collège/lycée

Exercice autocorrectif n°1 - correction

A. Mettez les verbes au present simple ou au present be+ing

1) (you – have) any idea what street art is about?

Do you have any idea what street art is about?

2) Street art usually (exhibit) on the best walls a town (have) to offer

Street art usually exhibits on the best walls a town has to offer.

3) (you-think) of painting on canvas now?

Are you thinking of painting on canvas now?

4) (you-not-want) a new challenge?

Don't you want a new challenge?

5) She (know) the world (slowly change)

She knows the world is slowly changing.

6) I (not-usually- talk) to the media but I (see) a young journalist at 4 p.m

I don't usually talk to the media but I am seeing a young journalist at 4 pm.

7) Most people (think) nothing (have) the right to exist unless it (make) profit.

Most people think nothing has the right to exist unless it makes profit.

B. Mettez les verbes à la forme du présent qui convient.

a. My paintings in the streets are about what (go on) in the economy.

My paintings in the streets are about what is going on in the economy.

b. Look at them! they (have) a lot of fun, just watching me paint.

Look at them! they are having a lot of fun, just watching me paint.

c. I (work) differently in every city. London is a real thrill. No place in the world (have) more cctv cameras.

I work differently in every city. London is a real thrill. No place in the world has more cctv cameras.

d. Hey! (you – listen)? they (not – seem) to be enjoying what (you-try) to do.

Hey! are you listening? They don't seem to be enjoying what you are trying to do.

e. Generally speaking, the people who (run) our cities (not – understand) graffiti.

Generally speaking, the people who run our cities don't understand graffiti.

C. Mettez les verbes au preterit simple :

a) (mean – it) that any immigrant had to read a 40-word passage?

Did it mean that any immigrant had to read a 40-word passage?

b) The young boy (know) the man was a doctor.

The young boy didn't know the man was a doctor.

c) He (get up) the top of the stairs.

He didn't get up to the top of the stairs.

d) (have- he) problems breathing?

Did he have problems breathing?

e) (examine- the doctors) the babies too?

Were the doctors examining the babies too?

f) (forgive – he) them for what they (do) to him?

Did he forgive them for what they did to him?

g) They (not – have) the courage to talk to them.

They didn't have the courage to talk to them.

h) They didn't break the law.

They didn't break the law.

D. Mettez les verbes au prétérit simple ou au prétérit be + ing

- a. From 1892 to 1954, twelve million people who were living in crowded cities in Europe, tried to enter the United States.

From 1892 to 1954, twelve million people who were living in crowded cities in Europe, tried to enter the United States.

- b. Everyday, legal inspectors questioned hundreds of immigrants. They wanted to know where immigrants were from and where they were going.

Everyday, legal inspectors questioned hundreds of immigrants. They wanted to know where immigrants were from and where they were going.

- c. The doctors looked at them to see if they were limping and if they were, they didn't pass the test.

The doctors looked at them to see if they were limping and if they were, they didn't pass the test.

Exercice autocorrectif n°2 - correction

A. Mettez les mots dans l'ordre afin de poser des questions

- 1) You / how / are?

How are you?

- 2) Join / did / club / video games / you / the?

Did you join the video games club?

- 3) Like you / do / serving / community / your?

Do you like your serving community?

- 4) Good / you / arithmetic / at / are?

Are you good at arithmetic?

B. Posez les questions ayant pour réponse les éléments soulignés.

- 1) She is joining the match club.

What is she joining?

- 2) Spanish club is held on Thursdays and Fridays at 3.30 p.m.

When is Spanish club held?

- 3) Katie is the president of the Democrats Club.

Who is the president of the Democrats Club?

- 4) Film club takes place in Mrs Turner's classroom

Where does film club take place?

