Fireworks Workbook
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Unit 1

In and out of the Valley

Opening video

What is Brain Drain? p.18

1 Get ready! Listen to the following words and use them to guess what the topic of this video is.

2 First listening. Watch the video and write the following information.
   a. Type of document: ___________________________  b. Speaker: ___________________________
   c. Topic: ___________________________

3 a. Second listening. Circle the words you hear.
   developing countries developed issue problem skilled immigrants opportunity
   sub-Saharan Africa Central America graduate Europe The US

   b. What is Brain Drain?

   c. Which countries are mostly concerned?

   d. Elaborate on its impact.

4 Let’s recap! Present the concept of Brain Drain orally.

   Useful vocabulary: The document is... The anchorwoman focuses on... She explains that...
   It impacts such countries as... It has consequences on...

Activity 1 The pursuit of happiness p. 20

Group 1 Einstein sees America

1 Get ready! Find a synonym for each of the following words in the text.

   generous (adj.) repeated (v.) gifted (adj.)

   accusation (n.) success (n.)

   LLS.fr/WB1P4
1. Tick the correct answer.

1) According to Einstein, American students are mostly interested in money. success. research.
2) He depicts the US as a materialistic nation. an idealistic nation. an individualistic nation.
3) His personal opinion of the US nation is positive. negative. mixed.

b. What are, according to Einstein, the reasons for the American success?

- wealth
- positive attitude toward life
- military power
- economic power
- vision of the future
- moral qualities

c. Say if the following statement is true or false. Justify with a quote.

Nevertheless, Einstein thinks that American should get more involved in the problems of the world. [True] [False]

2. 25 years as a US citizen

1. Get ready! Find a synonym for each of the following words in the text.

- a try (n.)
- over and above (prep.)
- be successful (v.)
- strongly desire (v.)

2. Tick the correct answer.

1) For Arnold Schwarzenegger, immigrating to the US was difficult. painful. easy.
2) He thinks immigrants to the US should take advantage of what they have. blend in. give back to the nation.
3) He considers immigration to the US as a permanent option. a temporary option.

b. True or false?

1) Arnold Schwarzenegger thinks that immigrants should forget their past. [True] [False]
2) He advises them to make their best efforts to learn English. [True] [False]
3) He thinks that new citizens shouldn’t engage in politics. [True] [False]

c. What differences between Europe and the US made his choice to immigrate a positive one?

3. Let’s recap! Present your immigrant. What vision of the US does he give?

Useful vocabulary: He has... origins. He shares his vision of the US...
To him, the reason for... is... He believes in...

Group 1 A land of opportunity

1a. Listen to these words and write them down. Practise pronouncing them.

1) /dɪ'zætə/ 2) /daktərət/ 3) /ɪdʒu'keɪʃən/ 4) /'brɪn/

1b. Watch the video and circle the correct words in the following statements.

1) The racial diversity at the university of Arizona / California reflects America's diversity and the desire of American / foreign students for an American education.

2) Indeed, 690,000 / 69,000 foreign students came to the US to study this year and these students earn more / less than half the doctorates.

3) Vivek Wadhwa came as a parent / student and says that immigration has / hasn't changed.

4) Immigrants always buy a one way / return ticket because America is a land of opportunity / generosity and that is why the rest of the world is suffering a brain drain.

Group 2 Reverse Brain Drain?

1 True or false? Watch the video and tick the correct answer.

1) Foreign students are going back home because the economies in India and China are booming. □ True □ False

2) A survey in 2008 showed that only 10% of Indian students in the US wanted to stay permanently. □ True □ False

3) ShiYong studied in China, worked as a Professor at Princeton for ten years then went back to China. □ True □ False

4) He believes China will never be more advanced than America in terms of science and technology. □ True □ False

Group 3 A turning point?

1a. Watch the video and circle the words you hear in it.

important researchers engineers solution encourage low income financial support

1b. Explain this sentence.

“The answer to the reverse brain drain is to make sure good American brains don’t go down the drain.”

2 Groups 1, 2 & 3 Let’s recap! Explain the facts raised in your video and their causes, consequences or solutions.
Activity 3 Brain drain or brain gain? (p. 24)

1 Get ready! Find the corresponding words in the text.

Across
1) informatique (exp.)
3) améliorer (v.)
5) dure (adj.)
7) étayer (adj.)
8) croissance (n.)

Down
2) qualifiés (adj.)
4) réussite (n.)
6) leurrir (v.)

2 Path A

a. What countries provide new skilled workers to the US?
- Canada
- Australia
- China
- Europe
- India
- Russia
- South Africa

b. True or false?
1) Many American Nobel Prize winners were not born in the U.S.  
   □ True □ False
2) More highly skilled workers return to India than leave.  
   □ True □ False

c. Tick the solutions that will help countries like India to get their skilled workers back.
- develop research
- give opportunities to create new businesses
- pay people to come back
- give access to bank loans
- develop international networks
- develop new universities

2 Path B

a. Complete this text with: discoveries beneficial immigrate businesses opportunities

Many countries have seen their most skilled workers 1) to the U.S. This situation is really 2) for this country, because, in the U.S. these immigrants have created 3) or have made important 4) Nevertheless, some countries are trying to win these workers back by developing new 5) and partnerships.

b. Use some of the words to answer the following questions.

innovation challenge disadvantage education cost

1) Who benefits from the brain drain and why?

2) Why do some countries do their best to get their skilled workers back?

3 Let’s recap! Explain orally the advantages and the drawbacks of the Brain Drain.

Useful vocabulary: On the one hand..., on the other hand... Indeed, ... because.
A. **Grammar at work** Les déterminants Ø, a, an et the

1. **Observe and deduce!**

   Brain Drain ? the Brain drain ? a brain drain ? Associez le terme à sa valeur.

   - Brain Drain • renvoie à une catégorie bien particulière (celle dont on parle)
   - the Brain drain • renvoie à un élément dans un contexte donné
   - a brain drain • renvoie à la notion en général, hors contexte

2. **Practice! Traduisez les phrases suivantes en anglais.**

   1) La fuite des cerveaux est un concept qui est né en Grande Bretagne.

   2) La fuite des cerveaux est un problème qui concerne surtout les pays en voie de développement.

   3) Les pays sub-sahariens souffrent d’une fuite des cerveaux en augmentation.

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D. **Vocabulary in progress**

3. Trouvez 6 métiers concernés par le Brain Drain et 6 mots en rapport avec l’éducation dans cette grille de mots mêlés.

   - SCIENTIST
   - ARTH
   - GRADUATED
   - DORS
   - IGNITE
   - CUB
   - T<br>
   - YEV
   - PJGYPDUCEQDA
   - HCPQMAVQOUS
   - YQ</წ></p>ël
   - SCHOLAR
   - NCK
   - S<br>
   - UHNIEFJP</p></p>CEL
   - IWPFA<br>
   - C<br>
   - ENG<br>
   - INEERXEL
   - I</p></p>EW<br>
   - L
   - S<br>
   - RESEARCHER<br>
   - D
   - T<br>
   - QVDVI<br>
   - ARTIST

4. Trouvez la préposition qu’on emploie avec :

   1) flee ........................................................................................................................................
   2) go ........................................................................................................................................
   3) settle ....................................................................................................................................
   4) take a shot at .........................................................................................................................

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E. **Phonology in progress**


   1) ........................................................................................................................................
   2) ........................................................................................................................................
   3) ........................................................................................................................................
   4) ........................................................................................................................................
   5) ........................................................................................................................................
   6) ........................................................................................................................................
   7) ........................................................................................................................................
   8) ........................................................................................................................................
   9) ........................................................................................................................................
   10) ........................................................................................................................................


   - 1 act / action
   - discrimination / discriminate
   - pollute / pollution
   - educate / education
Get ready for the final project  p. 28-29

1 Ready... Go through what you have seen so far.

Step 1: In groups (each group is in charge of one category), browse the unit in the book and your notes in your copybook to make a list of all the things you have studied during this unit.

Group 1 Vocabulary  Group 2 Grammar
Group 3 Methods  Group 4 Cultural knowledge

Step 2: Make new groups with one person from Group 1, one person from Group 2, one from Group 3... Then, share your findings to fill in a mind map on your copybook.

2 Steady... Read carefully the assessment grid of your project p. 28 or 29.

Read the scenario of your final project and think about the possible dos and don’ts. From the list below, select the items corresponding to your project and write their number in the right category.

I must... I may... I shouldn’t...

1 Make notes on the pronunciation of difficult words 2 Pay attention to the pronunciation of -tion 3 Make sure to smile and look at my partners 4 Give my opinion and illustrate it with personal examples

5 Talk about the impact of the brain drain on the country emigrants leave 6 Use vocabulary seen in the unit 7 Use interaction expressions 8 Organise my text by using link words ► Précis de communication p. 258

9 Copy and paste content I found online 10 Talk about the advantages of the brain drain for the country immigrants go to 11 Proofread my text 12 Say why scholars settle abroad and/or come back to their homeland after a while

13 Use the correct translation of “arriver” 14 Use comparative 15 Make references to people I studied in the unit 16 Use dates and information from the unit

17 Practice to make sure I can talk about the difficulties of immigrating to the US 18 Pay attention to the articles I use 19 Tell the story of an immigrant

Tip: What do you think would be your assets? To which aspect do you have to pay particular attention?

3 Go! In your textbook p. 28-29, get started on your final project!
Activity 1 Bollywood recipe p. 34

1 Get ready! Masala movies: Match the words below with their definition.

dare-devil ● A paste of mixed spices commonly used in Indian cuisine.
extravaganza ● A piece of art that is characterised by intense emotion.
fortune ● A fabulous and richly decorated show.
melodramatic ● Taking risks or someone who lives dangerously.
melodrama ● Luck or money.

2 a. Writing numbers: Pick the words you need to write the numbers in full letters.
   You can use the same word more than once.

   table:
   point hundred thousand one two four five seven forty percent dollars

   1) 4%: ................................................................. 2) 2,400: .................................................................

   3) 40,000: ................................................................. 4) $5 billion: .................................................................

   5) $1.5 million: ................................................................. 6) $47.7 million: .................................................................

b. Tick the correct answer.

   1) The symbol . is used to □ stop reading □ make a pause □ signal a decimal.
   2) The symbol , is used to □ split numbers every hundred □ make a pause when you speak □ have fun.
   3) Money symbols (£, $) come before the number □ when it is written □ when it is spoken □ both.

3 Fill in the blanks. Listen to check your findings.

Bollywood is the name of the film /ˈindoʊstraɪ/ (1) based in Bombay, the previous name of Mumbai. Bollywood includes all the films /ˈjɒt/ (2) in India mainly in Hindi but also in the 22 other official /ˈlæŋgkwɪdʒɪz/ (3) such as Tamil or Bengali. Most Bollywood films are /ˈmjuːzɪklz/ (4) that is to say the /ˈplɔt/ (5) includes dancing and singing. These films are long and /məˈlədrəmættɪk/ (6) which means there are lovers but also /ˈvɪlɪəns/ (7) it is often about /ˈbɜːtʃu:n/ (8) and fate. However, in India, there are not many /ˈɛrətɪəz/ (9) to go to. But moviemaking is much less expensive in Bollywood than in /ˈholtwud/ (10).

4 Let’s recap! Use all these elements to present this text.

Useful vocabulary: The author uses the... Among the characteristics of..., we can mention... Bollywood films combine / mix / add / serve / sprinkle... Contrary to..., the people are...

[LLS.fr/WB1P10]
Activity 3 Beyond and above [DIFFERENTIATION] p. 36-37

1 Get ready! Read aloud these words from the three interviews. Listen to their pronunciation.

actor art audience borders broaden community comparisons connect connotation context culture culturally

reduce reference represent rising maintain media movie musical place kind

English experience term world horizons shoot song stage stereotypes style swap
gypsies flavour force foreign identity international interview

2 Watch the video of your group.

Group 1 Nicole Kidman [LLS.fr/A1P36]

a. Circle in the word cloud the words you hear in this interview. Pick out other words.

b. According to Nicole Kidman, what is really crucial in cinema?

Group 2 Aishwarya Rai [LLS.fr/A1P36]

a. Circle in the word cloud the words you hear in this interview. Pick out other words.

b. Why does Aishwarya Rai compare actors to gypsies?

Group 3 Priyanka Chopra [LLS.fr/A1P37]

a. Circle in the word cloud the words you hear in this interview. Pick out other words.

b. What are the stereotypes of Bollywood?

