

TOOL BOX

-- Classroom English survivor Kit --



Avant de commencer la 1^{ère} séquence, apprenez le vocabulaire.

VOCABULARY



Vocabulary for things you find in a classroom.

Your classroom



Your schoolbag



Time to speak English!

What time is it?
/aɪ/

What's the weather like?
/ð/

How do you say... ?
/aɪ/

I can't hear you.
/hɜː/

My conclusion is...
/s/

Highlight important notions.
/ʃi/

Justify your answer.
/dʒ/

Open your book.
/ɒ/

Underline new words.
/z/

Look at the board!
/k/

Sit down.
/ɪ/

Don't touch your hair!
/tʃ/

Could you repeat.
/i/

Goodbye!
/aɪ/

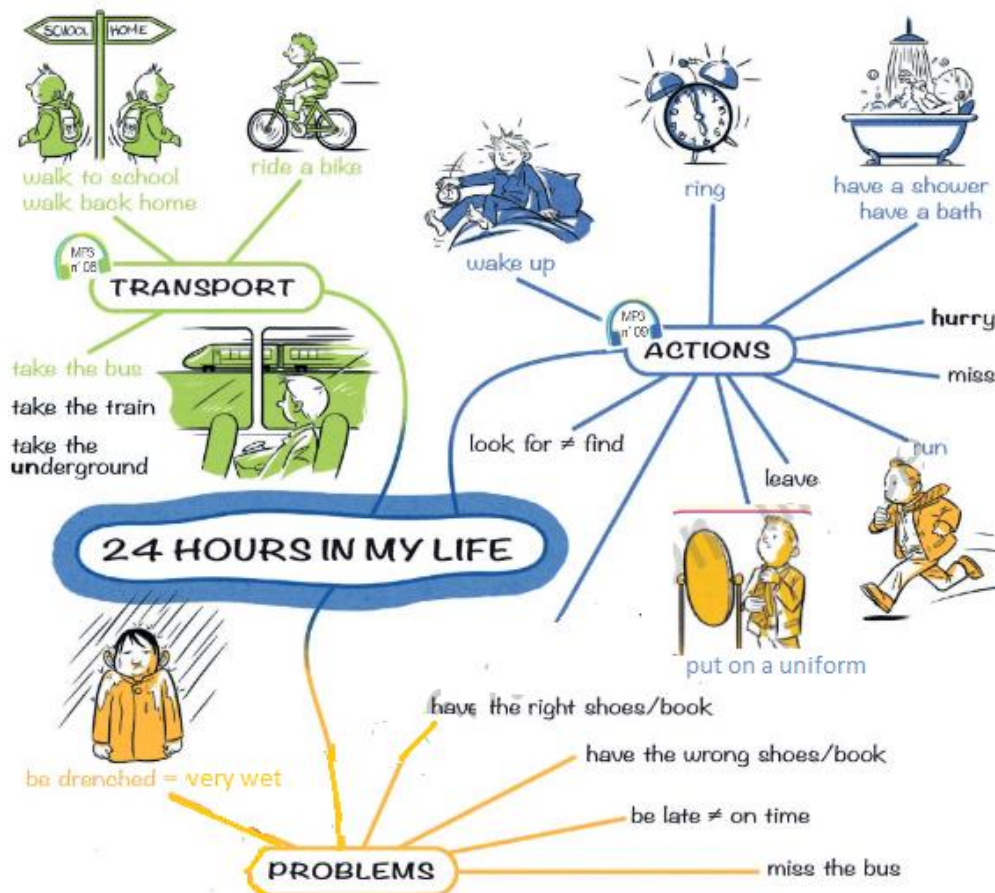
See you tomorrow.
/tɒ/

Have a nice day!
/h/

Thanks!
/g/

Thank you.
/θ/ /j/

Source : www.lelivrescolaire.fr

Source : www.editions-hatier.fr

Écoutez l'audio "Problems".
Un fichier est fourni avec le livret > Fichier 01.

Exercice autocorrectif n°1 - corrigé en fin de livret

1. Quels mots de la toolbox pouvez vous utiliser pour décrire ces situations ?



2. Que diriez vous de situations suivantes ?



3. Complétez :



a)



b)



c)



d)



e)



f)



g)



h)

-- Les sons de l'anglais --

-1- Les voyelles simples

/ɪ/	/æ/	/ɒ/	/ʊ/	/ə/	/e/
					
F <u>i</u> sh	C <u>a</u> t	S <u>o</u> cks	F <u>oo</u> t	Cucum <u>be</u> r	B <u>e</u> d
/i: /	/ɑ: /	/ɔ: /	/u: /	/ɜ: /	/ʌ /
					
T <u>ee</u>	A <u>ar</u> m	D <u>oo</u> r	Sh <u>oe</u> s	B <u>ir</u> d	M <u>u</u> g

-2- Les diphtongues

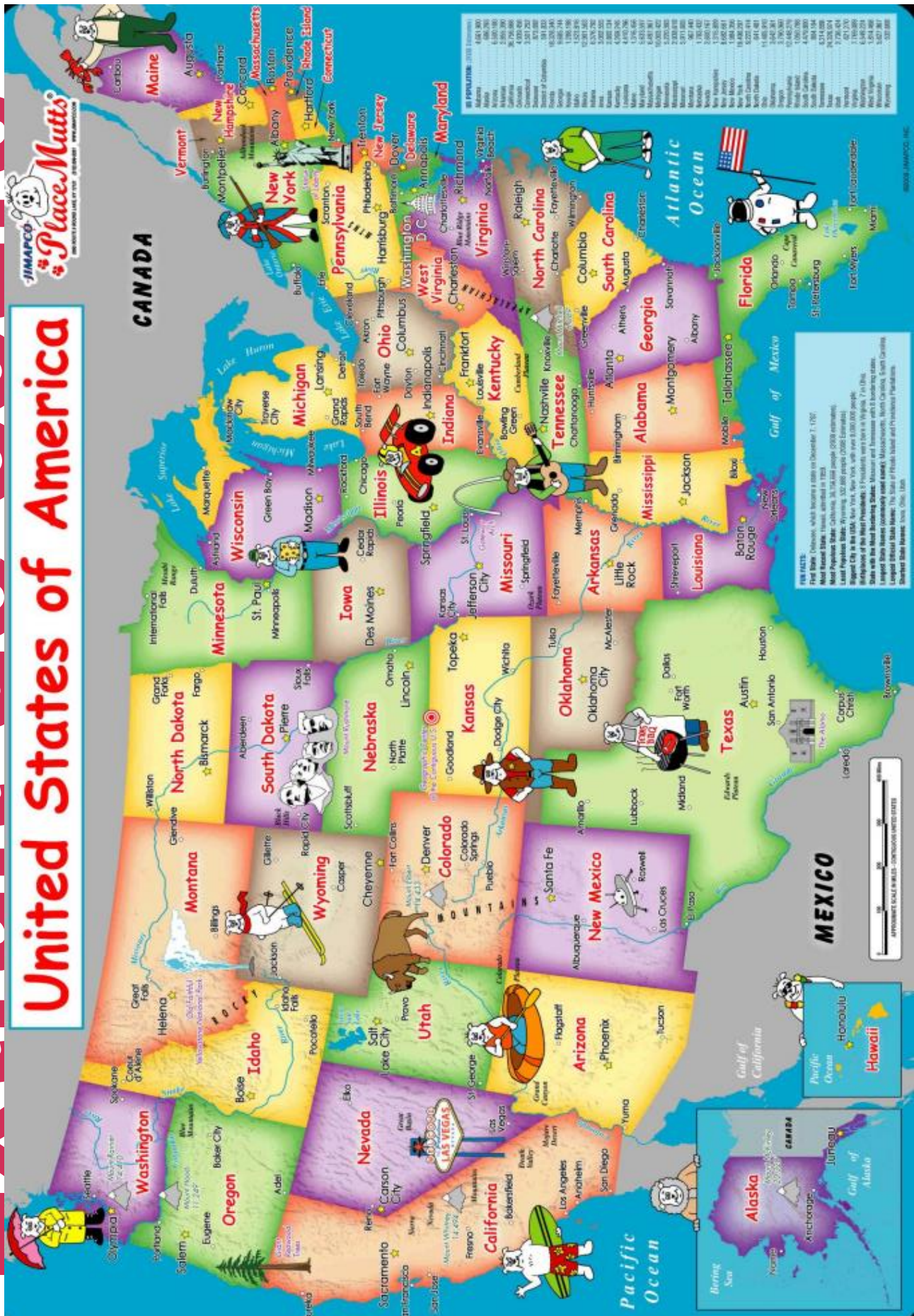
/eɪ/	/əʊ/	/ɔɪ/	/ʊə/
			
C <u>a</u> ke	P <u>h</u> one	B <u>oy</u>	P <u>oo</u> r
/aɪ/	/aʊ/	/ɪə/	/eə/
			
T <u>i</u> e	H <u>ou</u> se	E <u>a</u> r	Ch <u>ai</u> r

-3- Les consonnes

/tʃ/	/ʃ/	/h/	/ŋ/	/k/	/p/	/r/
						
ch <u>e</u> ese	sh <u>ee</u> p	h <u>ea</u> rt	king	c <u>u</u> p	p <u>e</u> n	r <u>u</u> ler
/ɜ/	/dʒ/	/ð/	/θ/	/t/	/w/	/j/
						
Telev <u>i</u> sion	J <u>a</u> m	Fath <u>er</u> Christmas	Th <u>ree</u>	T <u>e</u> a	W <u>i</u> ndow	Y <u>e</u> llow

-- Maps of the United Kingdom, the USA and the English speaking countries --





Where is English spoken?

English spoken as mother tongue
English as official or semi-official language

Canada
Forests cover almost half of Canada and there are some two million lakes.

United States of America
On a clear day, you can see five states from the top of the Empire State Building in New York City. New Jersey, Connecticut, Massachusetts and Pennsylvania.

United Kingdom
More than 300,000 tourists visit Buckingham Palace each year.

Ireland
The speed limit on most roads in Ireland is 60 mph. If you choose to drive a horse-drawn caravan, you'll never break the law as you'll travel at a speed of 3 mph!

Most common languages in the world:
1. Chinese
2. English
3. Hindi
4. Spanish

New Zealand
There are 9 million people in New Zealand and 40 million sheep.

New South Wales

Australia
There are 20 million inhabitants in Australia and 40 million kangaroos.