Exercice autocorrectif n°3 - correction

Script de l'enregistrement : RAILWAY JOURNEY

She settled herself back on the cushions with a sigh and opened a magazine. Five minutes later, whistles blew, and the train started. The magazine slipped from the old lady's hand, her head dropped sideways⁽¹⁾, three minutes later, she was asleep. She slept for thirty five minutes and awoke⁽²⁾ rested⁽³⁾. Resettling⁽⁴⁾ her hat which had slipped aside⁽⁵⁾, she sat up and looked out of the window at what she could see of the flying countryside. It was quite dark now, a dreary⁽⁶⁾ misty⁽⁷⁾ December day – Christmas was only five days ahead⁽⁸⁾. "Serving last tea now", said an attendant⁽⁹⁾, as the train flashed through towns and stations. The attendant went on down the corridor, uttering⁽¹⁰⁾ his monotonous cry....

Agatha Christie, 4,50 from Paddington.

(1) de côté

(2) se réveilla

(3) repose

(4) remplaçant

(5) de côté

- (6) triste, monotone
- (7) brumeux
- (8) dans 5 jours
- (9) serveur
- (10) prononçant/ proférant

Répondez aux questions :

1. Who was travelling on that train?
An old lady was travelling on that train. She seemed to be alone.
2. What did the passenger try to do first?
She tried to read a magazine but after three minutes she fell asleep.
3. How long did she sleep?
She slept for thirty-five minutes when she awoke she felt rested.
4. What season was it?
It was winter, five days before Christmas. The sky was dark that late afternoon.
5. What was to be served?
An attendant announced late afternoon tea was to be served and it was the last one too.

Exercice autocorrectif n°4 - correction

Lisez ce document et choisissez les bonnes réponses pour tester votre compréhension.

1. A/ Le document est extrait...

- a. d'une nouvelle
- b. d'un roman
- c. d'un journal intime
- d. d'un scénario

B/ Sur quels mots / expressions du texte vous êtes-vous appuyé pour donner cette réponse ? (Veuillez choisir une réponse)

- a. « based on a screenplay by... »
- b. « a novel by... »
- c. « based on a scenario by... »

2. A/ L'action se déroule...

- a. en Angleterre
- b. aux Etats-Unis
- c. en Australie

B/ Sur quels mots / expressions du texte vous êtes-vous appuyé pour donner cette réponse ? (Veuillez choisir une réponse)

- a. « East Walnut Hills » (l.4)
- b. « Cincinnati » (l.5)
- c. « Buick Roadmaster » (l.14)

3. A/ La scène dans la maison se déroule...

- a. le matin
- b. l'après-midi
- c. le soir

B/ Sur quels mots / expressions du texte vous êtes-vous appuyé pour donner cette réponse ? (Veuillez choisir une réponse)

- a. « another night » (l.2)

- b. « one day » (l.19)
- c. « after an hour » (l.24)
- d. « that afternoon » (l.16)

4. A/ Charlie est...

- a. l'ami de Sanford Babbitt
- b. le fils de Sanford Babbitt
- c. le frère de Sanford Babbitt

B/ Sur quels mots / expressions du texte vous êtes-vous appuyé pour donner cette réponse ? (Veuillez choisir une réponse)

- a. « East Walnut Hills » (l.4)
- b. « There's something I have to do before we go » (l.1-2)
- c. « This is my father's place » (l.7)

5. Trouver à quoi correspond « 's » dans les phrases suivantes :

1- is 2- has 3- us 4- la possession

- a. « There's something » (l.2) is
- b. « my father's place » (l.7) la possession
- c. « Charlie's old bedroom » (l.16) la possession

6. A/ Charlie...

- a. rend visite à Sanford Babbitt
- b. sort des obsèques de son père
- c. est à son propre mariage

B/ Sur quels mots / expressions du texte vous êtes-vous appuyé pour donner cette réponse ? (Veuillez choisir une réponse)

- a. « Babbitt's house » (l.7)
- b. « my friends' parents » (l.24)
- c. « his father's funeral » (l.1)