3 Groups 1, 2 & 3 Let’s recap! Present this interview.

Useful vocabulary: In this interview, this famous actress claims that... She firmly believes that... She can’t stand / bear the idea that Indian films are... She compares... to...
Activity 4 Successful and shining Nollywood p. 38

1 Get ready! Look at this word cloud and listen to the recording of the words. Write the words in the correct order.

1) ...........................................
2) ...........................................
3) ...........................................
4) ...........................................
5) ...........................................
6) ...........................................

2 First watching. Circle the words you hear.

the US | the Caribbean | actresses | Ghana | Africa | Nollywood | Bollywood
| Sudan | wall | Internet | star | L.A. | actors | industry

3 Second watching.

a. Match these sentences with their speaker.

**Journalist** Anchorman Jackie Appiah Director

1) America's interest in Nollywood's actors is also increasing. .................................................................
2) As Nollywood's actors become more famous, its celebrities will need no introduction. .................................................................
3) I found a Nollywood star, Chris Otto, and he came and auditioned for me and did an amazing job. .................................................................
4) It just makes me feel like I'm doing my thing, yeah, I'm doing a good job. .................................................................
5) I've been to the States so many times! .................................................................
6) Now American directors are casting more foreign talent for their film. .................................................................

b. Choose the best title for this video.

☐ Hollywood isn't interested in Nollywood  ☐ Hollywood is so far from Nollywood
☐ Nollywood is attracting Hollywood  ☐ Nollywood isn't interested in Hollywood

c. Answer these questions.

1) Where is Nollywood's popularity growing? .................................................................

2) What is the interest of this acting workshop? .................................................................

3) How many films does Nollywood produce every year? .................................................................

4) Are Nollywood actors famous in the USA? .................................................................

4 Let's recap! Present Nollywood cinema orally.

**Useful vocabulary:** This video is... The journalist reports that... A Nollywood actor stresses that... The journalist reminds the audience that Nollywood is... A film director explains that... The journalist repeats that these actors... Reality catches up fiction as today's TV series...
Activity 5 Nollywood’s ups and downs  📖 DIFFERENTIATION p. 39

Text A

1 Vocabulary: Pick out in the text the equivalents of the following words.

1) une décennie (n.): ........................................... 2) les années 2000 (n.): ...........................................

3) esclavage (n.): ........................................... 4) mondialement (adv.): ...........................................

Tick the correct answer.

1) Since the 2000s, Nollywood films
☐ have carried on spreading ☐ have stopped proliferating ☐ haven’t bloomed.

2) Nollywood film industry started with
☐ international festivals ☐ Living in Bondage ☐ a cultural phenomenon.

3) Nollywood is influenced by ☐ Nigerian culture ☐ the rural culture ☐ urban festivals.

Text B

1 Vocabulary: Pick out in the text the equivalents of the following words.

1) manque (n.): ........................................... 2) ronger, gangrene (v.): ...........................................

3) équipement (n.): ........................................... 4) sortie (film) (n.): ...........................................

5) pertes (financières) (n.): ........................................... 6) à cause de (link word): ...........................................

Tick the correct answer.

1) The majority of Nigerian films are made for moviegoers.
☐ True ☐ False

2) Thanks to piracy, the Nigerian film industry is booming.
☐ True ☐ False

3) Regulations and rights in Nigeria don’t protect filmmakers.
☐ True ☐ False

Text C

1 Vocabulary: Match the words from the text with the following equivalents.

1) attempt (n.): ........................................... 2) enterprising (adj.): ...........................................

3) mainly (adv.): ........................................... 4) obtainable (adj.): ...........................................

5) to a large extent (adv.): ........................................... 6) to a very great extent (adv.): ...........................................

Spot and replace the mistaken word to make each sentence true.

1) Nollywood films have rarely been shot in Lagos.

2) Nollywood has also decreased women’s roles in African cinema.

3) As Africans have much in common, Nollywood film industry is collapsing.
A. **Grammar at work** Les modaux et hypothèses (could, would)

1. **Observe and deduce!**
   a. Lis les phrases suivantes et repérez les modaux.
   
   **Jamal:** I knew you’d be watching.
   **Latifa:** I thought we could meet only in death.
   
   b. Expliquez la valeur de chacun de ces modaux.

2. **Practice!** Complétez les phrases suivantes en mettant le modal qui convient.

   1) Nollywood ______________ overtakes Bollywood film industry.
   
   2) ______________ you audition for a Hollywood film?
   
   3) ______________ any Hollywood actress be able to sing and dance like a Bollywood star?
   
   4) With more money Nollywood ______________ make African blockbusters.
   
   5) We ______________ organise a movie night and watch films from the three “…ollywoods”.

---

D. **Vocabulary in progress**

3. Complétez ces mots croisés avec des mots de vocabulaire de la carte mentale p. 33.

**Across**

1) synonym for film (n.)

2) screen / TV viewers or radio listeners (n.)

3) promotional picture for a film release (n.)

4) asking questions to a public figure (n. / v.)

5) famous person (n.)

**Down**

6) from another country (adj.)

7) prize (n.)

8) adding voices to a film (n.)

9) film or show including singing and dancing (n.)

---

E. **Phonology in progress**

4. Entraînez-vous à prononcer les questions suivantes en vous aidant de la règle p. 41.

   1) Are you an international actor? Did you enjoy playing with this famous actress?
   
   2) How long have you been dreaming of acting?
   
   3) Can you talk about your lead role in this movie? What was the screenplay about?
Get ready for the final project p. 42-43

1. Ready... Go through what you have seen so far.

   **Step 1:** In groups (each group is in charge of one category), browse the unit in the book and your notes in your copybook to make a list of all the things you have studied during this unit.

   - **Group 1** Vocabulary
   - **Group 2** Grammar
   - **Group 3** Methods
   - **Group 4** Cultural knowledge

   **Step 2:** Make new groups with one person from Group 1, one person from Group 2, one from Group 3... Then, share your findings to fill in a mind map on your copybook.

2. Steady... Read carefully the assessment grid of your project p. 42 or 43.

   Read the scenario of your final project and think about the possible dos and don’ts. From the list below, select the items corresponding to your project and write their number in the right category.

   - **I must...**
   - **I may...**
   - **I shouldn’t...**

   1. Write an article
   2. Pay attention to the intonation of questions
   3. Make sure I look at my classmates
   4. Make suppositions
   5. Give my opinion and illustrate it with personal examples
   6. Relax and speak clearly
   7. Question the influence of Hollywood
   8. Copy and paste content I found online
   9. Use the correct translation of “parler”
   10. Use vocabulary seen in the unit
   11. Use both, either... or, neither...nor
   12. Use adjectives
   13. Use introductory verbs
   14. Organise my text by using link words
   15. Use modals
   16. Imagine the future of Nollywood and Bollywood
   17. Check on the pronunciation of difficult words
   18. Record my voice or shoot a video
   19. Use dates and data of the unit
   20. Use different introductory verbs
   21. Mention the films as well as the actors and actresses seen in the unit

   **Tip:** What do you think would be your assets? To which aspect do you have to pay particular attention?

3. Go! In your textbook p. 42-43, get started on your final project!
Opening audio

Michelle Obama p. 48

1 Get ready! Listen to the words of the word cloud and circle the ones you expect to hear in the video.

2 First watching. Watch the video and write as many words as you can.

3 a. Second watching. Watch again and fill in the following grid.

<table>
<thead>
<tr>
<th>Names and numbers</th>
<th>Adjectives</th>
<th>Verbs</th>
<th>Lexical fields you can deduce here</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>aunt</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Michelle</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>parents</td>
<td></td>
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<tr>
<td></td>
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</tbody>
</table>

b. True or false?

1) “Michelle Obama’s mother was her first piano teacher.”

2) “Michelle O. was 4 years old when she had her first piano lessons.”

3) “She really appreciated her teacher’s methods.”

4) “As a little girl, Michelle used to be patient and calm.”

☐ True ☐ False

4 Let’s recap! Sum up the content and the message of the video.

Useful vocabulary: As a little girl, Michelle Obama was very..., indeed she... Her aunt was...
On the contrary, her parents taught her to be... It built up her personality in a way that...
Activity 1 Facing challenges p. 50

Text A

1 Get ready! Find the English equivalent of the following words in the text.

1) enceinte (adj): .................................................. 3) donner naissance (v): ........................................

2) fabriquer / produire (v): .................................. 4) salle d’accouchement (n): ..................................

2 Find two adjectives to qualify Moomi’s attitude. Justify your answer.

backward  progressive  angry  oppressive  understanding  narrow-minded  serene

Text B

1 Get ready! Find the English equivalent of the following words in the text.

1) réfléchir à (v): .................................................. 3) surqualifiée (adj): ........................................

2) carrière (n): .................................................... 4) convenir à (exp): ...........................................

2 True or false? Justify with a brief quotation from the text.

The main character has no qualifications. ☐ True ☐ False

The main character feels torn. ☐ True ☐ False

The main character lives in a society where women cannot be ambitious. ☐ True ☐ False

3 Texts A & B Let’s recap! Present orally the challenges women are facing.

Useful vocabulary: These female characters have to face... They are expected to...
They are not allowed to... They have to...

Activity 2 Seizing opportunities p. 51

1 Get ready! Match each definition to the right phonetics transcription. Listen to the recording to check your answers.

decide on or choose, especially to choose a person for a particular job, by voting
(in the US) a member of the Democratic Party
Relating to society or social relations
Something used as a measure, norm, or model
(of a person or idea) favouring social reform.

/prəʊˈɡresɪv/
/səˈsaːrətəl/
/ˈdeməkræt/ /ˈɪɡˈlekts/
/ˈstændərd/
2 **First watching.** Watch the video (LLS.fr/A1P51) and write as many words as you can.

3 **a. Second watching.** Circle the words you hear at the beginning of the video.

   History makers  men  electorate  demographic  generational
   empowerment  shift  opportunities  barriers

   **b. Use three of the words above to make a sentence about the midterms.**

   **c. “A night of firsts in the U.S. midterms”: justify the title of the video.**

4 **Let's recap!** Present the video, choose a candidate and say why people should vote for her.

   **Useful vocabulary:** This video presents... What is striking in these midterms election is...
   The candidates are all... the message conveyed through this video is...

**Activity 3 Raising awareness for equality**

**Group 1** #BalanceForBetter

1 **Get ready!**

   **a. Match each definition to the right phonetic transcription. **Listen to check your answers.

   /'domanes/  • make stronger or more pronounced
   /'ri:mərs/  • knowledge and understanding that something is happening or exists
   /ə'weərnəs/  • controlling or powerful position especially in a social hierarchy

   **b. **First watching (LLS.fr/A1P52). Write as much information as you can.

2 **a. Second watching.** Here are some words from the video. Find a title for each category.

   **Leadership boards leaders workplace ideas**
   **Privilege Inequality**
   **Equality opportunity voice successful merit confidence**

   **b. Using words from the grid, sum up the aspirations expressed in the video.**
1 Read the tweets from the #notarapist campaign. Find the corresponding word for each blank.

When I was 17 in 1985 I was driving on an icy road 30 miles from the nearest town and ended up in the ditch. Two __________ stopped, offered a ___________, and I ___________ agreed. They drove me to my dad's office in town, ___________, because #notarapist.

29 Sept 2018

I retweeted a great thread on #NotARapist. ___________, what you do, what you ___________, where you go or when you're there you will not be ___________ if no rapist is present. ___________ men do not do bad things simply because they have the ___________ to do so.

06 Oct 2018

2 True or false? Comment the following statements.

1) At first, the teenager was suspicious of the two men who wanted to help her.  □ True  □ False

2) The tweets are meant to show that all men are disrespectful of women and predators to women.  □ True  □ False

---

Group 3  #HeForShe

1 Get ready!

a. Listen to the following words and circle those you expect to hear in the video.

gender  job  inequality  attitude  consent  dominance  glass ceiling  
men  discussion  sexist  family balance  achievement  diversity

b. First watching [LLS.fr/A1P53]. Watch the video and write as many keywords as you can.

---

2 a. Second watching. Circle the adjectives that best represent the protagonists attitude.

sad  excited  concerned  outraged  moved

b. Pick up the advice / ideas given by the men in favor of the campaign.