South Africa
Zimbabwe
Zambia
Botswana
Mauritius
Swaziland
Lesotho
Tanzania
Malawi
Kenya
Uganda
Sri Lanka
Singapore
India
Bangladesh
Pakistan
Nigeria
Cameroon
Gambia
Sierra Leone
Liberia
Ghana
Malta
Austria and Barbuda
St. Lucia
Barbados
Trinidad and Tobago
Guyana
Belize
St. Vincent and the Grenadines
Grenada

Philippines
Papua New Guinea
Solomon Islands
Fiji

Monument Valley, Utah

9/02/22 00

Source : <https://lewebpedagogique.com>

Extrait de cours

Séquence 1

✓ Notion 1 : Ecole et société - **Part I**

En lien avec la notion Rencontre avec d'autres cultures

✓ Thème : Back to school selfie

➔ **Problématique** : Are selfies modern self-portraits or controversial ego-portraits? | *Les selfies sont-ils des auto-portraits modernes ou des égo-portraits controversés ?*

➔ Supports :

1. Culture tip
2. Etude de la problématique
3. Vocabulaire
4. Anticipation
 - Compréhension orale : "Andy Warhol's self portrait"
5. Grammaire : so neither / le prétérit
6. Bye-bye holidays
 - Expression écrite : "Locker selfie"
 - Compréhension orale : "long time no see"
 - Compréhension écrite : "Can't wait"
7. Grammaire : les pronoms personnels sujet et compléments/ verbes de gout + V-ing
8. Long time, no see
 - Expression orale / s'exprimer en continu : "Selfie challenge"
 - Compréhension orale : "exotic holiday adventures"
 - Expression écrite : "Selfie assignment"
9. Phonologie

Devoir à envoyer n°1

➔ Objectifs :

-- Culture -- • École et société : la rentrée et les sentiments contradictoires qu'elle suscite.

-- Langages -- • Les selfies et leurs dangers / bénéfices. • Se présenter. • Partager son opinion. • Commenter une photographie. • Relater des événements passés.

-- Grammaire -- • Verbes de gout + V-ing. • Les pronoms personnels compléments. • Le prétérit simple. • So et neither. • Les questions au prétérit.

-- Compétences travaillées -- • Lire et comprendre : je me repère dans le document et cible l'information nécessaire. • Écouter et comprendre : je comprends des documents audio et vidéo de nature variée. • Écrire et réagir à l'écrit : j'écris pour communiquer. • Parler en continu : je prends la parole pour raconter, décrire, expliquer. • Réagir et dialoguer : j'échange avec un interlocuteur.

-- Phonologie -- • Of. • L'accentuation des mots porteurs de sens.

-- Lexique -- • Les verbes de goût. • Les moyens de transport. • Les selfies. • L'école. • Les activités de vacances. • Les adjectifs pour décrire la personnalité.

1. Culture tip

Selfies

What is a selfie ?

A selfie "is a self-portrait photograph, typically taken with a digital camera or camera phone held in the hand or supported by a selfie stick¹. Selfies are often shared² on social networking services such as Facebook, Instagram and Twitter. They are usually nice.



Making selfies is considered to be a mode of self-expression in today's generation like looking in a mirror. Selfies are well popular among Facebook, Twitter, Instagram, and Pinterest users.

1. selfie stick = voir l'image.

2. shared = to share = partager

Selfies in the USA

In the USA, all the schools have lockers³ where students can put their personal things and their school supplies¹.

They keep the same locker all year round and they are very proud² of it.

1. school supplies = les fournitures scolaires

2. proud = fier

3. lockers = casiers

This is an American student's locker. →

Lockers are very important in the American students' life.

What does your locker tell about your personality?

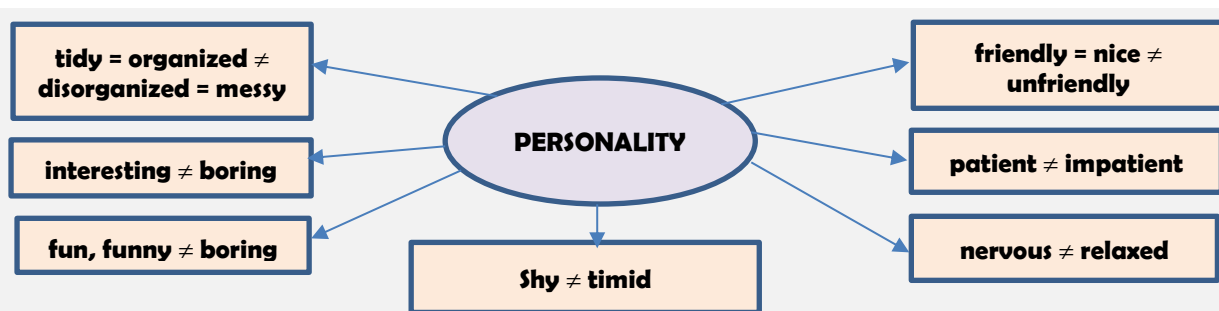
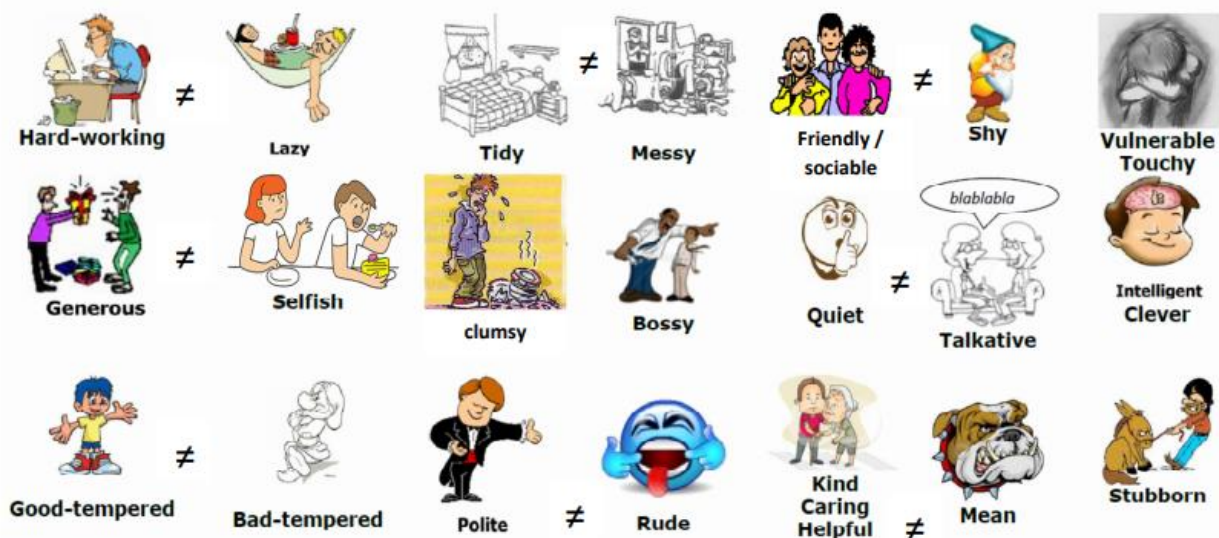
Your locker tells how you are.

When you look at a locker, you can know if the student is a boy or a girl, if he or she is:



Apprenez le vocabulaire





Selfies dangerous or not?

If they are taken in dangerous circumstances, selfies can be deadly. Between 2011 and 2017, 259 people died because they chose a dangerous place to take their selfies.

Some people regularly take photos even if they know they are in a dangerous position because they didn't fully understand the risks.

The highest number of incidents and selfie-deaths has been reported in India followed by Russia, United States, and Pakistan.

Drowning¹ and fire² are the principal reasons of death.

1. Drowning = noyade

2. fire = feu

A dangerous selfie



"This selfie-taker risked her life on someone's shoulders at the top of a 180-metre-high disused chimney in Romania."

"Cette personne a risqué sa vie sur les épaules de quelqu'un au sommet d'une cheminée désaffectée de 180 mètres de haut en Roumanie".

The Pros and Cons of Selfies¹**The Pros:**

- Selfies Are A Confidence Booster!²
- Selfies Capture Memorable Moments

The Cons:

- Selfies Can Become Obsessive
- Selfies Are A Bit Too Revealing³

Conclusion

1. A Selfie Reveals Your Location
2. A Selfie Gives Out Personal Information
3. A Selfie Shows What People Look Like
4. A Selfie Sends the Message that "You Are Not Home"
5. A Selfie Shows Actions People Do
6. A Selfie Reveals Others' Identities
7. A Selfie Gives Out Details about Your Family
8. Taking a Selfie Can Become Addictive
9. Taking a Selfie Can Turn Deadly

So be careful. The best selfies are not the most dangerous.

1. Les avantages et les inconvénients des Selfies
2. Les selfies sont un stimulant pour la confiance !
3. Les selfies donnent trop de détails sur vous

2. La problématique

Les selfies sont-ils des auto-portraits modernes ou des égo-portraits controversés ? | Are selfies modern self-portraits or controversial ego-portraits?

Are selfies modern **self-portraits** or controversial **ego-portraits**?

- two compound nouns: Self-portraits, ego-portraits
- two adjectives: modern, controversial

Reformulate the question. (What does the question mean?)

We are asked to define **selfies**. Are they a **contemporary** form of **self-portrait**? Or are they a **selfish** way to **show off**¹?

show off¹ = se montrer

3. Vocabulaire**VOCABULARY****Holiday transport.**

car
/kɑ:/



plane
/pleɪn/



boat
/boʊt/



bike
/baɪk/



coach
/koʊtʃ/



train
/treɪn/

**Personality adjectives.**

shy
/ʃaɪ/lazy
/leɪ/hard-working
/ˈhɑːd.wɜːkɪŋ/friendly
/frendli/grumpy
/ˈɡrʌmpi/open-minded
/ˌɒpənˈmaɪndɪd/touchy
/ˈtʌtʃi/

Selfies.

social networks
/ˈsəʊ.əlˌnɜːks/self-portrait
/ˈsɛlf.pəˈtreɪt/smartphone
/ˈsmɑːtfoʊn/selfie stick
/ˈsɛlf.i.stɪk/digital camera
/ˈdɪdʒɪtəl.kəˈmɛrə/take a picture
/ˈpeɪktʃə/

Visiting.

sightseeing
/ˈsaɪtˌsiːɪŋ/hike
/haɪk/wander
/ˈwɒndə/enter
/ˈɛntə/book
/bʊk/

School places.

locker
/ˈlɒkər/cafeteria
/ˌkæfɪˈtɛəriə/library
/ˈlaɪbrəri/

Exercice autocorrectif n°2 - corrigé en fin de livret

Après avoir appris le vocabulaire, fermez votre livret et vérifiez que vous avez bien retenu votre leçon en complétez le document ci-dessous.