7. A/ Charlie...

- a. vient d'un milieu social aisé
- b. vient d'un milieu social défavorisé
- c. a été adopté

B/ Sur quels mots / expressions du texte vous êtes-vous appuyé pour donner cette réponse ? (Veuillez choisir une réponse)

- a. « Poor Charlie! » (l.26)
- b. « in front of one of the largest, most expensive houses » (l.6)
- c. « My father left me there for two days » (l.24-25)

8. A/ Susanna connaît très bien Charlie.

- a. Vrai
- b. Faux

B/ Sur quels mots / expressions du texte vous êtes-vous appuyé pour donner cette réponse ? (Veuillez choisir une réponse)

- a. « This was a Charlie Babbitt that she didn't know » (l.11-12)
- b. « And you were only sixteen » (l.26)
- c. « her eyes wide, full of questions » (l.8)

9. A/ Charlie connaît bien la voiture qui est devant le garage.

- a. Vrai
- b. Faux

B/ Sur quels mots / expressions du texte vous êtes-vous appuyé pour justifier la réponse ? (Veuillez choisir une réponse)

- a. « You know that car in front of the garage? » (l.16-17)
- b. « I've always known this car » (l.15)
- c. « It was a 1949 Buick Roadmaster » (l.14)

10. « The Buick was his car and I could never drive it » (l.19)

A/ Trouvez le référent correct des mots grammaticaux suivants :

His : a. Charlie b. Sanford c. Susanna

I : a. Charlie b. Sanford c. Susanna

B/ Quel est le sens le « could » dans la phrase ?

- a. la supposition
- b. le refus de permission
- c. l'obligation

11. Trouvez les référents des pronoms personnels en italiques soulignés.

« He knew I had the car, but he telephoned the police and said, "Someone has stolen my car". The police stopped us and took us to the police station.' Charlie's face was angry now. 'My friends' parents came for them after an hour. My father left me there for two days. » (l.22-25)

- | | |
|---------|----------------------------|
| 1. he | a. Charlie and his friends |
| 2. I | b. Charlie |
| 3. us | c. Charlie's father |
| 4. them | d. Susanna |
| 5. me | e. Charlie's friends |
| | f. Charlie and Susanna |

He : Charlie's father

I : Charlie

Us : Charlie and his friends

Them : Charlie's friends

Me : Charlie

12. A/ Qu'est-il arrivé à Charlie ?

- a. Il a eu un accident
- b. Il a perdu les clés de la voiture
- c. La voiture a été volée
- d. Il a été embarqué au poste de police

Exercice autocorrectif n°5 - correction

Sujet :

Would you be happy to go to a far country? which one? why?

Tell it in 10 lines.

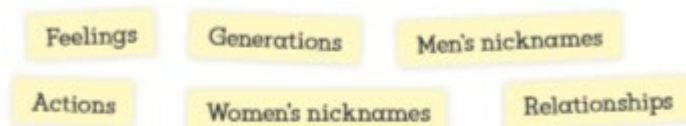
(correction à rajouter)

SEQUENCE 1

Exercice autocorrectif n°6 - correction

Look at the vocabulary mind map above.

1. Select a title for each box and find other words to complete each box



1. feelings: hope, disrespect, respect, love
2. relationship children, aunt, grandmother, grandparents, daughter...
3. action; get on well, agree, disagree, refuse, admit.
4. women's nickname: grand mother, grand daughter, grand children, aunt, uncle
5. generations: generation gap,
6. men's nickname: grand father, grand children, uncle,

2. Link the words with their definition

- | | |
|--------------------|---|
| 1. Confident | a. to trust or believe (someone or something) |
| 2. trust | b. understand each other well |
| 3. Offspring | c. having or showing assurance and self-reliance |
| 4. rely on | d. to endure bravely or quietly |
| 5. stepfather | e. Child |
| 6. Millennials | f. to contend or disagree in words |
| 7. Support | g. to fasten, attach, or close by means of a tie |
| 8. tie | h. assured reliance on the character, ability, strength, or truth of someone or something |
| 9. argue about | i. a person born in the 1980s or 1990s |
| 10. get along well | j. the husband of one's parent when distinct from one's natural or legal father |