---
Activity 4 Public and private sphere 📚🎶 p. 54

1 Get ready! Find the words corresponding to the following definitions in the text.

1) Having special rights, advantages, or immunities (adj): ________________________________

2) Member of a married couple or of an established unmarried couple (n): ______________________

3) The state or fact of having a duty to deal with something (n): ______________________________

4) Expediently accept standards that are lower than is desirable (v): __________________________

2 a. Choose the correct answer.

1) Jacinda Ardern is:
   - ☐ New Zealand’s Prime Minister.
   - ☐ A famous journalist in New Zealand.
   - ☐ The New Zealand Minister of Foreign Affairs.

2) What is exceptional about her situation:
   - ☐ She is the first woman elected Prime Minister in New Zealand.
   - ☐ She had a baby while in office.
   - ☐ She is married to the Prime Minister of New Zealand.

b. 🌐 Search on the Internet. How long is maternity leave in New Zealand? _________________________

   ___________________________________________________________

   ___________________________________________________________

c. Why did she go back to office after only six weeks? _____________________________

   ___________________________________________________________

d. Why does Jacinda Ardern consider herself lucky? Explain in your own words. _________________

   ___________________________________________________________

e. What are Jacinda Ardern’s priorities? _________________________________________________

   ___________________________________________________________

f. Rephrase the title in your own words and justify a with quotation from the text. _______________________________________________

   ___________________________________________________________

3 Let’s recap! Present this document and how is Jacinda Ardern a women of power.

   Useful vocabulary: This text is about... Usually maternity leave lasts... The prime minister prioritized... Jacinda Arden and her partner will succeed in + V-ing... by...
A. Grammar at work | Les expressions modales

1. Observe and deduce!

The social and political position of women in 1900

What women could and could not do within society whether it be at work, home or in the community. There were restrictions on women’s everyday lives that were not on men’s. For example until 1857, women were not allowed to divorce their husbands even if they were being subjected to domestic violence. Women were also forbidden to vote at parliamentary elections until 1918 and 1928.

a. Observe et relevez les formes surlignées.

b. De quelle forme verbale sont-elles suivies ?

c. Qu'expriment-elles ?

2. Practice! Faites une phrase en utilisant un modal ou une expression modale pour chacune de ces interdictions appliquées aux femmes dans le domaine du travail. Utilisez des formes différentes pour chaque phrase.

Ex: Russia / Drive trains ➔ In Russia, women are not allowed to drive trains.

1) Argentina / distil or sell alcohol ➔ ________________________________

2) Bangladesh / work underwater ➔ ________________________________

3) Malaysia / transport goods and passengers by road, rail, water or air at night ➔ ________________________________

4) Bahrain / install electrical power at night ➔ ________________________________

D. Vocabulary in progress

3. Trouvez l'intrus dans chaque liste de vocabulaire.

<table>
<thead>
<tr>
<th>Charismatic</th>
<th>Determined</th>
<th>Passionate</th>
<th>Insecure</th>
<th>Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sexism</td>
<td>Injustice</td>
<td>Double standard</td>
<td>Prejudiced (against)</td>
<td>Inclusion</td>
</tr>
</tbody>
</table>

| Protest against | Raise awareness | Stand up for | Be passive | Support |

E. Phonology in progress

4. Écoutez ces mots et indiquez la prononciation de la lettre “o” :

1) oppression ➔ ________________________________________________

2) move ➔ ________________________________________________

3) support ➔ ________________________________________________

4) motherhood ➔ ________________________________________________

5) bold ➔ ________________________________________________

6) hormones ➔ ________________________________________________
Get ready for the final project p. 58-59

1 Ready... Go through what you have seen so far.

Step 1: In groups (each group is in charge of one category), browse the unit in the book and your notes in your copybook to make a list of all the things you have studied during this unit.

- Group 1: Vocabulary
- Group 2: Grammar
- Group 3: Methods
- Group 4: Cultural knowledge

Step 2: Make new groups with one person from Group 1, one person from Group 2, one from Group 3... Then, share your findings to fill in a mind map on your copybook.

2 Steady... Read carefully the assessment grid of your project p. 58 or 59.

Read the scenario of your final project and think about the possible dos and don’ts. From the list below, select the items corresponding to your project and write their number in the right category.

I must...

1. Pay attention to the pronunciation of the letter “o”
2. Make sure to smile and look at my partners
3. Give my opinion and illustrate it with personal examples
4. Talk about the empowerment of women in the public sphere
5. Use vocabulary seen in the unit
6. Use interaction expressions
7. Organise my text by using link words
8. Copy and paste content I found online
9. Question the place of women in the public and private spheres
10. Question the actions implemented to improve gender equality
11. Use modals or modal expressions
12. Express probability
13. Make references to people studied in the unit
14. Use information from the unit
15. Discuss ways to act in the future
16. Explain what Women’s History month is
17. Make a speech
18. Write an article
19. Use the correct translation of “encore”

Tip: What do you think would be your assets? To which aspect do you have to pay particular attention?

3 Go! In your textbook p. 58-59, get started on your final project!
Opening video

Co-living project p. 62

1. Get ready!
   a. Before watching the video, listen to the words below and highlight the stressed syllable.

      attractive  business  community  crisis  experiment  government
      modest  potential  resident  service  spacious

   b. Now practise saying the words, putting the stress in the right place.

2. First watching. Watch the video.
   a. Take notes about the project.

      Name: __________________________________________ Location: __________________________________________

      Description: __________________________________________ __________________________________________

      Reasons for this project: __________________________________________

   b. Write down key words used by the community manager.

      Room description
      __________________________________________
      __________________________________________
      __________________________________________

      Advantages of co-living
      __________________________________________
      __________________________________________
      __________________________________________

3. a. Second watching. True or false?
   The large items rent is lower than average.  □ True □ False
   You can store (e.g. bike).  □ True □ False
   You can develop your professional network.  □ True □ False

   b. What is his conclusion about the project? Complete this extract from the script.

      It think that it is ___________________________ option for ___________________________ coming to ___________________________ and therefore should be ___________________________ by the ___________________________.

4. Let’s recap! Present this co-housing project orally and give your opinion.

   Useful vocabulary: It is located in... As a matter of fact, I’d appreciate... but I couldn’t stand...
Activity 1 New forms of housing

Group 1  L.I.L.A.C.  LLS.fr/A1P64

1. a. What is the definition of co-housing given in the video?

Co-housing is an approach to ___________ ___________ in a way that really promotes ___________. It’s not a commune and everyone gets to ___________ how much they want to ___________ with their ___________.

b. Take notes about:

<table>
<thead>
<tr>
<th>Private spaces</th>
<th>Shared spaces</th>
<th>Advantages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>The founding of the project</td>
</tr>
</tbody>
</table>

Group 2  The Threshold Centre  LLS.fr/A1P64

1. Watch the video and take notes.

Date and reason for creation:

Inhabitants

<table>
<thead>
<tr>
<th>Shared places / activities</th>
<th>Private places / activities</th>
</tr>
</thead>
</table>

Group 3  The Collective Old Oak  LLS.fr/A1P65

1. a. What is the project compared to?

<table>
<thead>
<tr>
<th>Shared spaces</th>
<th>The rooms</th>
<th>How inhabitants feel</th>
</tr>
</thead>
</table>

b. What are the target residents of this project known as? G _______________ R _______________.
Activity 2 A guided tour of BEDzed community

Group 1 Visit the community with Hayley Baines-Buffery

1 Get ready! Identify are the following words. Listen to check.

1) /ˈsaɪstəməbl/ 2) /ɪnˈvɛərəməntl/ 3) /ˌɪnsjaˈleɪʃn/ 4) /ˈaːplæəns/ 5) /ɪˈʃænt/ 6) /ˈkæmflæt/

2 a. Pick out the three types of residents of BedZED.

__________________________

__________________________

__________________________

b. How does the project respect the environment? Note down key words.

__________________________

__________________________

__________________________

Group 2 Meet the project co-founders

1 Get ready! Identify the following words. Listen to the recording to check your answers.

1) /ˈrɪzaɪs/ 2) /ˈsəʊbənaɪzd/ 3) /ˈkænʃjʊəm/ 4) /ɪnˈvɛərəməntl/ 5) /riˈʃæntl/ 6) /ˈriːnjuːəbl/

2 Watch the video and take notes about the following topics.

Problems we face: Possible solutions: BedZED:

__________________________

__________________________

__________________________

__________________________

__________________________

__________________________

3 Groups 1 & 2 Let’s recap! Explain orally how BedZED is a climate-friendly project.
1 Get ready! Match these words from the document to their definitions.

- sustainable
- borough
- footprint
- facilities
- gp’s surgery
- estate agent

- The mark made by someone on the ground, on the environment
- The office where you go to see your doctor if you’re sick
- Able to continue for a long time with little or no damage to the environment
- Buildings and equipment which provide services
- A person who sells or rents flats and houses on behalf of the owners
- A division of a large town

2 Read the document and answer the following questions.
   a. What do the numbers refer to? Rephrase in your own words.

<table>
<thead>
<tr>
<th>2002</th>
<th>2019</th>
<th>2025</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2002</th>
<th>2019</th>
<th>2025</th>
<th>30</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>100</td>
<td>£320,150 to £425,253</td>
<td>£130,000 to £150,000</td>
</tr>
<tr>
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</tbody>
</table>

   b. What are the characteristics of the two housing projects in Sutton? Fill in the grid.

<table>
<thead>
<tr>
<th>BedZED</th>
<th>Barratt Homes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

   c. What is a “One Planet Borough”? Explain in your own words.

3 Let’s recap! Present Sutton orally to your classmates. Use the categories below to help you.

   Tip: “economic” refers to the economy (money, trade, industry) whereas “economical” refers to something that helps you save money.

   - location
   - facilities
   - ecological aspects
   - economical aspects
   - your personal opinion
A. Grammar at work  L’expression de l’avenir

1. Observe and deduce! Observez les verbes exprimant le futur dans les phrases ci-dessous. Quelles notions expriment-ils?

<table>
<thead>
<tr>
<th>Prédiction 100% sûre</th>
<th>Intention</th>
<th>Futur proche</th>
<th>Timetable</th>
<th>Action prévue</th>
<th>Horaires / programme</th>
</tr>
</thead>
</table>

1) Imagine the amazing things that will happen in the future.

2) The Collective are going to develop co-housing projects in other countries.

3) Tomorrow I move into a great new residence with a sauna and a gym.

4) City Hall are presenting their latest co-housing project next Monday.

5) This week’s residents’ dinner is at 6pm tomorrow evening.

2. Practice! Mettez les verbes entre parenthèses à la forme du futur qui convient.

1) Solving London’s housing crisis (be) a difficult problem to solve when the population (hit) 10 million inhabitants in the next decade.

2) Because of the lack of land, the city (extend) upwards with 455 skyscrapers already planned.

3) Extending the city outwards means building on the “green belt”. Politicians (hesitate) to choose this option because it is not considered to be environmentally-friendly.

D. Vocabulary in progress

3. Complétez cette grille de mots croisés qui présente des espaces partagés.

Down
1) Domestic appliance used for cleaning clothes.
2) Place to do physical exercise
3) Area where you can work

Across
4) Equipment used to make or repair something
5) Place to prepare meals together

E. Phonology in progress

4. Écoutez cet enregistrement pour vous préparer à jouer la scène.

When I arrived, the reception area had a big sign that said ‘welcome home!’ Which was really lovely. They gave me my keycard (keys are so last year) and a welcome pack with my wifi details and the cleaning schedule. Yes, a cleaner is included – and they come every fortnight. When I got to my room, I was alarmed by the size: it was very small! I couldn’t fit all my stuff in there!

Adapted from Glamour.co.uk.

vk.com/club154894262
Get ready for the final project p. 72-73

1 Ready... Go through what you have seen so far.

Step 1: In groups (each group is in charge of one category), browse the unit in the book and your notes in your copybook to make a list of all the things you have studied during this unit.

- Group 1 Vocabulary
- Group 2 Grammar
- Group 3 Methods
- Group 4 Cultural knowledge

Step 2: Make new groups with one person from Group 1, one person from Group 2, one from Group 3. Then, share your findings to fill in a mind map on your copybook.

2 Steady... Read carefully the assessment grid of your project p. 72 or 73.

Read the scenario of your final project and think about the possible dos and don’ts. From the list below, select the items corresponding to your project and write their number in the right category.

I must...