Holiday transport













Personality adjectives











ouvert d'esprit

 susceptible

Source : www.livrescolaire.com

4. Anticipation - Compréhension orale : “Andy Warhol’s self portrait”



Observez l’image “Andy Warhol’s self portrait”.





Écoutez l'audio "Welcome to Eaglesham School, Alberta".

Un fichier est fourni avec le livret > Fichier 02.

VOCABULARY



Apprenez le vocabulaire.

- To recognize = reconnaître
- Already = déjà
- To depict = dépeindre, représenter
- Silver = argent
- Blank = neutre, sans expression
- Consumerism = consumérisme (Protection des intérêts du consommateur par des associations ou tendance trop à consommer.)
- Auction = vente aux enchères
- Photo booths = photomaton (cabine où l'on peut imprimer des photos d'identité)
- Trend = tendance, mode



Culture tip

Cette œuvre est un autoportrait d'**Andy Warhol** (1930-1987). Warhol a réalisé Self-Portrait et les huit versions existantes en utilisant des images qu'il avait prises dans un photomaton de New York.

Pop art - Les œuvres d'Andy Warhol : <http://www.artliste.com/andy-warhol/>

Exercice autocorrectif n°3 - corrigé en fin de livret

1. Ecoutez l'audio 3 fois.



-- Parcours différencié --

Niveau 1 ou Niveau 2 ou Niveau 3

Niveau 1

Repérez de qui l'on parle et relevez les informations clés le concernant.

Niveau 2

Repérez la description et à la fin de l'audio la technique du selfie.

Niveau 3

Relevez les noms des œuvres emblématiques de Warhol et le prix de celle-ci.

1. Match numbers and their definition



Silver hair



Sunglasses



Expressionless face



Black tie



Trench coat

2. Circle the words you can answer in the audio.



3. Sum up what you have learnt.

Andy Warhol

enigmatic

hair

sunglasses

expression

2011

\$38

This artwork was made by ... ; he depicts himself as an ... superstar with silver...,... and a blank It was sold on May 11th, ... for more than ... million, a world record!

5. Grammar

So & Neither ; Le prétérit



Réviser et retenir

-1- So & Neither



Étudiez la leçon ci-dessous.

Mmmh!
I love chocolate
ice cream!

So do I !

I don't know
how to speak
japanese

Neither do I

> Formation

Phrase affirmative → SO + AUXILIAIRE* + SUJET

AUXILIAIRE* = L'auxiliaire qui figure dans la phrase reprise (BE, HAVE, CAN, WILL...).

Ou s'il n'y a pas d'auxiliaire : DO/DOES au présent – DID au prétérit

Forme affirmative sans auxiliaire	I like chocolate So do I (moi aussi) So does he (lui aussi) So do they (eux aussi)
Forme affirmative avec auxiliaire	I can swim So can I So can he So can they... J'emploie l'auxiliaire qui est dans la phrase.
Phrase negative → NEITHER + AUXILIAIRE à la forme affirmative + SUJET	
Forme négative sans auxiliaire	I DON't like chocolate NEITHER do I (moi non plus) NEITHER does he (lui non plus) NEITHER DO THEY... (eux non plus) Like = present simple J'emploie l'auxiliaire du present DO ou DOES
Forme négative avec auxiliaire	She can't swim NEITHER CAN I NEITHER CAN he NEITHER CAN they

Pour **exprimer son accord**, on utilisera « **so + auxiliaire + Sujet** » dans une **phrase affirmative** et « **neither + auxiliaire + Sujet** » dans une **phrase négative**.

-2- Le prétérit



Apprenez la fiche 7 et la fiche 8 page 126 de votre manuel.

> Formation et emploi

Le prétérit simple permet d'évoquer une action qui a eu lieu dans le passé, terminée, datée sans rapport avec le présent.

Date précise
événement/action

Moment où
l'on parle

À la forme affirmative, on distingue les verbes réguliers des verbes irréguliers.

	Verbes réguliers	Verbes « irréguliers »
+	J'ajoute -ed à la BV Edward lov ed Bella immediately.	J'utilise la forme du prétérit (apprendre la liste des verbes irréguliers page 140 de votre manuel) Bella met Edward at the school cafeteria.
-	Je mets didn't devant la BV. Sujet + did + not (ou didn't) + BV (base verbale*) Dracula didn't kill Mina. Bella didn't know he was a vampire. <u>Ex.</u> : I / You / He / She / We / You / They didn't work. base verbale* = infinitive sans to → to work = infinitif / work = Base verbale	J'utilise l'auxiliaire did suivi du sujet puis de la BV. Did + Sujet + BV (base verbale*) When did she realise he was a vampire? Did they fall in love at first sight? <u>Ex.</u> : Did I / You / He / She / We / You / They work.... ? base verbale* = infinitive sans to → to work = infinitif / work = Base verbale
?		

On peut utiliser le prétérit simple pour évoquer une succession d'événements passés.
Edward *met* Bella during the science lesson and he loved her at first sight.

> L'auxiliaire BE au prétérit

Forme affirmative	Forme négative	Forme interrogative
I was	I wasn't	was I?
you were	you weren't	were you?
he was	he wasn't	was he?
she was	she wasn't	was she?
it was	it wasn't	was it?
we were	we weren't	were we?
you were	you weren't	were you?
they were	they weren't	were they?

Exercice autocorrectif n°4 - corrigé en fin de livret

1. Match the two parts of these sentences.

- | | | |
|---|---|------------------------|
| Amir loves taking risks and | • | • neither is Amir. |
| Jamal isn't keen on eating at the cafeteria and | • | • so have all of them. |
| Eilen has been very busy and | • | • so does Talya. |

HELP

Same opinion, same situation

- **So** after a positive sentence
- **Neither** after a negative sentence
- **So / neither** + BE / HAVE / DO + s

2. Exprimez votre accord ou votre désaccord.

- a) I can play tennis. (Jerry)
- b) I love chocolate. (my brother)
- c) I am tall. (my friends)
- d) I haven't done my homework. (Sue)
- e) I don't like loud music. (my neighbour)
- f) I wrote a letter. (Teddy)
- g) I have tidied my bedroom. (Peter)
- h) Mary and Tom are good students. (Susan)
- i) Mat and George haven't arrived yet. (Kate)
- j) We can't speak Italian. (our friends)
- k) My aunt read a book. (my uncle)
- l) I don't have a computer. (Betty)
- m) Tim rode his bike yesterday. (Jim)
- n) My father didn't wash the car. (my mother)
- o) Sophie is very clever. (her children)

3. Traduire :

- a) J'aime lire des romans. Moi aussi.

- b) nous ne mangeons jamais de hamburgers. Eux non plus.
- c) Elle ne comprend pas. Lui non plus.
- d) Nous détestons la musique. Elle aussi.
- e) Il n'est pas en train de regarder la télévision. MOI non plus.
- f) Stessie aime lire des livres tels que « Little Women ». Moi aussi.
- g) Adrian est un adolescent. Les jumeaux aussi.
- h) Les jeunes filles dépensent leur argent dans les vêtements et le maquillage. Ma sœur aussi.

Si vous souhaitez approfondir cette leçon, rendez vous sur le site :

<https://www.englishexercises.org/makeagame/viewgame.asp?id=3214> où vous trouverez des exercices interactifs corrigés.

4. Exercice n°10 et 11 de votre manuel page 143

5. Rewrite the story in the simple past.

Talya goes to India with her parents. On the first day, they visit the Lotus Temple in Delhi. She finds it beautiful. Then, they drive to Agra where they discover the Taj Mahal. She feels like a princess. Finally, they fly to Jaipur and enter the Golden Temple. They eat a delicious meal. They don't have a lot of time but they have a lot of fun.

5. Complete the sentences with the verbs in brackets in the simple past.

Jenny ... (enjoy) her holidays although she ... (not leave) England. She ... (go) to Brighton. She ... (have) fun at the fair where she ... (ride) the rollercoaster. She ... (not buy) her school supplies until late August.

6. Select the right question.

- a)
 - ☐ Did you had fun?
 - ☐ Did you have fun?
 - ☐ Had you fun?
- b)
 - ☐ How you travelled?
 - ☐ How did you travel?
 - ☐ How did you travelled?
- c)
 - ☐ Where did you went?
 - ☐ Where you went?
 - ☐ Where did you go?

7. Reorder these words to ask Amir questions.

- a) you / ? / did / where / go
- b) risks / take / ? / you / did
- c) do / ? / what / you / did
- d) you / ? / did / how / feel

6. Bye bye holidays !

-1- Expression écrite "Locker selfie"



Etudiez le document "Locker selfie".



1. This is Mark



Australia

I'm into technology: video games, computers, social networks! I'm a total geek. I'm not very interested in school. I'm fond of sports and I hope to become a very well-known surfer.



2. This is Eileen



Ireland

I'm not too keen on talking about myself. I'm extremely shy. I'm a very reliable person and am quite sporty. I practice step-dancing and I can play rugby and hockey. I'm very interested in literature and movies. I'd like to become a doctor.



3. This is Talya



India

Namaste! I'm a Bollywood fan and I love everything related to my Indian origins such as Diwali. With my brother Ajay and my parents, we now live in London. And guess what? I'm keen on tattoos and piercings. I can play cricket too.



Do you know?

When is « back to school »? It depends!

In the USA and the UK, school sometimes starts in August. In Australia or New Zealand, it doesn't start before January!

When do you go back to school. How do you feel about it?



Culture tip

C'est une nouvelle tendance de la rentrée scolaire aux États-Unis : le locker-selfie. En effet, les casiers des élèves américains sont personnalisables et leur contenu dit beaucoup de leur propriétaire.

Pour en savoir plus : https://youtu.be/7oa24a_tm_A

Exercice autocorrectif n°5 - corrigé en fin de livret

1. Documents 1, 2, 3 - Look at the pictures and list everything you can about the characters.
2. Documents 1, 2, 3 - How do you think the pupils feel about going back to school?
3. Documents 1, 2, 3 - Imagine what they all did during their holidays.
4. Match the words with the corresponding part of the picture.



-2- Compréhension orale : "long time no see"



Écoutez l'audio "Long time no see".

Un fichier est fourni avec le livret > Fichier 04.



HELP

Mark, Eileen and Talya se retrouvent à la rentrée des classes. Ils sont en train de discuter dans le hall de leur collège et racontent leurs vacances et les sentiments qu'ils éprouvent en ce premier jour de classe.