1.c / 2.h / 3.e / 4.a / 5.j / 6.i / 7.d / 8.g / 9.f / 10.b

Exercice autocorrectif n°7 - correction

1. Read your text and present it (Who? What? Where? When?).

This excerpt is about the new means of communication nowadays. Copy editor Diana Hoek shared an online post about the way millennials use grammar to encode meanings older people are less familiar with. millennials have created a whole new written communication system. Tweeter is here a good way of communication.

2. Which generation is referred to?

The generation at stake here is Millianials, that is to say people who were born between 1981 and 1995. They are known as millennials because they are the generation that became adult with the entrance of the new millennia (2000).

3. What is specific about the way this generation communicates?

Millennials have created a new variant of written English unique to social media. It is a new way of communication which states that deliberately misspelled words and misused grammar. This new way of writing means that our society and our civilization are evolving.

4. How is it different from previous generations?

Millennials aren't like other generations. They love their phones. Their phones are constantly in their hands, as if it were a permanent attachment. They are changing written English to be as expressive as they can be in spoken language. They have created an entirely new way of speaking that involves acronyms, abbreviations and a new type of shorthand lexicon.

Now older generations have started to complain that Millennials can't even talk correctly. They need a dictionary to understand them.

Exercice autocorrectif n°8 - correction

Traduisez en anglais :

a) M'écritas-tu encore quand tu vivras à Boston ? = toujours

Will you still write to me when you live in Boston?

b) Il a encore acheté un ours en peluche pour sa fille. = une fois de plus

He has bought a teddy bear for his daughter again.

c) Tu es encore plus chanceux que ton grand-père. = encore plus

You are even luckier than your grandfather.

d) Elle n'a pas encore fini de regarder ce film. = pas encore

She has not yet finished watching this film.

e) J'ai encore eu un accident. = une fois de plus

I had an accident again.

Exercice autocorrectif n°9 - correction

Answer the questions :

a) Observe the two cartoons. What strikes you?

These two cartoons parody Norman Rockwell's famous painting "Freedom from want".

On Adam Ziglis's cartoon, what strikes me is that dinner is ready but nobody has come to share the turkey the cook is putting on the table. Where are they?

On Matt Wuerker's cartoon, what strikes me is that the guests are sitting around the table but they don't see the cook and the turkey because they are busy with their phones or their digital tablet. They are not interested in the meal. Even the father behind the cook is playing with his phone. He is not ready to cut the turkey.

b) What is the message of the cartoonists?

I think that the cartoonists want to give us a message: nowadays people are not interested in family meals. The most important thing for them is new technologies. They can't live without them. Even when they are together, they are isolated. They don't communicate anymore except to compare what they are doing on their tablets or phone.

c) Compare them with Norman Rockwell's "Freedom from want". What is similar in the cartoonists' message? What is not?

Norman Rockwell's painting shows a family sitting down to a traditional Thanksgiving Day feast. *Freedom from Want* shows a traditional American family sitting down to a dinner table. Both the good china and the good silver are on the table. A mother and father stand at the head of the table, and it is the mother who presents the beautiful turkey ready to carve and eat. Standing behind the cook, is the father. The family members, young and old, are happy and conversing excitedly. He wants to show that the family links are strong. The members of the family gather and happy to be together. They communicate and they laugh.

What is similar in the three cartoonists' message is that it is important to gather families around the table to share a meal. But they are free to do what they want. The three cartoonists want to describe life as it is at the moment they create their painting and cartoon.

What is different is that the generation gap is more and more important. In 1943 the family was strong. In 2010, people came at the family dinner, but they didn't communicate and in 2012, nobody came. They are too busy to gather with the other members of the family.

d) Do you agree? Do you think generations don't understand one another? Why or why not?