1 Make notes on the pronunciation of difficult words
2 Use intonation to emphasise your point of view
3 Make sure to smile and look at your partners
4 Give my opinion and illustrate it with personal examples
5 Talk about the environmental impact
6 Use vocabulary seen in the unit
7 Use interaction expressions
8 Organise my text by using link words
   ➤ Précis de communication p. 258
9 Copy and paste content I found online
10 Imagine my project’s shared and private spaces
11 Proofread my text
12 Highlight my project’s assets
13 Sound convincing
14 Use different future forms
15 Make references to projects I studied in the unit
16 Use dates and information from the unit
17 Use exclamative sentences
18 Use the correct translation of “tout”
19 Use the appropriate articles
20 Write a letter
21 Record your voice

Tip: What do you think would be your assets? To which aspect do you have to pay particular attention?

3 Go! In your textbook p. 72-73, get started on your final project!
Opening video

The Flash: America’s Secret Propaganda Superhero p. 78

1. Get ready! Find the words for each phonetic transcriptions. Then listen to check.

1) /ˈsɔːvriət ˈju:njən/ 2) /ˈsløtə egəu/ 3) /ˈrjuːkltə sjoˈprɛməsə/ 4) /ɛsprəˈnoʊs/  

2. a. Watch the video. Pick out elements to fill in these categories.

<table>
<thead>
<tr>
<th>Comics</th>
<th>The US</th>
<th>Cold War</th>
</tr>
</thead>
</table>

b. Pick out two dates. What do they correspond to?

---

3. Let’s recap! Present orally the role played by The Flash in the Cold War.

Activity 1 From WWI to the Cold War

1. An article

1) Get ready! Pick out the equivalents of the following words from the text.

1) une frappe (n.): 2) attribuer (v.): 3) néanmoins (adv.): 4) un méchant (n.):  

2. Why was Captain America created?

3. Who are the “good guys” and the “bad guys”?  

---
Group 2  A magazine cover

1 Get ready!

a. Briefly describe the document, saying what, who and when.

b. To which historical event does this cover refer?

2 Pick out elements for each category.

Good guys

Bad guys

3 Judging by the date, what could be the aim of this magazine cover?

Group 3  A video

1 Get ready!  Listen to these words, then use them to make suppositions about the video.

Nazi portrayed propaganda target War effort

2 Watch the video [LLS.fr/A1PB1]. Pick out elements to complete these categories.

Who?

What did they do?

Where?

When?

3 True or false? Tick the correct answer.

1) In the 1940s, Captain America comic books were selling more than newspapers.  □ True □ False

2) Jack Kirby and Joe Simon wanted to create a superhero who would fight for the Nazis. □ True □ False

3) The Writers War Board (WWB) had no influence in the creation of comics.  □ True □ False

4) Comics demonized Japan and Nazi Germany.  □ True □ False

4 Groups 1, 2 & 3 Let’s recap! Why were comic books an effective means of propaganda?

Useful vocabulary: It was a type of propaganda, and was released in... In fact, at this time... On the one hand, they were an effective... On the other hand, they promoted...

LLS.fr/WB1P30
Activity 2  Bye Stan... p. 82

1 Get ready! Find the equivalent of these words in the text.
1) aimé (adj.): ____________________________ 2) sans doute (adv.): ____________________________
3) branché (adj.): ____________________________ 4) héritage (n.): ____________________________
5) surestimer (v.): ____________________________ 6) déjouer (v.): ____________________________

2 a. Read the text. What is the main topic of the document?

b. Say what these numbers correspond to.

<table>
<thead>
<tr>
<th>95</th>
<th>#3</th>
<th>19</th>
<th>1941</th>
<th>2018</th>
</tr>
</thead>
</table>

3 a. Tick the correct answer. Justify with a quote from the text.

1) Stan Lee didn’t create many comic characters. ☐ True ☐ False

2) He appeared in many Marvel movies. ☐ True ☐ False

3) He used a pseudonym to remain anonymous. ☐ True ☐ False

4) Stan Lee became famous thanks to comics. ☐ True ☐ False

5) Stan Lee worked for Marvel for 10 years. ☐ True ☐ False

b. What was the side effect of his showing up in Marvel films?


c. What job did he want to do?


4 Let’s recap! Who was Stan Lee? Why was he important?

Useful vocabulary: Stan Lee is depicted as... He created... The journalist insists on Stan Lee’s role... He reminds us that... He also draws a parallel between comics and...
Activity 3 The superheroes’ father p. 83

Group 1  A tribute to Stan Lee

1. What is the nature of the document?

b. Name the superheroes you recognize.

C. Who are the two men at the table? What is their relationship?

2. True or false? Say whether these statements are true or false and justify by quoting the text.

1) Stan Lee watched all the Marvel movies. ☐ True ☐ False

2) Brian Bendis didn’t admire Stan Lee. ☐ True ☐ False

3) Brian Bendis works for Marvel. ☐ True ☐ False

4) Stan Lee has health problems. ☐ True ☐ False

Group 2  Stan Lee’s cameos

1. First watching. Watch the video (LLS.fr/A1P83).

a. What is the nature of the document?

b. What is the topic?

2. Second watching. What were Stan Lee’s feelings about his job? Pick out a few words.

b. Complete the script from the beginning of the video.

Stan Lee: It is such ______ /ˈfæn/ creating _______ /ˈkærɪktəz/, writing _______/ˈstərɪz/, even doing _______/ˈɪntəvjuːz/, even _______/ˈdɪəʊ/ I can’t _______/ˈhɪə/ most of what the _______/ɡæn/ _______/ˈsɛz/ to me and when you do _______/ˈsæməlɪŋ/ that you know the _______/fændʒ/ seem to _______/ɪndəˈpɜːr/ that gives you such ________________ /ˈsætɪsˈfæktʃən/ you ___________/ˈdəʊnt/ want to stop.


Useful vocabulary: The first document is... whereas the second one is... It’s a tribute to...
Both documents tell us about... Stan Lee is depicted as... He used to..., it is called...
Activity 5 We are puppets

1. **First watching.** Watch the video you are in charge of. In the word cloud below, circle the words you hear.

   propaganda ideology New-York Hillary Clinton
   better world Vietnam Bollywood Nazi Donald Trump The Flash
   unconscious intelligence communist banner Hollywood freedom
   army blockbustar

**Group 1** Uncle Sam wants you...

2. **Second watching.** Answer the following questions.
   a. According to critic Slavoj Zizek, what is at play in *The Avengers*?

   __________________________

   b. What are the four pillars of American life? Match each with a superhero.

   __________________________
   __________________________
   __________________________
   __________________________

**Group 2** Patriotic flag

2. a. **Second watching.** Say whether these statements are true or false.

   1) Cooperation between Hollywood and the American government is something new.  ☐ True  ☐ False
   2) American people are highly influenced by films.  ☐ True  ☐ False
   3) Superhero films are no longer a means of propaganda.  ☐ True  ☐ False

   b. Write the name of the superhero corresponding to each pillar of US life.

   A: __________________________
   B: __________________________
   C: __________________________
   D: __________________________

3. **Groups 1 & 2** Let’s recap! Does propaganda still exist in superhero movies?

   __________________________
   __________________________
   __________________________
   __________________________
   __________________________
   __________________________
   __________________________
   __________________________
A. Grammar at work La formation des questions

1) Observe and deduce!

Observez les questions de ces bandes dessinées et remettez les différents éléments dans le bon ordre pour chacune.

auxiliaire verbe sujet

? pronom interrogatif complément

Joe Benintende, 2015.

2) Practice! Écrivez les questions qui ont provoqué les réponses suivantes.

1) Captain America is definitely my favourite superhero.

2) Yes, comics have been useful for the American war effort.

3) The first issue of a comic book with Captain America dates back to 1941.

D. Vocabulary in progress

3) Faites les mots croisés et trouvez le mot secret.

Down

1) Nazi emblem.

2) A synonym of courageous.

3) Someone who loves his country.

6) A synonym of symbolize.

Across

4) Used to protect one’s head.

5) A superhero’s associate

Secret word

d e f a i l

E. Phonology in progress

1) Trouvez les mots correspondant aux transcriptions phonétiques suivantes, puis enregistrez-les.

1) /ˈnaːtsɪ/ 2) /ˈmʌvəl/ 3) /ˈstrætətæps/ 4) /ɪˈpɪtəmæz/ 5) /ˈwɪtʃˈhæntɪʃ/ 6) /ˈpærənətə/
Get ready for the final project p. 88-89

1 Ready... Go through what you have seen so far.

Step 1: In groups (each group is in charge of one category), browse the unit in the book and your notes in your copybook to make a list of all the things you have studied during this unit.

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group 2</td>
<td>Grammar</td>
</tr>
<tr>
<td>Group 3</td>
<td>Methods</td>
</tr>
<tr>
<td>Group 4</td>
<td>Cultural knowledge</td>
</tr>
</tbody>
</table>

Step 2: Make new groups with one person from Group 1, one person from Group 2, one from Group 3... Then, share your findings to fill in a mind map on your copybook.

2 Steady... Read carefully the assessment grid of your project p. 88 or 89.

Read the scenario of your final project and imagine the possible dos and don’ts. From the list below, select the items corresponding to your project and write their number in the right category.

I must... I may... I shouldn’t...

1 Make references to Stan Lee
2 Pay attention to the pronunciation of the letter a
3 Use the correct translation of “toujours”
4 Give my opinion and illustrate it with personal examples
5 Talk about the impact of comics
6 Use vocabulary seen in the unit
7 Use interaction expressions
8 Write a letter ▶ Précis de communication p. 258
9 Copy and paste content I found online
10 Describe my hero
11 Proofread my text
12 Be ready to answer the other guests’ questions
13 Use relative clauses
14 Use verbs in V-ing form
15 Use references to heroes I studied in the unit
16 Use dates and information from the unit
17 Use an online translator to translate French sentences
18 Ask questions
19 Record my voice
20 Draw my hero

Tip: What do you think would be your assets? To which aspect do you have to pay particular attention?

3 Go! In your textbook p. 88-89, get started on your final project!
The colors of Music

Opening video

Black or White

1. Get ready! Before listening to the video, underline the words you think you might hear in the document. Listen to the recording, then circle those you actually heard.

   Black, White, culture, matter, racism, equality, justice, scared, color, united, music

2. Watch the video. True or false?
   1) The father is a tolerant person.  ☐ True ☐ False
   2) All continents are represented in the clip.  ☐ True ☐ False
   3) The song is about civilizations opposing one another.  ☐ True ☐ False
   4) There is no mention of conflict, war or violence.  ☐ True ☐ False
   5) The final message is a positive one.  ☐ True ☐ False

3. Fill in the blanks of the final chorus.  4:55 - 5:27

   Don’t tell me you ........................................ with me.
   When I saw you kicking dirt in my ........................................
   But, if you’re thinkin’ about my ........................................
   I said if you’re thinkin’ of ........................................
   It don’t ........................................ if you’re black or white.
   I said if you’re thinkin’ of being my ........................................
   It don’t ........................................ if you’re black or white.

4. Let’s recap! Say what the song is about and suggest your own interpretation.

Activity 1 “Black Music” in America

1. Get ready! Read those dates out loud. 🎵 Listen to practice.


2. Match artists and styles (...and cross out the wrong answers).

   Elvis Presley ........................................ Sister Rosetta Tharpe ........................................ Louis Armstrong ........................................
   Robert Johnson ........................................ NWA ........................................ Marvin Gaye ........................................
   Chuck Berry ........................................ Michael Jackson ........................................ James Brown ........................................

   heavy metal  folk  funk  rap  punk  rhythm and blues (RnB)  rock and roll  blues  soul  gospel  pop  country
Activity 3 Copycats or inspired artists?

Group 1 Elvis

1. Match each word to its definition and phonetic transcription. Listen to the recording to check.

- stereotype /'stɛriətəɪp/ • good-looking (for a male)
- handsome /'ætməsfaɪ/ • a practice session before recording
- prejudice /'prɛdʒʊdɪs/ • a style of music inspired by religion
- atmosphere /'ætməsfaɪ/ • a simplified way of thinking about a person
- rehearsal /'rɪhəsəl/ • a surrounding mood that seems to fill a place
- gospel /'ɡɑːsəl/ • the act of judging people by their color, religion...

2. Answer those questions about what you understood.

1) How does Cissy Houston describe Elvis Presley?

2) “It was nothing like we might have thought”.
   How do you understand that statement? Cissy and her friends were:
   - Surprised.  Happy to be there.  Impressed.

3) What common passion did Elvis and Cissy Houston share?

4) What stereotypes do you think people might have about Elvis, he was?