- Repérez bien le lieu, le moment, les personnages, leurs activités et sentiments.
- Ecoutez bien l'intonation qui vous permettra de confirmer votre impression sur leurs sentiments.

Exercice autocorrectif n°6 - corrigé en fin de livret

1. Ecoutez l'audio 3 fois.



-- Parcours différencié --

Niveau 1 ou Niveau 2 ou Niveau 3

Niveau 1

Repérez le lieu, le moment, les personnages, leurs activités et sentiments.

Niveau 2

Relevez les expressions de la joie et du désespoir et les mots accentués qui traduisent leurs arguments.

Niveau 3

Ré-écoutez pour relever les expressions d'accord ou désaccord et concentrez-vous sur la fin de l'enregistrement.

2. Listen to the audio and explain the situation.

What?
.....

Where?
.....

Who?
.....

When?
.....

Why?
.....

3. Concentrate on the pupils' voices. How do they feel?



●

● overjoyed

because



●

● cheerful

because



●

● grumpy

because



4. -- Dossier partagé -- Expression orale : How do you feel about being back at school?

Si vous le souhaitez, vous pouvez vous enregistrer et envoyer votre production format MP3 ou un fichier word à votre professeur afin qu'elle soit partagée dans l'espace personnel de vos camarades de classe sur le site des Cours Académiques de France.

-3- Compréhension écrite : "Can't wait"



Etudiez le texte "Back-to-School Poll: Surprising Number of Teens Looking Forward to Going Back".

Back-to-School Poll: Surprising Number of Teens Looking Forward to Going Back

LOS ANGELES, CA – September 1, 2016 Quizilla.com™ [...] today announced the results of a poll revealing a teen population evenly split on disliking and liking having to go back to school. In a recent online poll surveying hundreds of teenagers, 56% said they were not looking forward to going back to school while 44% said they were. What does it mean? Looking at the Quizilla Forum comments following the poll, those dreading getting back on the bus cite boring teachers, crowded classes, being ridiculed for being different and fear of failing. The surprisingly high number embracing a return to the classroom look forward to seeing friends after a summer apart, going back into a system where they will now be a year higher up in the food chain, and stimulation following a summer that may have become a bit boring.



"Quizilla Back-to-School Poll", Marketwired, 2016.

VOCABULARY



Apprenez le vocabulaire.

- A poll = un sondage
- Evenly = équitablement (de façon juste)
- Split = divisé, partagé,
- Surveying = to survey = mener une enquête
- To look forward to + BV + ing = avoir hâte de
- While = pendant que
- To follow = suivre
- Boring = ennuyeux
- Dreading = to dread = appréhender, redouter
- Crowded = bondé, noir de monde.
- To fear = avoir peur, craindre

HELP

Cent adolescents ont répondu à un sondage en ligne.

La question : « Aimez vous et n'aimez vous pas la rentrée des classes ».

- 56% ont répondu qu'ils aiment la rentrée des classes.
- 44% ont répondu qu'ils n'aiment pas la rentrée des classes.

Comment étudier ce texte ?

- Repérez les chiffres et les mots transparents
- Repérez les mots connus et les verbes en -ing
- Relisez le texte et repérez les mots que vous avez appris.

Exercice autocorrectif n°7 - corrigé en fin de livret

1. Relisez le texte et faites vos repérages.



-- Parcours différencié --

Niveau 1 ou Niveau 2 ou Niveau 3

Niveau 1

Repérez les chiffres et les mots transparents.

Niveau 2

Repérez les mots connus et les verbes en -ing.

Niveau 3

Repérez les mots que vous avez appris.

2. Look at the document. What kind of document is it? What is it about?

- a) The document is ☐ a poll. ☐ an article. ☐ a photograph.
 b) It publishes the results of ☐ a poll. ☐ a match. ☐ an election.
 c) The results are ☐ surprising. ☐ predictable.
 d) ... because ☐ lots of teens want to go back to school. ☐ lots of teens don't want to go back to school.

3. What do these figures¹ correspond to?

- | | | |
|-----|---|--|
| 56% | • | • of teens are afraid to go back to school. |
| 44% | • | • of teens are willing to go back to school. |

4. List the pros² and cons³ of going back to school. Look for clues⁴ in the text and add your own reasons.

	Happy to be back	Not happy to be back
Reasons	Ex. : I enjoy seeing my friends.	Ex. : I hate waking up early.

5. Expression écrite : Deux adolescents discutent. L'un aime la rentrée des classes, l'autre non. Ecrivez le dialogue (50 mots)

Utilisez : • so / neither; • look forward / dread; • want / not want to.

1. figures = chiffres

2. pros = les avantages, les arguments pour

3. cons = les inconvénients, les arguments contre

4. clues = indices

7. Grammar

Les pronoms personnels sujets et compléments ; Verbes de Goût +ing



Révissez et retenez

1- Les pronoms personnels sujets et compléments

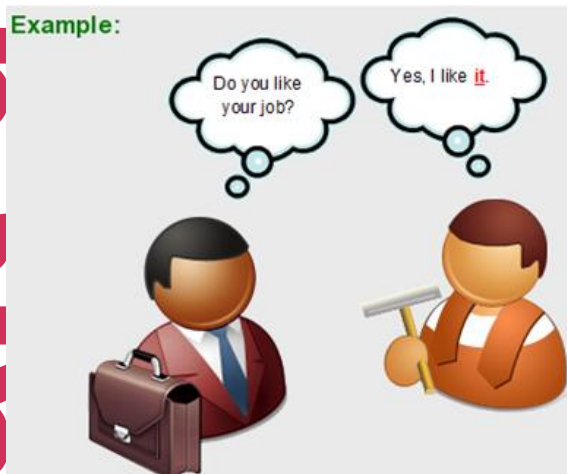
> Liste des pronoms

	PERSONNES	SUJET	COMPLEMENT
singulier	1 ^e	I *	Me
	2 ^e	you	you
	3 ^e	He She it	Him Her It
pluriel	1 ^e	we	us
	2 ^e	you	you
	3 ^e	They	them

*I s'écrit toujours en majuscule

Les animaux et les choses que l'on aime peuvent être personnalisés et remplacés par « he » ou « she »
Le mot « ship » (bateau) est remplacé par « she ».

Exemple:



-- Attention --

Si je veux dire maman et moi, je traduis par « Mum and I »

En français, on emploie le pronom complément et en anglais on emploie le pronom sujet.

Pour vous entraîner en ligne :

<http://chagall-col.spip.ac-rouen.fr/IMG/didapages/pronouns/index.html>, page 4, 5, 7, 13 et 14.

2- Verbes de Goût +ing

Les verbes de goût comme like, love, hate, loathe, enjoy, prefer ou encore dislike sont des verbes lexicaux qui se conjuguent avec DO à la forme interrogative et négative. Ils peuvent être suivis d'un GN, de V-ing (un nom verbal) ou de TO + BV.

Ex. : Eileen loves food trucks.

Does Ayanda enjoy dancing?

Josh prefers to eat out.

Source : www.my-teacher.fr

> Que choisir entre V-ing ou TO + VB ?

- Activité habituelle ou insistance (V-ing): I like dancing with my cat. J'aime danser ... je danse habituellement.

- Information nouvelle (TO + BV): I like **to dance**. *J'aime danser mais je ne danse pas ; j'ai envie de danser.*

Quelques exemples :

	Long to + BV Look forward to + V-ing
	Dread + V-ing Refuse to + BV

Remarque : La forme en -ing est plus courante que l'infinitif après like.

likes and dislikes

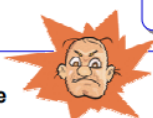
1. Expressing Likes



I love+ing. I love chocolate. I love playing football.
I like+ing. I like animals. I like dancing.
*** I fancy+ing.** *I fancy you. I fancy reading.
I enjoy+ing. I enjoy foreign films. I enjoy running.
I'm crazy about.....+ing. I'm crazy about Beck. I'm crazy about skiing.
I'm mad about.....+in. I'm mad about Brad Pitt. I'm mad about singing.
*** I'm keen on.....+ing.** *I'm keen on John. I'm keen on swimming.
*** I'm fond of...+ing** *I'm fond of her. I'm fond of cycling
..... is **my favorite** movie / actor / singer / book, etc
..... **looks / sounds / smells / tastes / feels good.**

* British English

2. Expressing dislike



I hate+ing. I hate spiders. I hate writing essays
I don't like+ing I don't like spinach. I don't like being cold.
*** I don't fancy+ing** I don't fancy her. I don't fancy playing cards.
I can't stand.....+ing I can't stand smoke. I can't stand being late.
I can't bear.....+ing I can't bear lazy people. I can't bear eating onions.
I can't put up with .+ing I can't put up with Mike. I can't put up with lying.
I'm fed up with+ing I'm fed up with Jill. I'm fed up with wasting money.
I'm sick of+ing I'm sick of homework. I'm sick of going to the movies.
I'm tired of.....+ing I'm tired of vegetables. I'm tired of being sick
..... **really bugs me**
..... **makes me mad / angry.**
..... **drives me crazy.**
..... **annoys me.**



3. Expressing indifference



Do you mind if I open the window? I don't mind.
Does it bother you if I smoke? It doesn't bother me.
Do you want to go here or there? It doesn't matter to me.
Which movie should we watch? It makes no difference to me.
Which book do you like more? It's all the same to me.
What do you want for dinner? I don't care.
Do you want this one or that one? I couldn't care less.



On peut aussi exprimer ses goûts avec les expressions suivantes :

- ♥ ♥ ♥ BE fond of / BE keen on + GN ou V-ing
- ♥ I'd rather + BV
- ♥ I can't stand / I can't bear + GN ou V-ing

Exercice autocorrectif n°8 - corrigé en fin de livret

1. Rephrase using object pronouns.

- Jamala warned Amir.
- My dad brought my mum and me.
- Eileen called Talya.
- Mark misses the holidays.