The young don't like spending time with their grand-parents who don't want them to spend all their free time watching TV or playing on their computers. They consider that their parents are too old to understand their problems and they spend their life with their friends. Family dinners are rare, and parents do not want their children to participate if they do not want to.

They are so different that they can't communicate. They prefer chatting with their friends, sharing photos on the social network or listen to music.

So I agree: generations don't understand each other.

Exercice autocorrectif n°10 - correction

1. Transformez comme dans l'exemple :

Ex : I think it is too bad, I am not rich → I wish I were rich.

a) She thinks it is too bad, she can't swim.

She wishes she could swim.

b) We think it is too bad, you are not coming for Christmas.

We wish you were coming for Christmas.

c) The principal thinks it is too bad they will not behave properly.

The principal wishes they would behave properly.

d) The police think it is too bad, the convict escaped

The police wish the convict had not escaped.

2. A partir de la phrase de départ, exprimer un souhait ou un regret en utilisant "wish" et le verbe indiqué.

a) I think our house is too small. I in a bigger house. (utiliser wish + live)

I think our house is too small. I **lived / could live** in a bigger house.

b) I think you shouldn't be so rude! I so rude. (utiliser wish + be)

I think you shouldn't be so rude! I **wish you were not** so rude.

c) Steve: "Why does she get so impatient?" Heso impatient. (utiliser wish + get)

Steve: "Why does she get so impatient?" He **wishes she didn't get** so impatient.

d) Why do you come so late on Wednesdays? I so late on Wednesdays. (utiliser wish + come)

Why do you come so late on Wednesdays? I **wish you didn't come** so late on Wednesdays.

e) Mary: "What a shame we can't understand Spanish". Mary Spanish. (utiliser wish + speak)

Mary: "What a shame we can't understand Spanish". Mary **wishes they could speak** Spanish.

3. Choisissez la bonne réponse :

a) I drive a Renault. It's nice but I wish I _____ a Rolls Royce.

1. had

2. would have

3. had had

b) you're the best teacher I've ever had. I wish you _____ my teacher last year as well.

1. were
2. would be
3. had been

c) I don't like these shoes very much. I wish I _____ them.

1. didn't buy
2. wouldn't buy
3. hadn't bought

d) I drive a Renault. It's nice but I wish I _____ a Rolls Royce.

1. had
2. would have
3. had had

e) You're the best teacher I've ever had. I wish you _____ my teacher last year as well.

1. were
2. would be
3. had been

f) I don't like these shoes very much. I wish I _____ them.

1. didn't buy
2. wouldn't buy
3. hadn't bought

g) I can't come. I wish I _____ come.

1. could
2. would be able to
3. had been able to

h) I'd love to live in Paris. I wish I _____ in Paris.

1. lived
2. would live
3. had lived

i) All my friends are very rich. I wish I _____ rich.