Group 2 Bruno Mars

1. Match each definition to a phonetic transcription and write the corresponding word.

- fight (with) /'fɪt/........................................
- merit something /'mɜːt/...................................
- employ someone for a job /ɪmˈplɔɪ/..............
- repeat something that has already been done /rɪˈzɑːl/........................................
- when you can’t or refuse to see something /dɪˈzɜːv/........................................

2. True or false?

1) The journalist thinks people in America are ready to ignore differences between colors.
   - True  False

2) Seren Sensei compares Bruno Mars with great artists.
   - True  False

3) She thinks Bruno Mars does not do anything original and does not deserve any credit.
   - True  False

4) The guest thinks Bruno Mars is in fact part of a “larger question”.
   - True  False
Group 3  Chuck Berry  LLS.fr/A1A4

1 Get ready! Look at these words from the video and make hypotheses about the document.

give  statue  difficult  inducted  ladies and gentlemen  started  greet  years  lick
the Palladium  months  weeks  piano  dynamite  boogie  loud  stage  secretary

2 In your own words, answer the following questions.

1) Who is Keith Richards? What is his role in this document?

2) “I lifted every lick he ever did play”. Rephrase it in your own words.

3) How does Keith Richards talk about Chuck Berry?

4) What does Chuck Berry think of Keith Richards?

5) How would you analyse their relationship?

3 Groups 1, 2 & 3 Let’s recap! What contentious opinions are expressed? Where can we draw the line between inspiration and copy?

Activity 4 Appropriation vs appreciation  LLS.fr/WB1P38

Text A

1 Get ready!

a. Choose the correct synonym or definition for the following words from the text.

1) Reap the benefits: □ pay for something □ profit from something □ work hard
2) Acknowledged: □ recognised □ taught □ heard
3) Feature: □ remember □ promote □ hate
4) Get passed over: □ succeed in something □ get ready for something □ be ignored
5) Fit (within): □ be sporty □ feel □ correspond to
b. True or false? Give the lines in the text to justify.
1) The author states that black artists inspired white rock artists. □ True □ False □  
2) She thinks Elvis got the same credit as Chuck Berry or Rosetta Tharpe. □ True □ False □  
3) Black artists don’t play rock music anymore. □ True □ False □  
4) The music industry decides who should play what style. □ True □ False □  

The author’s point of view: underline the sentence that best sums it up.
• She thinks rock music was, in a way stolen from black artists on purpose.  
• She thinks rock music was, stolen from black artists, but that white artists are not responsible for it.  
• She thinks rock music was, inspired by white artists but is now played by everybody.  

Text B

1) Get ready! Choose the words from the text that best correspond to the following definitions.
1) Take with no intention to steal (v.): □ note □ borrow □ crown  
2) Merchandization (n.): □ attribution □ contribution □ commoditization  
3) Cause someone to be interested in (v.): □ turn people on to □ share □ influence  

2) Circle the best answer (justify by quoting the text).
1) The author thinks Black artists are:
- recognized appropriately □ not recognized enough □ totally forgotten □  

2) She thinks the fact that Elvis and Justin Timberlake are considered kings of rock and RnB is:
- normal □ totally unjustified □ a bit strange □  

3) She considers Keith Richards and Mick Jagger from the Rolling Stones as:
- thieves stealing credit from artists like Muddy Waters □ respectful artists inspired by Muddy Waters □  

Text C

1) Get ready! Find the corresponding verbs about musical success.
1) appear as a newcomer: □ 2) mix genres: □  
3) create something new: □ 4) explore for the first time: □  

2) Answer in your own words (justify by quoting the text).
1) What are the stereotypes about punk rock and black music? □  

2) What was original about Bad Brains? □  

3) How did Bad Brains appear in this context? □  

Unit A • The colors of Music LLS.fr/WB1P39 39
A. Grammar at work  La voix passive

1. Observe and deduce!

Elvis was accused of racism (by some ignorant people).

2. Cissy Houston assures Elvis was respectful of Black people.

a. Relevez les groupes verbaux de ces phrases. Comment se décomposent-ils ?

b. Quels sont les sujets grammaticaux dans ces deux phrases. Sont-ils aussi les “agents” (ceux qui sont responsables de l’action décrite par le verbe lexical) ?

c. Quelle phrase est à la voix active ? Laquelle est à la voix passive?

d. Au passif, l’agent n’est pas toujours mentionné, s’il l’est, par quoi est-il introduit ?

2. Practice! Transposez de la voix passive à la voix active et inversement.

1) Chuck Berry inspired Keith Richards.

2) Bruno Mars is considered a karaoke singer by Seren Sensei.

3) Bad Brains have influenced generations of punk rockers.

D. Vocabulary in progress

3. Trouvez le nom de métier qui correspond.

1) Dance : .................................  
2) Sing : .................................  
3) Sing the choruses : .................................  
4) Play music : .................................  
5) Play the guitar : .................................  
6) Play the bass : .................................  
7) Play the drums : .................................  
8) Manage the band : .................................  
9) Play the keyboard : .................................  
10) Take care of the lights and sound : .................................

E. Phonology in progress


Michael Jackson grows up in a family of eight. He starts his career with his brothers as the Jackson Five. He begins as a solo artist in the 80s and quickly becomes one of the most popular singers in the world. He transforms the music industry with innovative video clips like Thriller, and continues to have great success throughout the 90s and 00s. His hit You don’t care about us imposes itself as an anthem for the Black Lives Matter movement in the 2010s. Even after his death, in 2009, he influences numerous artists, singers or dancers, all over the world.
Get ready for the final project

1. Ready... Go through what you have seen so far.

   **Step 1:** In groups (each group is in charge of one category), browse the unit in the book and your notes in your copybook to make a list of all the things you have studied during this unit.

   - **Group 1: Vocabulary**
   - **Group 2: Grammar**
   - **Group 3: Methods**
   - **Group 4: Cultural knowledge**

   **Step 2:** Make new groups with one person from **Group 1**, one person from **Group 2**, one from **Group 3**, and one from **Group 4**. Then, share your findings to fill in a mind map on your copybook.

2. Steady... Read carefully the assessment grid of your project.

   Read the scenario of your final project and think about the possible dos and don’ts. From the list below, select the items corresponding to your project and write their number in the right category.

   - I must...
   - I may...
   - I shouldn’t...

   1. Make notes on the pronunciation of difficult words
   2. Pay attention to the pronunciation of -s at the end of words
   3. Make sure to smile and look at my partners
   4. Give my opinion and illustrate it with personal examples
   5. Use emphasis
   6. Use vocabulary seen in the unit
   7. Use interaction expressions
   8. Organise my text by using link words
   9. Copy and paste content I found online
   10. Question the difference between appropriation and inspiration
   11. Proofread my text
   12. Imagine the future of Black music
   13. Use the passive voice
   14. Use the correct translation of “assez”
   15. Make references to people I studied in the unit
   16. Practice to make sure I can talk about dates
   17. Use present simple
   18. Write a song

   **Tip:** What do you think would be your assets? To which aspect do you have to pay particular attention?

3. Go! In your unit **[LLS.fr/UnitA]**, get started on your final project!
Unit 6
Hacktivism

Opening video

Hackers and cyberattacks p. 194

1 Get ready! What words come to mind when you hear the word “hacker”? Then compare your answers to the recording.

2 First watching. Watch the video.
   a. What type of document is it?
      □ An interview.
      □ An educational video.
      □ An extract from a film.

   b. What is the general topic?

3 Second watching. Gather as many words as you can. Use them to fill in the following categories.

White hats
   good
   bad

Black hats
   good
   bad

Hacktivists
   good
   bad

4 Let’s recap! Present this video orally.

Useful vocabulary: This video is a... about... It presents us with... The three types of hackers are... Although people usually think that... in fact... obviously, the narrator is...

Activity 1 The Watergate Scandal p. 96

1 Get ready! Find the equivalent for the following words from in the text.
   1) ancient (adj.): ........................................ 3) démission (n.): ........................................
   2) couverture médiatique (exp.): .......................... 4) dissimulation (n.): ........................................
a. Pay attention to the numbers in the first paragraph. What do they refer to?

30

91

1970s

b. Who are the following people?
1) W. Mark Felt:
2) John D. O’Connor:
3) Ben Bradley:
4) President Nixon:
5) Carl Bernstein and Bob Woodward:

c. Focus on the quotes in the article. Who says them?
1) L 7
2) L 23-24
3) L 13-14
4) L 31-34
5) L 15-19

d. Give a title to each paragraph.
1) First paragraph:
2) Second paragraph:
3) Third paragraph:
4) Fourth paragraph:

3 Who is Deep Throat?

4 Let’s recap! Present the Watergate scandal.

Useful vocabulary: This text is... It focuses on... We learn that... It was the best-kept secret in the history of Washington DC because...

Activity 3 Three approaches, one truth p. 98

Group 1 “The last free generation” LLS.fr/A1P98

1 Listen to these words and guess what this video could be about.

generation identity application power individuals parents child state change
Watch the video.

a. Who is this message addressed to?
   - This generation. □ Big companies. □ Citizens of the world.

b. What is Julian Assange's?
   - Warn people about the future. □ Tell his story. □ Tell about hacking.

c. Who is the last free generation, according to him? Why?

d. Who / what is responsible for what happens?

e. What will survive that?

---

Group 2  A message to the UK government  

1 Watch the video.
   a. Pick out 4 words for each category.

   Power
   Business and employment
   War and conflict

b. Who is this message addressed to?
   - The UK government. □ Big companies. □ Citizens of the world.

c. Which field does the narrator refer to?

---

2 a. What is Anonymous accusing the UK government of?

b. Fill in the blanks in Anonymous' motto and explain it.

“We are ........................................... . We are ........................................... . We do not ........................................... . We do not ........................................... us.

---------------------------------------------------------------

”

---

Group 3  The Internet’s Own Boy

1 Listen to these words and guess what this video could be about.
   - Prodigy  dead  computer  example  criminal  laws  powerful  hack  example

2 a. Focus only on Aaron Swartz. Pick up words and sentences. What was he fighting for or against?

b. Focus on the other voices in the video. What is their opinion on Swartz? Pick out adjectives.

---

3 Groups 1, 2 & 3 Let’s recap! Describe the whistleblower you are in charge of.

Useful vocabulary: The video we were in charge of was a / an... It mainly dealt with...
The problems exposed were... They want to... Personally, I share the view / cannot get behind...
**Activity 4 FBI vs Hacker [Image/Video]**

1. **Get ready!**
   a. Look at the title. What do you think the video is going to be about?  
   b. What does vs stands for? What feeling does it convey?  

2. **First watching**  
   **What kind of video is it (several possible answers)?**  
   - An interview.  
   - A news report.  
   - Promotion for a film.  
   - A documentary.  
   - A reality TV show.  
   b. **Pick out information about each of the men present.**
      
      | The man on the right | The man on the left |
      |-----------------------|---------------------|
      |                       |                     |
      |                       |                     |
      |                       |                     |

3. **Second watching. Who in the interview says the following words?** Use one highlighter for the FBI agent, another one for the hacker and another one for words used by both. Then use these words to recap what they say.  

4. **Let’s recap!** Recap what this video is about. Who do you find the most convincing? Why?  
   **Useful vocabulary:** This video is a... It confronts... It shows a debate between... The FBI agent uses words like... The hacker uses words like... They disagree on... but agree on...  
   I would side with...
Activity \( \text{(5) Whistleblowers of hacktivists?} \) p. 101

**Text A**

1. Get ready! Find the equivalent for the following definitions in the text.

1) Facts that can be analyzed or used to gain knowledge or make decisions (n.): ..........................................................

2) Principle that allows greater freedom to one person or group (n.): ............................................................................

2. a. Choose in the text the three most important words to define hacking and whistleblowing.

<table>
<thead>
<tr>
<th>Hacking</th>
<th>Whistleblowing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. Where do the two overlap / converge?

**Text B**

1. Get ready! Find the equivalent for the following definitions in the text.

1) Attempt to prove by reasoning (v.): ..................................................................................

2) The state of being free from public attention (n.): ..............................................................

3) The conscious or subconscious reason for a certain course of action (n.): ............................

2. a. Make a list of all negative forms. Why does Snowden use so many negative forms?

b. Rephrase the second quote in your own words.

**Text C**

1. Get ready! Find the equivalent for the following definitions in the text.

1) Confidentiel (adj.): .......................................................... 3) Condamné (pour): ......................................................