2. Complete:

Subject	I →	You →	It →	She →	He →	We →	They →
Object							

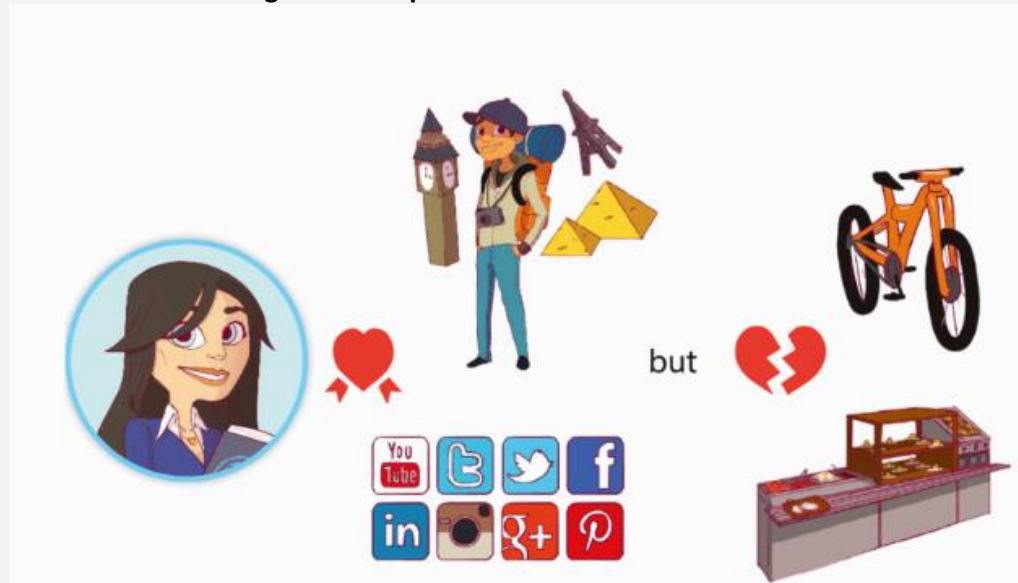
3. Write complete sentences with the following expressions.

- Mark (not / long / go to school).
- Talya (look forward / tell Eileen about her holidays).
- Eileen (dread / have bad marks).

- Amir (refuse / be careful).

4. Think about it ...

Express Mrs Pembroke's tastes using various expressions.



5. Find the odd one in the list

- a) Fear + V-ing. / Dread + V-ing / not want to + BV / Be impatient about + V-ing.
b) Long to + BV / Want to + BV. / Expect to + BV / Refuse to + BV.

8. Your selfie, your story!

-1- Expression orale / s'exprimer en continu : "Selfie challenge"



Culture tip

Singer Taylor Swift: Taylor Alison Swift (born December 13, 1989) is an American singer-songwriter. She is known for narrative songs about her personal life.

Ziegfeld theatre: The Ziegfeld Theatre was a single-screen movie theater located at 141 West 54th Street in midtown Manhattan, New York City. It opened in 1969 and closed in 2016.

Selfies challenges: What is a selfie challenge? Selfie Challenge' is a photography app that challenges users to take fun 'selfies' based on different challenges and scenarios. On the photo above, I can see Taylor Swift taking a selfie with a fan.

Un Selfie Challenge est un défi lancé sur la toile. Les participants doivent se prendre en photos dans un cadre défini, réaliser une action donnée, etc. Certains sont amusants ou ambitieux, d'autres dangereux. Une application a été créée spécifiquement pour répandre cette tendance.

Rembrandt 's selfportrait: <https://youtu.be/rFMFH8NfoZw>

Van Gogh's selfportrait: <https://youtu.be/O5tKG39G6Qh>

Keywords: selfies, smartphones, crowd, fans, bodyguards

Exercice autocorrectif n°9 - corrigé en fin de livret

1. Did you know?

- a) The first selfie dates back to
- ☐ the 17th century
 - ☐ the 18th century
 - ☐ the 19th century
- b) The ancestor of the selfie is
- ☐ Rembrandt
 - ☐ Van Gogh
 - ☐ the self portrait

2. Fill in the blanks with these words to explain what a selfie challenge is:

Instagram

post

friends

beach

selfies

online

social networks

Then, give your opinion about it (don't forget to justify your answer!).

- a) A selfie challenge is an _____ challenge, taking place on _____ such as Snapchat or _____. People have to _____ their _____ following the "rules" of the challenge. For instance, "day 1: selfie on the _____, "day 2: selfie with my _____".
- b) I think selfie challenges are _____ because _____.

3. Write ideas for a summer photo challenge.

Day 1: Dinner time photo

Day 2: Summer reading selfie

Day 3:

Day 4:

Day 5:

Day 6:

Day 7:



4. Look at Singer Taylor Swift's photo. Describe the selfie. Why are some people taking photos?

5. If you could take a selfie with a celebrity who would you choose?

6. -- Dossier partagé -- Do you like the idea of selfies challenges? (about 90 words)

Si vous le souhaitez, vous pouvez vous enregistrer et envoyer votre production format MP3 ou un fichier word à votre professeur afin qu'elle soit partagée dans l'espace personnel de vos camarades de classe sur le site des Cours Académiques de France.

-2- Compréhension orale : "exotic holiday adventures"



Écoutez l'audio "exotic holiday adventures!".
Un fichier est fourni avec le livret > Fichier 04.

Jamala and Amir



VOCABULARY



Apprenez le vocabulaire du texte.

- Crowded = bondé, plein de monde,
- A dish = un plat
- To feed, fed, fed = nourrir
- A deal = un marché
- That's a deal = c'est d'accord
- To commit = engager - ici commencer -
- Huge = énorme
- Where the heck are you? = où diable es-tu
- To ride, rode, ridden = monter (à cheval, sur un chameau, un âne... etc)
- A camel = un chameau
- Train track = voie ferrée
- Mate = mon ami
- Insane = fou, insensé (dingue – familier)
- Just kidding = je plaisante

HELP

Jamala and Amir are speaking about their exotic holidays adventures on the first day at school.
They both made selfies in a dangerous position.

Look at their face and expression on the photo and guess their feelings.

Listen carefully to the audio and especially the characters'intonation to know how they feel when watching the selfies.

Exercice autocorrectif n°10 - corrigé en fin de livret**1. Relisez le texte et faites vos repérages.****-- Parcours différencié --****Niveau 1** ou **Niveau 2** ou **Niveau 3****Niveau 1**

Repérez le lieu, l'heure et la situation.

Niveau 2

Repérez les grandes phases de la discussion, les lieux et les activités dont il est question.

Niveau 3

Repérez l'intonation de Jamala et dites pourquoi elle réagit ainsi.

2. Listen another time. Who is speaking?**3. List places and activities****4. Match activities with the right character.****Places**

School cafeteria ●

Nigeria ●

Saharan desert ●

Bangladesh ●

Girl:

Boy:

Activities

● Posing in front of Zuma rock

● Riding a horse

● Climbing a cliff

● Riding a camel

● Chinchilla challenge

● Crossing on the train tracks

5. Concentrate on Jamala's tone. How does she sound? why?**6. Do you approve of Amir's attitude?****7. What does the selfies reveal about Amir's personality?****-3- Expression écrite : "Selfie assignment"****Etudiez l'image "Selfie assignment".**

Jenny 's and Talya's holiday selfies →



Exercice autocorrectif n°11 - corrigé en fin de livret

1. What do Talya and Jenny do during their holidays?
2. Match the caption with the corresponding selfie.

Back from #WHSmith
#LotusTemple
#TajMahal
#Brighton
#GoldenTemple
#Scary

3. What do you think of their selfies?
4. Ecrivez cinq questions que vous pourriez poser à un ami pour savoir ce qu'il a fait pendant les vacances. Mettez les verbes au prétérit.

-4- Personal challenge

- @ Create your personal animated talking selfie.
Or write an essay to share your holiday story with your classmates.

HELP PhotoSpeak est une application qui permet de faire parler une photo ou un avatar. Une fois la photo choisie, vous n'aurez qu'à enregistrer votre voix pour animer la photo.

- Comment faire ?

<https://disciplines.ac-toulouse.fr/sii/sites/sii/files/ressources/didacticiels/plurimedia/app/app-photospeak.pdf>

- Téléchargez l'application : <https://downloadapk.net/PhotoSpeak-3D-Talking-Photo.html>
- Choisissez votre photo
- Faites-la parler
- Sauvegardez votre animation

Exercice autocorrectif n°12 - corrigé en fin de livret



-- Parcours différencié --



-- Dossier partagé --

Niveau 1 ou Niveau 2

Niveau 1

Choose a holiday selfie. Then write an essay to introduce yourself and explain your holiday story.

Si vous le souhaitez, vous pouvez vous enregistrer et envoyer votre production format MP3 ou un fichier word à votre professeur afin qu'elle soit partagée dans l'espace personnel de vos camarades de classe sur le site des Cours Académiques de France.

Niveau 2

Create your personal animated talking selfie.

PhotoSpeak You will introduce yourself to the class and share your holiday stories with your classmates using a talking selfie. You can use an actual selfie or an avatar – it's up to you!

Si vous le souhaitez, vous pouvez vous enregistrer et envoyer votre production format MP3 ou un fichier word à votre professeur afin qu'elle soit partagée dans l'espace personnel de vos camarades de classe sur le site des Cours Académiques de France.

9. Phonologie-1- Emphasise a word (accentuer, mettre en valeur un mot de la phrase)

Accents de phrase

Dans une **phrase anglaise**, le rythme est très différent de celui d'une phrase française. **Tous les mots** de la phrase n'ont **pas la même durée**.

L'accentuation de chacun des mots dépend en fait de la **fonction grammaticale** qu'ils occupent dans la phrase.

a. **Accentuation normale**

Certains mots sont **normalement accentués**.

- Il s'agit tout d'abord des **noms**.
Ex. : *car*, *shop*, *mary*...
- On trouve ensuite les **verbes principaux**.
Ex. : *to sell*, *to give*, *to work*...
- Il s'agit également des **adjectifs**.
Ex. : *green*, *fat*, *interesting*...
- On trouve encore les **adverbes**.
Ex. : *never*, *always*, *slowly*...
- On trouve enfin les **formes négatives**.
Ex. : *don't*, *didn't*, *haven't*...

b. **Absence d'accentuation**

D'autres mots ne sont en revanche **pas accentués**.

- Ce sont notamment les **prépositions**.
Ex. : *at*, *by*, *on*...

- Ce sont également les **articles**.
Ex. : *a, the, an...*
- Ce sont encore les **pronoms**.
Ex. : *I, she, they...*
- On trouve aussi les **conjonctions**.
Ex. : *and, but, or...*
- Enfin, le **verbe to be** n'est pas accentué non plus.

-- Attention --

Si l'un des mots précédemment cités est **accentué**, c'est pour lui donner une **importance** toute particulière **par rapport au sens général de la phrase**.

Ex. : ***She*** was late.

L'accentuation du pronom personnel ***she*** permet d'**insister sur la personne dont il est question** dans la phrase.



Écoutez l'audio "Emphasise a word".

Un fichier est fourni avec le livret > Fichier 05.

Remarque : l'accentuation peut servir à faire passer une émotion. On peut exagérer l'accentuation pour montrer son amusement, son agacement, son apathie...etc.