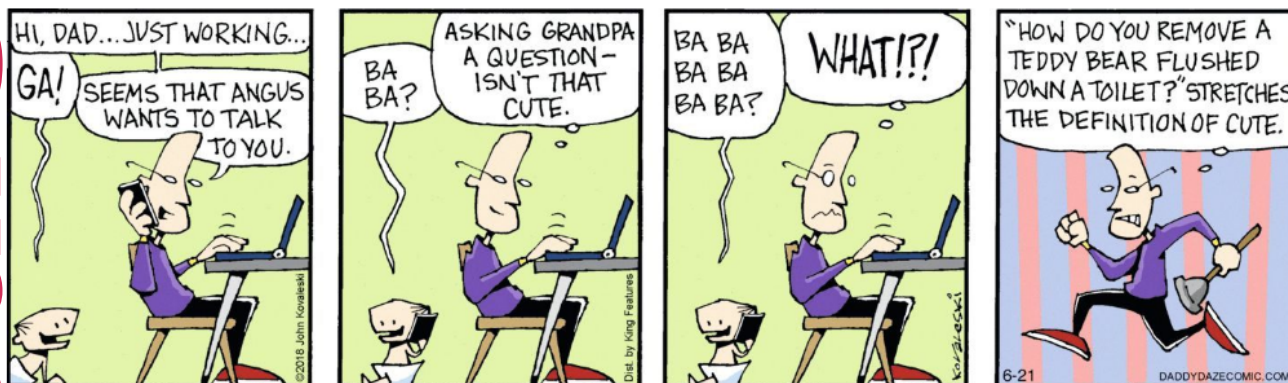
1. were
2. would be
3. had been

j) I'm not very good-looking. I wish I _____ good-looking.

1. were
2. would be
3. had been

Exercice autocorrectif n°11 - correction

1. Observez la bande dessinée pour expliquer les règles d'emploi de la structure interrogative.



a) Repérez les formes de la structure interrogative.

La forme interrogative est : How do you remove a teddy bear...

b) Comment est-elle formée ?

How do you remove a teddy bear... ?

Mot interrogative + auxiliaire + sujet + base verbale.

c) À quoi correspond-elle en français ?

Comment enlever un ours en peluche jeté dans les toilettes ?

2. Retrouvez la question correspondant à l'élément en gras

a) You remove a Teddy bear flushed down the toilet **by pumping with a plunger.**

How do you remove a Teddy bear flushed down the toilet?

b) I live with **my grandmother.**

Who do you live with?

c) She loves **John.**

Who does she love?

d) We are going to **Granny's.**

Where are you going?

3. Traduisez les phrases suivantes.

a) Qui surveille ce bébé ?

Who is looking after this baby?

b) Avons-nous vraiment besoin de tout cet argent ?

Do we really need all this money?

c) Pourquoi n'as-tu pas demandé à tes parents ?

Why didn't you ask your parents?

d) Où habitent tes grands-parents ?

Where do your grandparents live?

e) Comment appelais-tu ta grand-mère quand tu étais enfant ?

How did you call your grandmother when you were a child?

Exercice autocorrectif n°12 - correction

1. Compare the two generations. How are they different? Similar?

Réponse : The two generations share things...

The two generations share things: they use new technologies and they do not use paper anymore.

Nevertheless, they are different: Millenials only use text messages and communicate on line whereas generation Alpha uses every sort of technologies to communicate, to work, to shop, to do everything.

2. How do you imagine the future of communication?

Réponse : *In one or two decades...*

In one or two decades, machines will be controlled by gestures or eye movements. There will be robots to communicate with us. They will speak with children or lonely old people; they will do everything for us. Thanks to artificial intelligence, supercomputer will be created, and the machine will answer questions in natural language.

3. Can you identify with one of these generations? Why or why not?

Réponse : *As far as I am concerned.....*

réponse personnelle

Exercice autocorrectif n°13 - correction

You are in charge of one film or TV show from the selection below.

1. Look for information on the Internet. You can even watch the trailer. Be ready to present your film or TV show.

Timeless is an American science fiction time travel drama series that premiered on NBC on October 3, 2016. It stars Abigail Spencer, Matt Lanter and Malcolm Barre

Timeless tells the story of a mysterious criminal who steals a secret state-of-the-art time machine, intent on destroying America as we know it by changing the past. The only hope is an unexpected team: a scientist, a soldier and a history professor, who must use the machine's prototype to travel back in time to critical events. While they must make every effort not to affect the past themselves, they must also stay one step ahead of this dangerous fugitive. But can this handpicked team uncover the mystery behind it all and end his destruction before it's too late?

2. Would you watch it or recommend it?

I would watch it or recommend it because it seems to be suspenseful and entertaining, funny and romantic, family friendly and educational - a very rare combination on TV nowadays. It's about trust, love, science, history, faith, integrity, brain, hear.

Extrait de cours