2) Divulguer (v.): .......................................................................................... 4) Procès (n.): ......................................................................................

5) Tenus responsables (adj.): .........................................................................................

2. a. Pick out the three names mentioned and gather information about them.

<table>
<thead>
<tr>
<th>Hacktivist or whistleblower?</th>
<th>Accused of?</th>
<th>Considered a criminal?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes / No</td>
</tr>
</tbody>
</table>

b. True or false?

1) The narrator thinks that disclosing a scandal is not a crime. ☐ True ☐ False

2) Chelsea Manning is still in prison. ☐ True ☐ False
A. Grammar at work Le discours indirect

1 Observe and deduce! Lisez les phrases suivantes (texte p. 96) et déterminez si elles sont au discours direct ou indirect. Soyez prêts à justifier vos réponses.

1) Mark Felt, 91, (...) has told (...) that he is “the man known as Deep Throat”
2) “W. Mark Felt was ‘Deep Throat’ (...)” Woodward and Bernstein said.
3) W. Mark Felt Jr. said, “This is all very tumultuous”.
4) O’Connor told ABC (...) that Felt had for years thought he was a dishonorable man.

2 Faites une liste des différences entre les deux discours. Vérifiez vos réponses p. 281.

3 Practice! Mettez ces citations d’Aaron Swartz au discours indirect (attention au temps du verbe introducteur).

1) “I’m here to tell you today you are powerful.” → He says
2) “Stop SOPA.” → He says
3) “On the internet, everybody has a licence to speak.” → He says

D. Vocabulary in progress

4 Rédigez les définitions du mots croisés suivant.

Across
1) WHISTLE
2) CONCEAL
3) DELIBERATELY
4) Hacker

Down
5)
6)

E. Phonology in progress

5 Menez l’enquête ! Trouvez dans les pages suivantes les mots contenant une lettre muette. Écoutez l’enregistrement pour vérifier vos réponses.

1) un mot avec un “t” muet : p. 95
2) un mot avec un “l” muet : p. 96
3) un mot avec un “t” muet : p. 97
4) un mot avec un “t” muet : p. 107
Get ready for the final project p. 104-105

1 Ready... Go through what you have seen so far.

Step 1: In groups (each group is in charge of one category), browse the unit in the book and your notes in your copybook to make a list of all the things you have studied during this unit.

Group 1 Vocabulary
Group 2 Grammar
Group 3 Methods
Group 4 Cultural knowledge

Step 2: Make new groups with one person from Group 1, one person from Group 2, one from Group 3... Then, share your findings to fill in a mind map on your copybook.

2 Steady... Read carefully the assessment grid of your project p. 104 or 105.

Read the scenario of your final project and think about the possible dos and don'ts. From the list below, select the items corresponding to your project and write their number in the right category.

I must...
I may...
I shouldn't...

1 Make notes on the pronunciation of difficult words
2 Pay attention to words with silent letters
3 Make sure to smile and look at my partners
4 Give my opinion and illustrate it with personal examples
5 Talk about the dangers of breaking the law
6 Use vocabulary seen in the unit
7 Use interaction expressions
8 Organise my text by using link words
   Précis de communication p. 258
9 Copy and paste content I found online
10 Question the difference between a whistleblower and an hacktivist
11 Proofread my text
12 Imagine future actions by hacktivists
13 Use passive voice
14 Use indirect speech
15 Make references to people I studied in the unit
16 Use dates and information from the unit
17 Use the correct translation of "n’importe"
18 Use quantifiers
19 Write an article
20 Ask questions
21 Make a video

Tip: What do you think would be your assets?
To which aspect do you have to pay particular attention?

3 Go! In your textbook p. 104-105, get started on your final project!
Opening video

How to spot fake news p.108

1 Get ready! Look at this word cloud and use the words to make suppositions about the video.

2 Watch the video.
   a. List as many questions asked in the video as you can.

   - ?
   - ?
   - ?
   - ?
   - ?
   - ?

   b. Among the following propositions, circle the ones which suggest that a piece of news is suspicious.

   - many shares  - many likes  - few likes  - official website  - few shares
   - photo  - many “wows”  - heard on the radio  - on TV  - in newspapers

3 a. True or false?
   1) Everything online is fake.   □ True □ False
   2) Fake news items are made to be shared online.   □ True □ False
   3) Some sites look like official websites but are suspicious.   □ True □ False

   b. How could we tell that this website wasn’t trustworthy?

4 Pick out one example and say what you learnt about it.

5 Let’s recap! What are the strategies to spot fake news? Is this video useful to teach people how to spot fake news? Present it orally.

   Useful vocabulary: To spot fake news, you have to look out for... This video is quite...
   You should pay attention to...
Activity 3 Behind fake news

**Group 1** Ellen explains fake news with fruit

1. Watch the video [LLS.fr/A1P112](#).

   a. Which types of fruit are used in the CNN commercial?

   b. Which types of fruit are shown by Ellen? What does each fruit represent according to her?

<table>
<thead>
<tr>
<th>Name:</th>
<th>Symbol:</th>
<th>Important info:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name:</td>
<td>Symbol 1:</td>
<td>Symbol 2:</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------</td>
<td></td>
</tr>
<tr>
<td>Name:</td>
<td>Symbol</td>
<td>Also used for:</td>
</tr>
</tbody>
</table>

**Group 2** The fake news problem

1. Mark true statements with a tick ✓ and false ones with a cross ✗ according to the infographic.

   - Fake news is mainly spread on social media.
   - Fake news is mainly spread on established news websites.
   - Real news gets most of its traffic from social media.
   - Real news is often consulted directly on the news channel’s website or through a search.
   - 32% of people get their news from social media.
   - 32% of people trust mass media.
   - 32% of the people in the world are part of the American public.

**Group 3** How to spot fake news

1. a. Pick out the following words in the infographics.
   1) bizarre (adj.): ............................................................ 2) pertinent (adj.): ............................................................
   3) parti pris (n.): ............................................................ 4) repérer (v.): ............................................................

   b. What is the “source” of a document?

   c. Why are sources, authors and dates important?

2. Groups 1, 2 & 3 Let’s recap! Present your document and explain what fake news is.

   **Useful vocabulary:** Ellen explains fake news using fruit because...
   
   Fake news mainly comes from... The two ways to spot fake news are...
Activity 4  Fake news: a case study  p. 114

1 Get ready! Find the English words in the text for the following French translations.
1) Interrompre (v.): ...................................................  2) à grande échelle (adj.): ...................................................
3) bulletin météo (exp.): ...................................................  4) fuir (v.): ...................................................
5) se tortiller (v.): ...................................................  6) couper le courant (exp.): ...................................................
7) briller (v.): ...................................................  8) faire attention (exp.): ...................................................
9) bruitages (exp.): ...................................................  10) décrocher un contrat (exp.): ...................................................

2 What kind of program is it (several possible answers)? Justify your choice(s).
☐ a weather report ☐ a radio play ☐ a commercial ☐ a news report ☐ a true story ☐ a fictitious story

3 Read the following sentences and classify them in the right category.

A  A meteor crashed on Earth.
B  Several Martian spacecraft landed in the US.
C  Orson Welles said it was fiction.
D  People tried to flee the US.
E  New York was destroyed.
F  People panicked.

Fiction  Reality  Both

4 a. True or false? Justify by a brief quote from the text.
1) The story was told on the radio in the 1930s. ☐ True ☐ False

2) They used sound effects to make it sound more realistic. ☐ True ☐ False

3) People didn’t believe the story. ☐ True ☐ False

4) Orson Welles expected this type of reaction American people. ☐ True ☐ False

5) It damaged Orson Welles’ career. ☐ True ☐ False

b. What were the consequences of this episode?

5 Let’s recap! Say orally what happened in this article. Why did Orson Welles do this?
A. Grammar at work  Wish et le conditionnel irréel

1. Observe and deduce!
   a. Lisez les deux phrases ci-contre et repérez les structures verbales.
   b. Expliquez la valeur des temps utilisés ici.

   I wish I had checked that article about yellow pandas before going to the zoo.

   Don't you wish you knew more about fake news?

2. Practice! Complétez les trous en conjuguant le verbe entre parenthèses.

   1) I wish I ............................................ (read) the full article before sharing it.
   2) I wish I ............................................ (know) how to tell fake news from real news.
   3) I wish I ............................................ (not post) that photo of the yellow panda. I feel stupid now.
   4) I wish people ............................................ (realise) how fake news impacts them.
   5) I wish politicians ............................................ (invent) stories to make us vote for them.

D. Vocabulary in progress

   - Logo
   - Caption
   - Advertising
   - Headline
   - Photo
   - Folio

4. b. Présentez ce qu'est une bonne une de journal en utilisant les mots ci-dessus ainsi que 4 adjectifs ci-dessous.
   - Catchy
   - Breathtaking
   - Imaginative
   - Realistic
   - Relevant
   - Striking
   - Trustworthy
   - Interesting

E. Phonology in progress

4. Écoutez les phrases suivantes. Pour chaque diphtongue en gras sélectionnez la transcription phonétique qui correspond:
   - /aɪə/ /aɪə/ /aɪə/ /ɪə/ /ɪə/

   1) Did you say he's a liar ............. , or a lawyer ............. ?
   2) As the fire ............. burned higher ............. , the wire ............. fell lower .............
Get ready for the final project p. 118-119

1 Ready... Go through what you have seen so far.

Step 1: In groups (each group is in charge of one category), browse the unit in the book and your notes in your copybook to make a list of all the things you have studied during this unit.

Group 1: Vocabulary
Group 2: Grammar
Group 3: Methods
Group 4: Cultural knowledge

Step 2: Make new groups with one person from Group 1, one person from Group 2, one from Group 3... Then, share your findings to fill in a mind map on your copybook.

2 Steady... Read carefully the assessment grid of your project p. 118 or 119.

Read the scenario of your final project and think about the possible dos and don’ts. From the list below, select the items corresponding to your project and write their number in the right category.

I must...

1 Make notes on the pronunciation of difficult words
2 Pay attention to triphthongs
3 Make sure to smile and look at my partners
4 Give my opinion and illustrate it with personal examples
5 Talk about the impact of fake versus real news
6 Use vocabulary seen in the unit
7 Use interaction expressions
8 Organise my text by using link words
   Précis de communication p. 258
9 Copy and paste content I found online
10 Decide on the aims of my fake story
11 Proofread my text
12 Be ready to answer questions
13 Use conditional sentences
14 Use the present tense
15 Make references to people I studied in the unit
16 Use dates and information from the unit
17 Use quantifiers
18 Use the correct translation of “beaucoup”
19 Make a speech
20 Make a story about fake news

Tip: What do you think would be your assets?
To which aspect do you have to pay particular attention?

3 Go! In your textbook p. 118-119, get started on your final project!
Unit B
Back to the future

Opening video

Welcome to Westworld

1 Get ready! Look at this word cloud. Listen to the words and make suppositions about the video.

- free to go as far as possible
- safe place
- visit
- park
- heart disease
- panic attacks
- imagination
- limit
- virtual
- a hostess
- pre-existing medical conditions

2 Watch the video. True of false? Tick the correct answer.

1) The man’s name is Liam. ☐ True ☐ False
2) This is his third visit to Westworld. ☐ True ☐ False
3) He has no pre-existing medical conditions. ☐ True ☐ False
4) He has no limits if he decides to go further in the adventure. ☐ True ☐ False
5) The center of the park is simple and safe. ☐ True ☐ False

3 Let’s recap! Choose words from the word cloud above to sum up the video.

Activity 1 A short history of gaming

Get ready! Read the infographic in the book. Pick out the equivalents of the following words in the text.

1) écran (n.):
2) manette (n.):
3) faillite (n.):
4) plaire à (v.):
5) classification (n.):
6) appareil (n.):
7) fournir (v.):
8) occasionnel (adj.):
9) sortir (v.):
10) actuel (adj.):
2 Match each of these game consoles or innovations with their release date. Bonus: can you find them on the picture (joypad or console)?

Nintendo 64 → 2006
Wii U → 1989
Nintendo Game Boy → 2017
NES → 1985
Atari 2600 → 1996
PS3 → 1977

3 Read the infographic. True or false? Tick the correct answer.

1) Spacewar! is considered the first videogame. [False]
2) The NES was created in the United States. [True]
3) The Atari 2600 used a remote and cartridges. [True]
4) The Videogame Rating Council marks and ranks the quality of games. [True]
5) The Wii helped people stay active. [True]
6) The Saturn system used cartridges. [False]
7) The Saturn was more expensive than the Playstation. [False]

4 Let’s recap! Choose 5 dates and write a summary of the evolution of the gaming industry.

Useful vocabulary: In only X years... It took X years to come up with...