Ex. : *I'll never forget her face.*



Écoutez l'audio "Exagérer la syllabe accentuée".

Un fichier est fourni avec le livret > Fichier 06.

Exercice autocorrectif n°13 - corrigé en fin de livret

1. Montrez que vous vous êtes bien amusés en exagérant l'accentuation des mots que vous voulez mettre en valeur.

- I have never laughed so much
- The look on their faces was so funny
- It was hilarious. I just loved it.



Écoutez l'audio "Accentuation des mots".

Un fichier est fourni avec le livret > Fichier 07.

Source : www.magnard.fr



Devoir n°1 – à envoyer à la correction

Total général / [30 pts]

-1- Compréhension écrite

[10 pts]



Lisez le texte puis répondez aux questions.



- 1 This is me with my cousin Kayla during my last holiday in Cape Town. I went there in July, during the summer holidays. I don't see my family very often, so I miss them a lot. As you can see it was cold, because the seasons are reversed in the Southern Hemisphere, so it was winter there. This island is famous because this is the place where Nelson Mandela was imprisoned for 27 years. The best thing on this island is that we can see Mandela's cell, but there are also many amazing animals – they even have penguins, can you believe it? Finally, this island is the place where you have the most beautiful view of Table Mountain... Look at the second picture – I took it at sunset, isn't it amazing?

> Questions

- Where were these pictures taken? [1 pt]
- Who are the characters in the picture? [1 pt]
- When were they taken? [1 pt]
- What season was it? [1 pt]
- Say whether these statements are right or or wrong. [3 pts]
 - Ayanda often sees her cousin. ☐ Right. ☐ Wrong.
 - Robben Island is famous because Nelson Mandela was imprisoned there. ☐ Right. ☐ Wrong.
 - You can't see Nelson Mandela's cell. ☐ Right. ☐ Wrong.
 - There are many animals on the island. ☐ Right. ☐ Wrong.
 - The second picture was taken at sunrise. ☐ Right. ☐ Wrong.
 - You have a beautiful view of Table Mountain from there. ☐ Right. ☐ Wrong.
- Briefly recap. [3 pts]

-2- Exercices de grammaire

[10 pts]

■ COMPÉTENCE - Je maîtrise les codes de la langue.

- Complete these sentences with so or neither. [1 pt par bonne réponse - 3 pts]
 - Jamala doesn't like hiking, and does Josh.

- b) Ayanda is fond of selfies, and is Eileen.
 c) Mark isn't happy to go back to school, and is Amir.

2. Ask three questions to know about your friend's weekend using these words: who/ what/ where. [3 pts]

3. Conjugate the verbs in the simple past. [4 pts]

Yesterday, I (go) to the cinema with friends. We (see) The Legend of the Sword.
 We (eat) pop corn and (drink) coke. Then, we (walk) to the park and
 (play) rugby. I really (enjoy) spending the afternoon with them, we
 (have) great fun!

-3- Exercices de lexique

[05 pts]

COMPÉTENCE - J'emploie un lexique adapté.

1. Give 5 words related to selfies. [2,5 pts]

- a)
 b)
 c)
 d)
 e)

2. Match the words with their definitions. [0,5 pt par bonne réponse - 2,5 pts]

- | | | |
|--------------|---|---|
| Lazy | • | • a person who is never happy. |
| Friendly | • | • a person who likes doing nothing. |
| Touchy | • | • a person who works a lot. |
| Grumpy | • | • a person who is sociable. |
| Hard-working | • | • a person who is easily hurt by words. |

-4- Exercice de phonologie

[03 pts]

COMPÉTENCE - Je perfectionne ma phonologie et m'exprime avec aisance.

Highlight the words that will be stressed. [1 pt par bonne réponse = 3 pts]

Girls, you mustn't do that! It's so dangerous. You must always be cautious when taking selfies!

-5- Exercice culturel

[02 pts]

COMPÉTENCE - Je découvre la civilisation des pays anglophones.

Can you name at least two famous artworks by Andy Warhol? [1 pt par bonne réponse - 2 pts]

HELP

Comprendre les consignes en anglais.

- Highlight the words that will be stressed = souligner les mots accentués.
- Match the words with their definitions = Reliez les mots et leur definition
- Conjugate the verbs = conjuguez les verbes
- Complete these sentences with = complétez les phrases avec...

Extrait de cours

Séquence 1

Correction des exercices autocorrectifs

Exercice autocorrectif n°1 - corrigé en fin de livret

1. Quels mots de la toolbox pouvez vous utiliser pour décrire ces situations ?



She is waiting for the bus.

She is drenched or
she is very wet.

She is looking for her lunch card.

2. Que diriez vous de situations suivantes ?



a. Open the door/come in

b. She is dreaming

c. She has missed the bus

d. She is sleeping

3. Complétez :





d) take your book



e) think/ write



f) stand up



g) put your hand up



h) how do you say in English?

Exercice autocorrectif n°2 - corrigé en fin de livret

Après avoir appris le vocabulaire, fermez votre livret et vérifiez que vous avez bien retenu votre leçon en complétez le document ci-dessous.

Corrigé dans la leçon

Source : www.lelivrescolaire.com

Exercice autocorrectif n°3 - corrigé en fin de livret

1. Ecoutez l'audio 3 fois.

Script de l'audioguide :

Oh look! This is such a **strange artwork!** Do you recognise the man on these self-portraits? This is **Andy Warhol**, an **American pop art artist** born in **1928**. You've certainly already seen some of his famous artworks, **the Campbell Soup Cans or Marilyn Monroe's portraits**. Here, in this specific artwork, he depicts himself as an enigmatic superstar with silver hair, sunglasses and a blank expression. It's a perfect example of his desire to be seen as a "machine" and it reflects consumerism. It was sold on **May 11th, 2011** during an auction sale for **more than \$38 million**, a world record! It may remind you of old photographs taken in **photo booths** by your parents! In fact, this is the **ancestor of selfies**. In 2013, "Selfie" became "Word of the year", A new selfie trend is the **ussie**, a group selfie or even the **braggie**, a selfie aimed at showing off.



-- Parcours différencié --

Niveau 1 ou Niveau 2 ou Niveau 3

Niveau 1

Repérez de qui l'on parle et relevez les informations clés le concernant.

Niveau 2

Repérez la description et à la fin de l'audio la technique du selfie.

Niveau 3

Relevez les noms des œuvres emblématiques de Warhol et le prix de celle-ci.

1. Match numbers and their definition



Silver hair



Sunglasses



Expressionless face



Black tie



Trench coat

- a. Sunglasses.
- b. Black tie.
- c. Trench coat.
- d. Silver hair.
- e. Emotionless face.

2. Circle the words you can answer in the audio.

Strange – pop art – artworks – cans – enigmatic – machine

3. Sum up what you have learnt.

This artwork was made by **Andy Warhol**; he depicts himself as an **enigmatic** superstar with silver **hair**, **sunglasses** and a blank **expression**. It was sold on May 11th, **2011** for more than **\$38 million** million, a world record!

Exercice autocorrectif n°4 - corrigé en fin de livret

1. Match the two parts of these sentences.

Amir loves taking risks and



neither is Amir.

Jamal isn't keen on eating at the cafeteria and



so have all of them.

Eilen has been very busy and



so does Talya.

HELP

Same opinion, same situation

- **So** after a positive sentence
- **Neither** after a negative sentence
- **So / neither** + BE / HAVE / DO + s

2. Exprimez votre accord ou votre désaccord.

- a) I can play tennis. (Jerry) → **So, can Jerry.**
- b) I love chocolate. (my brother) → **So, does my brother.**

- c) I am tall. (my friends) → So, are my friends.
- d) I haven't done my homework. (Sue) → Neither, has Sue.
- e) I don't like loud music. (my neighbour) → Neither, does my neighbour.
- f) I wrote a letter. (Teddy) → So, did Terry.
- g) I have tidied my bedroom. (Peter) → So, has Peter.
- h) Mary and Tom are good students. (Susan) → So, is Susan.
- i) Mat and George haven't arrived yet. (Kate) → Neither, has Kate.
- j) We can't speak Italian. (our friends) → Neither, can our friends.
- k) My aunt read a book. (my uncle) → So, did my uncle.
- l) I don't have a computer. (Betty) → Neither, does Betty.
- m) Tim rode his bike yesterday. (Jim) → So, did Jim.
- n) My father didn't wash the car. (my mother) → Neither, did my mother.
- o) Sophie is very clever. (her children) → So, are her children.

3. Traduire :

- a) J'aime lire des romans. Moi aussi. → I like to read novels. So do I.
- b) nous ne mangeons jamais de hamburgers. Eux non plus. → We never eat hamburgers. Neither do they.
- c) Elle ne comprend pas. Lui non plus. → She doesn't understand. Neither does he.
- d) Nous détestons la musique. Elle aussi. → We hate music. She hates music too.
- e) Il n'est pas en train de regarder la télévision. MOI non plus. → He's not watching TV. Neither am I.
- f) Stessie aime lire des livres tels que « Little Women ». Moi aussi. → Stessie likes to read books like "Little Women". So do I.
- g) Adrian est un adolescent. Les jumeaux aussi. → Adrian is a teenager. So are the twins.
- h) Les jeunes filles dépensent leur argent dans les vêtements et le maquillage. Ma sœur aussi. → Young girls spend their money on clothes and make-up. So do I.

Si vous souhaitez approfondir cette leçon, rendez vous sur le site :

<https://www.englishexercises.org/makeagame/viewgame.asp?id=3214> où vous trouverez des exercices interactifs corrigés.

4. Exercice n°10 et 11 de votre manuel page 143

Ex. n°10

spread → spread – said → say – told → tell – bullied → bully

Ex. n° 11

Last month, I **heard** that some students in my school **suffered** from bullying. I **was** surprised because I **did not know** this **happened** in my school. I **decided** to start a campaign. I **asked** all the students to help me, and they really **helped** a lot! Three days after we **launched** the campaign, many students **started** to say they were victims. Then, the teachers also **reacted**. I was so happy!

5. Rewrite the story in the simple past.

Talya goes to India with her parents. On the first day, they visit the Lotus Temple in Delhi. She finds it beautiful. Then, they drive to Agra where they discover the Taj Mahal. She feels like a princess. Finally, they fly to Jaipur and enter the Golden Temple. They eat a delicious meal. They don't have a lot of time but they have a lot of fun.

Talya goes to India with her parents. On the first day, they visit the Lotus Temple in Delhi. She finds it beautiful. Then, they drive to Agra where they discover the Taj Mahal. She feels like a princess. Finally, they fly to Jaipur and enter the Golden Temple. They eat a delicious meal. They don't have a lot of time but they have a lot of fun.

5. Complete the sentences with the verbs in brackets in the simple past.

Jenny **enjoyed** (enjoy) her holidays although she **didn't leave** (not leave) England. She **went** (go) to Brighton. She **had** (have) fun at the fair where she **rode** (ride) the rollercoaster. She **didn't buy** (not buy) her school supplies until late August.

6. Select the right question.

- a)
☐ Did you had fun?
☒ **Did you have fun?**
☐ Had you fun?
- b)
☐ How you travelled?
☒ **How did you travel?**
☐ How did you travelled?
- c)
☐ Where did you went?
☐ Where you went?
☒ **Where did you go?**

7. Reorder these words to ask Amir questions.

- a) you / ? / did / where / go → **Where did you go?**
 b) risks / take / ? / you / did → **Did you take any risks?**
 c) do / ? / what / you / did → **What did you do?**
 d) you / ? / did / how / feel → **How did you feel?**

Exercice autocorrectif n°5 - corrigé en fin de livret

1. Documents 1, 2, 3 - Look at the pictures and list everything you can about the characters.

Uniforms, lockers, a riverdance poster, a splint, red hair, smartphones, postcards, photos, rugby ball, backpack, surfboard, bracelet, henna tattoo, Jenny's portrait, books, a backpack.

2. Documents 1, 2, 3 - How do you think the pupils feel about going back to school?

I think Eileen and Jamala are happy to be back to school but Mark isn't.

3. Documents 1, 2, 3 - Imagine what they all did during their holidays.

I guess that Jamala went to India.

I'd say Mark went surfing and played rugby.

I think Eileen twisted her wrist.

4. Match the words with the corresponding part of the picture.



- a. Riverdance poster.
 b. Splint.
 c. Surfboard.
 d. Rugby ball.
 e. Jenny's selfie.
 f. Henna tattoo.

Exercice autocorrectif n°6 - corrigé en fin de livret

1. Ecoutez l'audio 3 fois.

They are chatting.

Script de l'audio :

- Talya: Eileeeeeeeeeeeeeen! Hey! I'm so happy to see you!
- Eileen: Hey!! So am I! How are you? How was your trip? What did you do? I have so many questions. Tell me...
- Mark: Argh! Hey chatterboxes! Don't you ever stop? Happy to be back I guess? This is so depressing! How can you be so excited about going back to school?
- Eileen: Hey Mr Grumpy!! Aren't you happy to see us again? Elijah and Amir will arrive soon, don't you want to see them again?
- Mark: I just don't want to be back to school, not yet. I wasn't ready.
- Talya: Neither was I Mark, but all good things come to an end.
- Mark: Yeah right. But you see, the problem is: HOLIDAYS ARE FINISHED! I love holidays! I want to be on holidays forever.
- Eileen: So do we! All of us would rather be on holidays, or stay in bed, or have fun outside of school THAN go back here. But look on the bright side of it! We'll meet our friends again, learn a lot of new things and surely have fun all together. Come on, Mark, cheer up!
- Talya: Let's take a selfie of us three!!!
- Eileen: An ussie?!!! Hahahaha! A back to school happy faces selfie!
- Mark: All right! You win! I give up!



-- Parcours différencié --

Niveau 1 ou Niveau 2 ou Niveau 3

Niveau 1

Repérez le lieu, le moment, les personnages, leurs activités et sentiments.

Niveau 2

Relevez les expressions de la joie et du désespoir et les mots accentués qui traduisent leurs arguments.

Niveau 3

Ré-écoutez pour relever les expressions d'accord ou désaccord et concentrez-vous sur la fin de l'enregistrement.

2. Listen to the audio and explain the situation.

What?
They are chatting.

Where?
In the corridor, in front of the lockers, at school.

When?
In the morning, at ten to nine.

Why?
Maybe he doesn't want to be back to school / maybe he hates school.

Who?
Eileen, Talya, Mark (students in uniform)

3. Concentrate on the pupils' voices. How do they feel?

- Eileen is cheerful because she is happy to see her friends again.
- Talya is overjoyed because she
- has so many things to tell Eileen. Mark is grumpy because he loves holidays and hates school.

**4. -- Dossier partagé -- Expression orale : How do you feel about being back at school?**

Si vous le souhaitez, vous pouvez vous enregistrer et envoyer votre production format MP3 ou un fichier word à votre professeur afin qu'elle soit partagée dans l'espace personnel de vos camarades de classe sur le site des Cours Académiques de France.

Réponse possible :

When the holidays come, we do a lot of planning about how we are gonna spend our holidays. Moreover, we have an extra pressure of doing the holiday homeworks. As the holidays spend, we become usual of following our routine and our body comes into a relaxed manner which is too much common. Meanwhile, our homeworks get completed and the school reopening gets more closer and closer. Now this is the time when a variety of feelings fill our mind. The feeling of going back to the school, getting the homeworks checked by the teacher as early as possible, meeting our friends, boyfriend/girlfriend because we have waited a long for them are some of the sensational feelings, also a new joy in studies as these are the times of periodic exams but you know one thing, a hope is always there in our mind that is the hope of having more holidays, the school should have been closed for few more days, oh how quickly, the holidays went and if the school reopens on Monday, we start waiting for the upcoming Sunday patiencelessly because we bethink we need rest, we expect ourselves to be in our comfort zones.

BUT, as we start going to school on regular basis, we back ourselves into our previous routine that was to rise early, go to school, come back to home, get a rest, go to play, come to study, take the dine and sleep.

Exercice autocorrectif n°7 - corrigé en fin de livret**1. Relisez le texte et faites vos repérages.**

Back-to-School Poll: Surprising Number of Teens Looking Forward to Going Back

LOS ANGELES, CA - September 1, 2016 Quizilla.com™ [...] today announced the results of a poll revealing a teen population evenly split on disliking and liking having to go back to school. In a recent online poll surveying hundreds of teenagers, 56% said they were not looking forward to going back to school while 44% said they were. What does it mean? Looking at the Quizilla Forum comments following the poll, those dreading getting back on the bus cite boring teachers, crowded classes, being ridiculed for being different and fear of failing. The surprisingly high number embracing a return to the classroom look forward to seeing friends after a summer apart, going back into a system where they will now be a year higher up in the food chain, and stimulation following a summer that may have become a bit boring.

"Quizilla Back-to-School Poll", Marketwired, 2016.





-- Parcours différencié --

Niveau 1 ou Niveau 2 ou Niveau 3

Niveau 1

Repérez les chiffres et les mots transparents.

Niveau 2

Repérez les mots connus et les verbes en -ing.

Niveau 3

Repérez les mots que vous avez appris.

2. Look at the document. What kind of document is it? What is it about?

- a) The document is an **article**.
- b) It publishes the results of a **poll**.
- c) The results are **surprising**.
- d) ... because **lots of teens** want to go back to school.

3. What do these figures¹ correspond to?

56% of teens are afraid to go back to school.
 44% of teens are willing to go back to school.

4. List the pros² and cons³ of going back to school. Look for clues⁴ in the text and add your own reasons.

	Happy to be back	Not happy to be back
Reasons	<i>Ex. : I enjoy seeing my friends.</i> I enjoy seeing my friends. going back a year older stimulation after a boring summer.	<i>Ex. : I hate waking up early.</i> I hate waking up early. boring teachers crowded classes / being ridiculed / fear of failing.

5. Expression écrite : Deux adolescents discutent. L'un aime la rentrée des classes, l'autre non. Ecrivez le dialogue (50 mots)

Utilisez : • so / neither; • look forward / dread; • want / not want to.

Réponse possible :

John and Mary are chatting about going back to school.

John : Why must we go to school? I don't like it!

Mary : Sorry, but I am looking forward to coming back to school. I want to work and have a good job later. I love seeing my friends.

John : so do I! but I hate waking up early in the morning.

Mary : So do I. I don't like some teachers who are boring

John : neither do I. Last year the maths lessons were dreadful! I do not want to be in Mrs Smith's class.

Mary : Neither do I. Holidays were too long and going to school is a stimulation after a boring summer.

John : Summer holidays are never boring.

Mary : Bye bye, John ; it is time to go to school now.

¹. figures = chiffres

². pros = les avantages, les arguments pour

³. cons = les inconvénients, les arguments contre

⁴. clues = indices

Exercice autocorrectif n°8 - corrigé en fin de livret**1. Rephrase using object pronouns.**

- a) Jamala warned Amir. → Jamala warned him.
- b) My dad brought my mum and me. → My dad brought us.

- c) Eileen called Talya. → Eileen called her.
 d) Mark misses the holidays. → Mark misses them.

2. Complete:

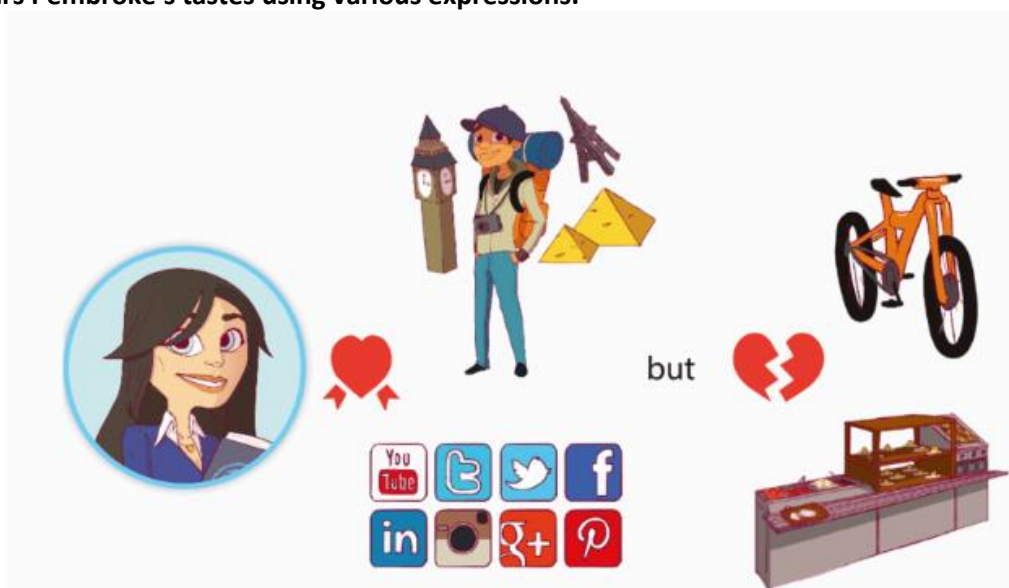
Subject	I →	You →	It →	She →	He →	We →	They →
Object	Me	You	It	Her	Him	Us	Them

3. Write complete sentences with the following expressions.

- Mark (not / long / go to school). → Mark doesn't long to go to school.
- Talya (look forward / tell Eileen about her holidays). → Talya is looking forward to telling Eileen about her holidays.
- Eileen (dread / have bad marks). → Eileen dreads having bad marks.
- Amir (refuse / be careful). → Amir refuses to be careful.