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________

_____________________________________________________________________________________________________

Activity 📡 Ahead of the game 📡

Get ready! 📡 Look at this word cloud and listen to the pronunciation of the words. Then, with the help of the photo and the caption of your group, circle the words you expect to hear.
Group 1: HoloLens (LLS.fr/A1B2)

2. True or false? Tick the correct answer.
1) The HoloLens technology is exciting for the surgeon.  
☐ True ☐ False
2) It will impact the way he operates on patients.  
☐ True ☐ False
3) This technology adds a human aspect to electronic communication.  
☐ True ☐ False
4) The objects you see in space have a sense of pertinence.  
☐ True ☐ False
5) You can play with objects around you.  
☐ True ☐ False

Group 2: The weather channel (LLS.fr/A1B3)

2. a. What natural catastrophe is coming to the southeast of the US?

b. Look at the pictures and complete the following table with the level of water and the risks.

<table>
<thead>
<tr>
<th>Image 1</th>
<th>Image 2</th>
<th>Image 3</th>
<th>Image 4</th>
<th>Image 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water level</td>
<td>[table entries]</td>
<td>[table entries]</td>
<td>[table entries]</td>
<td>[table entries]</td>
</tr>
<tr>
<td>Risks</td>
<td>[table entries]</td>
<td>[table entries]</td>
<td>[table entries]</td>
<td>[table entries]</td>
</tr>
</tbody>
</table>

Group 3: Online puzzle game (LLS.fr/A1B4)

2. Look at the following diagram and complete it with keywords.

EyeWire

.................................................................
.................................................................

Researchers

Who? Why? .................................................................
.................................................................
.................................................................

Players

What kind? How many? How do they help?
.................................................................
.................................................................
.................................................................
Activity 4 Esport: the jobs of the future

1 Get ready! Look at the words below and listen to the recording. Write them down in the order in which they are recorded.

- viable
- viewer
- championship
- industry
- focus
- professional
- programming
- broadcast
- commit
- realistic

2 First watching. Watch the video and circle the words you hear.

- money
- popular prize
- coaching choice motivation
- performing
- sponsorships
- talent
- skills
- teamwork
- cash
- promising
- salary
- career
- dream
- industry
- goal

3 Second watching.
   a. Tick the correct answer.

1) Esport viewers are now outpacing TV reality shows. traditional sports.
2) Professional League of Legends has existed for less than a decade. twelve years.
3) The biggest tournaments put thousands millions billions of dollars on the line.
4) In terms of stats, 27 million 43 million people log into LoL every day.
5) To go pro, you have to be really well-rated. well-graded. motivated.
6) Creating his team at Columbia College taught Connor Doyle how to play the game better. how to be a better leader. how to win money easily.

   b. True or false?

1) Videogames are now a viable career.
   - True False
2) Andrew Smith always dreamed of becoming a professional gamer.
   - True False
3) Pros in North America can have a six-figure salary.
   - True False
4) Many players can make a living streaming gameplay on platforms.
   - True False
5) Players know that if they’re good enough, they may get opportunities.
   - True False
6) If he can’t make it as a pro player, Andrew would love to work in game design.
   - True False
7) It still feels crazy for Connor Doyle to follow his dream.
   - True False
Activity 5 Developing new skills

Text A

1 Get ready! Pick out the equivalents of the following words in the text.
1) healing (adj.): ............................................. 2) general (adj.): .............................................
3) comprehension (n.): ..................................................

2 Tick the correct answer(s).
1) Now researchers want to use computers and videogames for □ medical □ social purposes.
2) Playing action-based videogames can improve □ social skills □ learning abilities □ coordination.
3) The subjects in the study demonstrated increased □ intelligence □ comprehension □ motor skills.

Text B

1 Get ready! Pick out the equivalents of the following words in the text.
1) better (v.): ............................................. 2) quickly (idiom): .............................................
3) believe in (v.): ............................................. 4) companion (n.): .............................................

2 True or false? Tick the correct answer.
1) MMORPGs may improve players’ learning abilities. □ True □ False
2) Players need time to decide who to trust, reject etc. □ True □ False
3) Social skills acquired while playing may impact family or friend relationships positively. □ True □ False

Text C

1 Get ready! Pick out the equivalents of the following words in the text.
1) preceding (adj.): ............................................. 2) supposition (n.): .............................................
3) delicate (adj.): ............................................. 4) diversity (n.): .............................................

2 Circle the mistakes. Then, correct the wrong word.

1) The latest research proved that gamers are socially inactive. ➔
2) Many participants said they would discuss sensitive problems online as much as with their real life friends. ➔
3) It is awkward to speak about issues like sexuality online. ➔
4) It is very difficult for players to obtain advice. ➔

3 Texts A, B & C Let’s recap! Present orally the impact of Gaming on social skills.
A. Grammar at work
Les modaux de possibilité et d'autorisation
Précis grammatical p. 275

1. Observe and deduce!
   a. Lisez les phrases suivantes et repérez les modaux.
   You can start the Discovery Tour... The map and the list can be accessed through the tabs Map and Tours.
   b. Qu’expriment-ils?

   c. Repérez dans ces phrases deux expressions qui pourraient remplacer ce modal.
   The Assassin’s Creed: Origins Discovery Tour is a mode that will allow you to explore Ancient Egypt.
   You’ll be able to select a tour from the map of Egypt.

   d. Pourquoi emploie-t-on ces expressions plutôt que le modal ici?

2. Practice! Complétez les phrases suivantes avec le modal ou l’expression qui convient.
   1) In the Sims, players make their Sim tell jokes.
   2) Leveling up in games will usually you to have access to more powerful stuff.
   3) By solving puzzles in Professor Layton, you will progress in the story.
   4) Mario must save Princess Peach from Bowser! Will he set her free?
   5) PacMan was the best game ever! It you to eat little monsters.

D. Vocabulary in progress


Down
1) A person who lacks social skills.
2) A computer that is portable and suitable for use while travelling.
3) Game that tests a person’s ingenuity or knowledge.
4) A panel of keys that operate a computer or typewriter.
5) A person who is inexperienced.

Across
6) Daydream about something desired.
7) Classic or old school gaming.
8) Make available to the public.

Secret word: when you are not being yourself

E. Phonology in progress
Précis phonologique p. 262

4. Observez ce virelangue.
   Entraînez-vous à le prononcer en l’écouter.
Get ready for the final project

1. Ready... Go through what you have seen so far.

   Step 1: In groups (each group is in charge of one category), browse the unit in the book and your notes in your copybook to make a list of all the things you have studied during this unit.

   - **Group 1** Vocabulary
   - **Group 2** Grammar
   - **Group 3** Methods
   - **Group 4** Cultural knowledge

   Step 2: Make new groups with one person from Group 1, one person from Group 2, one from Group 3... Then, share your findings to fill in a mind map on your copybook.

2. Steady... Read carefully the assessment grid of your project.

   Read the scenario of your final project and think about the possible dos and don'ts. From the list below, select the items corresponding to your project and write their number in the right category.

   **I must...**
   **I may...**
   **I shouldn’t...**

   - 1. Make notes on the pronunciation of difficult words
   - 2. Pay particular attention to the pronunciation of -th
   - 3. Make sure to smile and look at the jury
   - 4. Give my opinion and illustrate it with personal examples
   - 5. Talk about the rules of the game
   - 6. Use vocabulary seen in the unit
   - 7. Use interaction expressions
   - 8. Organise my text by using link words ❯ Précis de communication p. 258
   - 9. Copy and paste content I found online
   - 10. Write complete sentences and read them without looking at my audience
   - 11. Use the correct translation of “juste”
   - 12. Imagine the impact of my game on society
   - 13. Use interrogative sentences
   - 14. Use possibility and future tenses
   - 15. Make references to innovations I studied in the unit
   - 16. Use dates and information from the unit
   - 17. Link gaming and social behaviours
   - 18. Write a letter
   - 19. Use a computer

   **Tip:** What do you think would be your assets? To which aspect do you have to pay particular attention?

3. Go! In your unit [LLS.fr/A1UnitB], get started on your final project!
Unit 8  Got(h) away with murder  p. 124–137

Opening video

Transformed into Tim Burton-inspired characters p. 124

1 Get ready! What makes a scary character, in your view? Fill in the grid with adjectives.
   Then listen to the recording to check your answers.

<table>
<thead>
<tr>
<th>Face</th>
<th>Personality</th>
<th>Clothes / body</th>
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<tbody>
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2 Watch the video. Answer the following questions.
1) Who are the people being interviewed?

2) What do they think about Tim Burton?

3) What do they have to do? Why?

3 Let's recap! Present the video. Would you participate in this project?

spooky characters  illustrator  villain  inspired  creepiness

Activity 1 What is the Gothic?  p. 126

1 Get ready! The following statements are true. Justify them with a brief quote from the text.
1) This document aims at explaining what the Gothic is.

2) The journalist thinks that the elements of the Gothic genre have become too obvious.

2 Explain these gothic elements: in your own words.
1) “Omens, portents, visions”:

2) “High, even overwrought emotion”:

3) “The melonmy of gloom and horror”:

4) “The Onomatopoeia”:
1. Create an identity card for each of the characters mentioned in the text.

   **Character 1: victim**
   - Name: __________________________
   - Home: __________________________
   - Social status: ____________________
   - Conditions of death: ____________

   **Character 2: victim**
   - Relationship with character 1: __________________________
   - Home: __________________________
   - Social status: ____________________
   - Location of corpse: ____________

   **Character 3: murderer**
   - Crime: __________________________
   - Home: __________________________
   - Social status: ____________________
   - Physical features: ____________

2. True or false? Justify by giving a brief quote from the text.

1) Edgar Allan Poe was inspired by his contemporary era.  
   - True ☐ False ☐

2) The scene is set in a morgue.  
   - True ☐ False ☐

3) The victims didn’t know each other.  
   - True ☐ False ☐

4) The victims were easy to find.  
   - True ☐ False ☐

5) The victims were quite rich.  
   - True ☐ False ☐

6) At first glance, there was nobody in the room.  
   - True ☐ False ☐

7) The crime scene was difficult to look at.  
   - True ☐ False ☐

8) The murders took place a long time before this scene.  
   - True ☐ False ☐

3. Pick out elements of horror from the passage.

4. **Let's recap!** Complete the police report written of the murders.

   Today, (date and time) __________________________, in (place) __________________________

   (names and relationships) __________________________ were found dead or missing at
   the hands of (what we already know about the murderer) __________________________

   __________________________, in a horrid scene. The police are investigating.
1. Get ready!
   a. Explain the title of the poster in your own words. Which elements of the Gothic can you find?

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

   ____________________________________________________________

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Activity 6 Words of mystery

Text A

1 Get ready! Pick out the adverbs in the text and match them to their definition.
- Without concern or attention
- In a confident and courageous way
- In a clearly visible and audacious way
- In a sufficient or adequate way

2 Say whether these statements are true or false. Justify with a brief quote.
1) There was a storm outside. □ True □ False

2) She started a fire before going to bed. □ True □ False

3 List the elements that make this scene mysterious.

Text B

1 Get ready! Pick out the adverbs in the text and match them to their definition.
- With a careful attention
- With great power and intensity
- As before, even now
- In a deliberately enigmatic manner
- In an unusual or surprising way
- In an important, extreme way

2 Say whether these statements are true or false. Justify with a brief quote.
1) She succeeded in opening the cabinet. □ True □ False

2) She went to bed. □ True □ False

3 List the elements that make this scene mysterious.

4 Texts A & B Let’s recap! How does the atmosphere have an impact on the character’s behaviour and state of mind? Present it orally.
A. **Grammar at work** Les verbes à particules (phrasal verbs) ➤ Précis grammatical p. 280

1) **Observe and deduce!** Repérez les trois autres verbes à particules et traduisez-les comme dans l’exemple.

“spread”: se propager. ➔ “spread before them”: étalée devant eux.

1) ..............................................................

2) ..............................................................

3) ..............................................................

As they rushed in they heard voices, two voices; they seemed to come from above. The group hurried from room to room, but they found nothing until they reached the fourth floor. There they found a door that was firmly closed, locked, with the key inside. Quickly they forced the door open, and they saw spread before them a bloody sickening scene—a scene of horror!