4. Think about it ...

Express Mrs Pembroke's tastes using various expressions.



She is fond of visiting monuments and is keen on using social networks but she doesn't like riding a bike and hates cooking.

5. Find the odd one in the list

- a) Fear + V-ing. / Dread + V-ing / not want to + BV / Be impatient about + V-ing.
 b) Long to + BV / Want to + BV. / Expect to + BV / Refuse to + BV.

Exercice autocorrectif n°9 - corrigé en fin de livret

1. Did you know?

- a) The first selfie dates back to
☐ the 17th century
☐ the 18th century
☒ the 19th century
- b) The ancestor of the selfie is
☐ Rembrandt
☐ Van Gogh
☒ the self portrait

2. Fill in the blanks with these words to explain what a selfie challenge is:**Then, give your opinion about it (don't forget to justify your answer!).**

a) A selfie challenge is an **online** challenge, taking place on **social networks** such as Snapchat or **Instagram**. People have to **post** their **selfies** following the "rules" of the challenge. For instance, "day 1: selfie on the **beach**, "day 2: selfie with my **friends**".

b) I think selfie challenges are **funny** because **young people have happy moments but they can be dangerous** when they are asked to take a photo in dangerous conditions.

3. Write ideas for a summer photo challenge.

Day 1: Dinner time photo

Day 2: Summer reading selfie

Day 3: Flip-flop selfie.

Day 4: Ice cream photo.

Day 5: Beach selfie.

Day 6: Friends ussie.

Day 7: Lazy morning braggie.

**4. Look at Singer Taylor Swift's photo. Describe the selfie. Why are some people taking photos?**

I can see Taylor Swift taking a selfie with a fan.

People are taking pictures because she is famous.

5. If you could take a selfie with a celebrity who would you choose?**Réponse personnelle :**

If I could take a selfie with a celebrity I would choose Because he is my favourite singer (or dancer or foot player...etc)

**6. -- Dossier partagé -- Do you like the idea of selfies challenges? (about 90 words)**

Si vous le souhaitez, vous pouvez vous enregistrer et envoyer votre production format MP3 ou un fichier word à votre professeur afin qu'elle soit partagée dans l'espace personnel de vos camarades de classe sur le site des Cours Académiques de France.

On the one hand, I like the ideas of selfies challenges. It is funny and I enjoy myself. It is a good idea for those of us who feel unphotogenic (even though this is not really a thing) and, basically just don't like our own faces. With selfies we can have another look. Selfies challenges we will forget to look at our face. An important part of the challenge is to improve your selfie skills and get you used to how your face looks to others - we'll look at how to position your phone, how to pose and where to take the photos.

On the other hand, I don't like selfies which are dangerous and can kill people. There is no fun when you risk your life. Would you jump off a cliff¹ if someone told you to? Of course not! we must resist the temptation to follow the others when the challenges are dangerous and it is very difficult.

cliff¹ = Falaise

Exercice autocorrectif n°10 - corrigé en fin de livret

1. Relisez le texte et faites vos repérages.

Script de l'audio :

- Jamala: I'm so hungry I could eat a horse! I don't want to wait so long for my turn to eat. **It's almost 1 pm!**
- Amir: I know, **the school cafeteria** is always so crowded. And I wouldn't even feed these dishes to my chinchilla.
- Jamala: **I know what we can do while we wait: I'll show you my holiday pictures!**
- Amir: Ok, I'll show you mine if you show me yours.
- Jamala: That's a deal.
- Amir: Wait, where did you go this summer? Was it **interesting** before I commit to looking at potentially **boring** pictures?
- Jamala: You're boring! I went to **Nigeria** to discover my birth country.
- Amir: Oh did you? That sounds amazing!
- Jamala: It really was. I went to see the **Zuma rock**, a huge, well... rock. Look at my selfie!
- Amir: The rock rocks but the selfie is **booooring**. **You're not even on top of the rock!**
- Jamala: Well, did you take more interesting pictures then?
- Amir: Oh, yes I did. **Hang on. Look.** It's me, in **Bangladesh**.
- Jamala: **But where the heck are you?**
- Amir: I'm **on top of a cliff!**
- Jamala: **Did you really take a selfie on top of a cliff?** That's so **dangerous!**
- Amir: Nahh... I had a selfie stick!
- Jamala: **It's even worse.** Look at my selfies... Here's one of me and my mom: we rode a camel. How cool is that? And it's not even **risky**.
- Amir: Did you really **ride a camel?** Wow. Yeah, but look at me **on the train tracks** when I arrived at the station.
- Jamala: **Mate, this is insane.** Did you have a death wish when you did that?
- Amir: No, no, don't worry, the **station** is not used anymore! **Just kidding!**
- Jamala: Ok **Amir**, but **promise me, no more cliffs, no more sticks.** Just your lovely face, safe on the ground!



-- Parcours différencié --

Niveau 1 ou Niveau 2 ou Niveau 3

Niveau 1

Repérez le lieu, l'heure et la situation.

Niveau 2

Repérez les grandes phases de la discussion, les lieux et les activités dont il est question.

Niveau 3

Repérez l'intonation de Jamala et dites pourquoi elle réagit ainsi.

2. Listen another time. Who is speaking?

The girl is Jamala. The boy is Amir. There are in the School cafeteria.

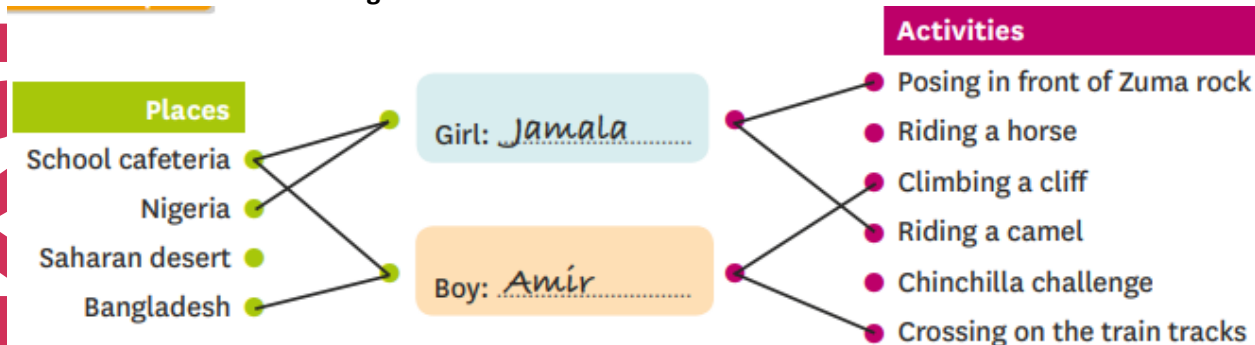
Jamala went to Nigeria and posed in front of Zuma rock. She also rode a camel.

Amir went to Bangladesh. He took a selfie on the top of a cliff. He also took one on train tracks.

3. List places and activities

Nigeria, Bangladesh, Zuma rock, a cliff, station

4. Match activities with the right character.



5. Concentrate on Jamala's tone. How does she sound? why?

She sounds upset / angry / furious / reproachful because Amir took risks to take his selfies.

6. Do you approve of Amir's attitude?

I approve of his attitude because he is on holidays and he wants to have fun. He took selfies to show his friends that he had nice time there and he is afraid of nothing.

I disapprove of his attitude because he risked his life to amaze his friends, to show he is strong and to reveal his courage. But in fact, he is not conscious of the danger and does not think about the consequences of this selfie: he could have fallen and killed himself.

7. What does the selfies reveal about Amir's personality?

Amir must be bold / brave / adventurous / audacious / intrepid.

Exercice autocorrectif n°11 - corrigé en fin de livret

1. What do Talya and Jenny do during their holidays?

I think Jenny went to a store, where she bought books. She went to the beach and she rode a roller coaster. As for Talya, she probably went to India and visited the Temples and the Taj Mahal.

2. Match the caption with the corresponding selfie.



... Back from #WHSmith

... #LotusTemple

... #TajMahal

... #Brighton

... #Scary

... #GoldenTemple



a. back from WH Smith

b. Brighton

c. Taj Mahal

d. Golden Temple

e. Lotus Temple

f. scary

3. What do you think of their selfies?

I like them because I think they spent nice holidays and they saw beautiful places

I don't like them because I think they took risks to make their selfies and they would have been killed.

4. Ecrivez cinq questions que vous pourriez poser à un ami pour savoir ce qu'il a fait pendant les vacances.

Mettez les verbes au prétérit.

Réponses possibles :

What did you do?

Where did you go?

Did you go to the beach?

Did you see your friends / family?

Exercice autocorrectif n°12 - corrigé en fin de livret



-- Parcours différencié --



-- Dossier partagé --

Niveau 1 ou Niveau 2

Niveau 1

Choose a holiday selfie. Then write an essay to introduce yourself and explain your holiday story.

Si vous le souhaitez, vous pouvez vous enregistrer et envoyer votre production format MP3 ou un fichier word à votre professeur afin qu'elle soit partagée dans l'espace personnel de vos camarades de classe sur le site des Cours Académiques de France.

Niveau 2

Create your personal animated talking selfie.

PhotoSpeak You will introduce yourself to the class and share your holiday stories with your classmates using a talking selfie. You can use an actual selfie or an avatar – it's up to you!

Si vous le souhaitez, vous pouvez vous enregistrer et envoyer votre production format MP3 ou un fichier word à votre professeur afin qu'elle soit partagée dans l'espace personnel de vos camarades de classe sur le site des Cours Académiques de France.

https://www.youtube.com/watch?v=xhY1btdk_bE

Exercice autocorrectif n°13 - corrigé en fin de livret

1. Montrez que vous vous êtes bien amusés en exagérant l'accentuation des mots que vous voulez mettre en valeur.

- I have never laughed so much
- The look on their faces was so funny
- It was hilarious. I just loved it.



Écoutez l'audio "Accentuation des mots".

Un fichier est fourni avec le livret > Fichier 07.

Source : www.magnard.fr

Extrait de cours