_The Murders in the Rue Morgue_, Edgar Allan Poe, 1841.

2) **Practice!** Complétez avec le verbe et la particule qui conviennent.

**Walk**  **Cut**  **Cried**  **Fall**  **Get**  **In**  **Out**  **Off**  **Apart**  **Away**

1) The young man ........................................ when he saw the corpse.

2) As soon as I saw the mansion, I felt like I needed to ....................................... from here.

3) She tried to reach the phone but the line was ........................................

D. **Vocabulary in progress**

3) Complétez la légende en associant chaque élément avec un mot de l’unité, puis ajoutez un adjectif relevant du gothique.

Adj: ..............................................................

Adj: ..............................................................

Adj: ..............................................................

Adj: ..............................................................

Adj: ..............................................................

Adj: ..............................................................

Adj: ..............................................................

Adj: ..............................................................

E. **Phonology in progress** ➤ Précis phonologique p. 262

4) Complétez les transcriptions phonétiques suivantes avec /ɔ/ ou /u:/.

1) Brooding: /ˈbre.dɪŋ/  

2) Moon: /m.ɔn/  

3) Soothing: /ˈsu.ðɪŋ/  

4) Shook: /ʃʊk/  

5) Spooky: /ˈspɔki/  

6) Cook: /k.ɔk/
Get ready for the final project p. 134-135

1 Ready... Go through what you have seen so far.

Step 1: In groups (each group is in charge of one category), browse the unit in the book and your notes in your copybook to make a list of all the things you have studied during this unit.

Group 1: Vocabulary
Group 2: Grammar
Group 3: Methods
Group 4: Cultural knowledge

Step 2: Make new groups with one person from Group 1, one person from Group 2, one from Group 3... Then, share your findings to fill in a mind map on your copybook.

2 Steady... Read carefully the assessment grid of your project p. 134 or 135.

Read the scenario of your final project and think about the possible dos and don'ts. From the list below, select the items corresponding to your project and write their number in the right category.

I must... | I may... | I shouldn’t...

1. Make notes on the pronunciation of difficult words
2. Pay attention to the pronunciation of “oo”
3. Make sure to look at my partners
4. Give my opinion and illustrate it with personal examples
5. Talk about the importance of Gothic literature
6. Use vocabulary seen in the unit
7. Use interaction expressions
8. Organise my text by using link words
9. Copy and paste content I found online
10. Question the stereotypes of the Gothic genre
11. Proofread my text
12. Imagine the future of the Gothic genre
13. Use phrasal verbs
14. Use adverbs and adjectives
15. Make references to people I studied in the unit
16. Use dates and information from the unit
17. Pay attention to verb tenses
18. Write a gothic story
19. Make a video

Tip: What do you think would be your assets?
To which aspect do you have to pay particular attention?

3 Go! In your textbook p. 134-135, get started on your final project!
Opening video

Pioneering the American Frontier p. 138

1 Get ready! Listen to these words and give the order in which they are recorded. Practise pronouncing them.

- Pioneer /ˈpaɪərən/  
- Field /ˈfɪld/  
- Trail /ˈtreɪl/  
- Frontier /ˈfrentər/  
- Oregon /ˈɔrɪɡən/  
- Prairie /ˈpreərɪ/  
- Mountain /ˈmaʊntən/  
- Missouri /mɪˈzuəri/  

2 First watching.

a. Identify the type of document.

b. Jot down all the words you can understand.

3 Second watching.

a. Pick out as much information about the Oregon Trail as you can.

b. What kind of people were the pioneers (social background, age, motivations...)?

c. What hardships did they meet? What dangers did they face? Identify at least two examples.

4 Let's recap! Sum up what you've found out about the pioneers and the Frontier. Use at least eight of the following words:

- wild  
- wilderness  
- unknown  
- journey  
- pathfinders  
- hard  
- hazardous  
- expect  
- wagon  
- cattle  
- farmers  
- cattle raisers  
- rough  
- tough  
- determined  
- strong-willed  
- optimistic  
- settle  
- settlers
Activity 1 A new life on a new land

1 Get ready!

a. What does “a new life on a new land” evoke to you?

b. Read the introductory sentence in italics and imagine what life might be like in Roaring Camp.

2 a. What is this “unexpected event” and how is it welcomed? Why?

b. List all the adjectives and nouns used to portray the main male figures.

c. Then try to pair each word up with its synonym from this list.

1) An outlaw (n.) ➔ 2) Relaxed (adj.) ➔
3) Self-conscious (adj.) ➔ 4) Gentle (adj.) ➔
5) An expert gunman (n.) ➔ 6) Highbrow (adj.) ➔
7) Irresponsible (adj.) ➔ 8) Person who bets (n.) ➔
9) Courageous (adj.) ➔ 10) Shy (adj.) ➔
11) Depressed (adj.) ➔ 12) Muscled (adj.) ➔

d. What sort of men are they? Did you expect this? Explain.

3 a. Say whether these statements are true or false.

1) The inhabitants of Roaring Camp are looking forward to something. [True] [False]
2) The people on this Camp live peacefully together. [True] [False]
3) Nobody cares about the baby’s gender. [True] [False]

b. What brings the settlers of Roaring Camp together?

4 Let’s recap! To what extent does Roaring Camp represent the opportunity for any and everyone to start over one in the West?

Useful vocabulary: It represents the opportunity to... It makes things possible for people to...


Activity 4 Into the wild DIFFERENTIATION p. 144

1 Get ready!
   a. Do you know how to pronounce the following words? Listen and repeat!
   b. Imagine what story the video tells.

2 a. First watching. Concentrate on the heroine (personality / past and present life).
   b. Why does she embark on this journey alone?
      □ She needed a break.
      □ She needed to reconnect with herself.
      □ She broke up with her partner.
      □ She ran away from prison.

3 a. Second watching. Transcribe what the lorry driver is explaining about “quitting.”
   b. Fill in the gaps in the last sentence.
      He utters “I didn’t have a ________ there’s never been a time when there was a ________ in my ________.”
   c. Finish the sentences with what the heroine says.
      What if
      What if
      What if
      What if

4 d. Focus on the wilderness and the heroine’s experiences of and feelings about it. Highlight the adjectives that best describe them.
   In the wild the heroine feels ________ / ________ / ________ / ________.
   Hiking a thousand miles is ________ / ________ / ________ / ________ / ________.
   “Why do I have to walk a thousand miles?” the heroine asks. What could be her quest?

5 Let’s recap! Use your answers to present an oral synopsis of the film and explain the title.
Activity 5 Odes to the road

**Text A**

1. Pick out words to describe the road the poet is travelling on.

2. Pick out quotes showing how the following senses are stimulated by the road.
   1) Sight:
   2) Hearing:

3. Find the equivalent of the following sentences in Walt Whitman's poem.
   1) I feel joyful and carefree:
   2) I am a lucky fellow:

4. The "gay, fresh sentiment of the road" refers to:
   - A sense of freedom.
   - Enthusiasm and excitement.
   - Nice weather.

**Text B**

1. Find two quotes showing that the narrator is about to embark on a long journey.

2. Find verbs of movement in the text, and match them to their definitions.
   1) Start a journey:
   2) Stop:
   3) Follow and twisted path:

3. Choose the appropriate words to describe the narrator's state of mind.
   - Optimistic
   - Carefree
   - Worried
   - Fearsome
   - Excited
   - Well-prepared
   - Angry
   - Sad
   - Determined

**Text C**

1. a. Pick out all the words referring to nature.

   b. What kind of landscape does the song depicted?

2. Choose the two best-suited adjectives to describe the singer's feelings.
   - Impressed
   - Worried
   - Lonely
   - Exhausted
   - Amazed
   - Depressed

3. What has changed between the first and the third stanza?

4. How do you understand the last two lines of the song?
A. Grammar at work  Les temps du passé

1. Observe and deduce!
   a. Sélectionnez les verbes du poème de Benêts et classez-les dans ce tableau.

<table>
<thead>
<tr>
<th>Prétérit</th>
<th>Prétérit en -ing</th>
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b. Comment ces temps se forment ?

Prétérit : .................................................. Prétérit en -ing :

2. Practice! Traduisez ces phrases en anglais.

1) Mêlora avait quatre ans lorsque ses parents partirent vers l'Ouest.

2) Elle se souvint que les premiers jours ils marchaient à travers la plaine sauvage.

3) Des années plus tard, alors qu'elle se rappelait cette époque, elle rencontra un jeune cowboy.

4) Ils devinrent amis, puis se marièrent.

D. Vocabulary in progress

3. Trouvez huit mots en lien avec cette unité dans cette grille de mots-mêlés.

1) ................................................................. OHAZARDOUSOGPUNGUNMEN
2) ................................................................. HSAJFWILDERNESSLQDZS
3) ................................................................. EXPECTATIONSOUTLAWNO
4) ................................................................. PATHIJCOWBOYOCIPQUFX
5) ................................................................. JWKNZXGBRAVEACXGPE
6) ................................................................. CAMPOQLTOWAGORNJOURNEY
7) ................................................................. LANDSCAPEIOTXMNSNFDE
8) ................................................................. LPESESESETTLEMENTVPLB
9) ................................................................. BYXPEGHDETERMINEDTJE
10) ................................................................. OBPIONEERIYMIDOPESX

E. Phonology in progress

4. Écoutez les mots suivants et notez-les. Quelle est la prononciation de la lettre “i” ?

/ai/  /i/  /i:/

1) .................................................. 2) .................................................. 3) .................................................. 4) ..................................................
Get ready for the final project p. 148-149

1 Ready... Go through what you have seen so far.

Step 1: In groups (each group is in charge of one category), browse the unit in the book and your notes in your copybook to make a list of all the things you have studied during this unit.

- **Group 1** Vocabulary
- **Group 2** Grammar
- **Group 3** Methods
- **Group 4** Cultural knowledge

Step 2: Make new groups with one person from **Group 1**, one person from **Group 2**, one from **Group 3**... Then, share your findings to fill in a mind map on your copybook.

2 Steady... Read carefully the assessment grid of your project p. 148 or 149.

Read the scenario of your final project and think about the possible dos and don’ts. From the list below, select the items corresponding to your project and write their number in the right category.

**I must...**

1 Make notes on the pronunciation of difficult words
2 Pay attention to the pronunciation of the letter “r”
3 Make sure to smile and look at my partners
4 Give my opinion and illustrate it with personal examples
5 Talk about the women in the American West
6 Use vocabulary seen in the unit
7 Use interaction expressions
8 Organise my text by using link words
   ➤ Précis de communication p. 258
9 Copy and paste content I found online
10 Explain to what extent the Frontier represents new hopes and opportunities
11 Proofread my text
12 Describe a pioneer’s living conditions, hopes and ambitions
13 Use in order to
14 Use the past tenses
15 Make references to people I studied in the unit
16 Use dates and information from the unit
17 Use the correct translation of “sentir”
18 Use modals
19 Know how to tell a story
20 Write a diary entry
21 Record my voice

**I may...**

**I shouldn’t...**

3 Go! In your textbook p. 148-149, get started on your final project!
Opening video

1. Get ready! Listen to these words from the video.

2. a. Watch the video. Answer the following questions.
   1) This is... ☐ an interview. ☐ an extract from a movie.
   2) The white man is... ☐ British. ☐ American. ☐ French.
   3) The black man is... ☐ British. ☐ American. ☐ French.

   b. Pick out words from the word cloud and associate each of them with the man who says it.

   Man 1
   ____________________________
   ____________________________
   ____________________________
   ____________________________

   Man 2
   ____________________________
   ____________________________
   ____________________________
   ____________________________

3. Let's recap! Present the video and explain the mirror effect in it.

   Useful vocabulary: The video deals with... The dialogue is quite unusual because...
   Both men express... They explain what they like about spy movies...

Activity 2 Very special agents

1. Get ready! Look at this word cloud and listen to the words.

   tracking device smoke screen oil slick
   satellite receiver joke car bullet proof screen toilet wipes
   chloroform semtex chewing gum machine guns toy
   ejector seat modifications field spray can defence mechanism
2 Present the video.

1) Extract from: ....................................................... 2) Location: .................................................................
3) People present: ........................................................................................................................................

3 a. Search the word cloud on page 73 for the names of the gadgets given to the agent(s).

b. What is (are) its (their) effect(s)? ........................................................................................................................................

---

Group 1 The worst agent ever! LLS.fr/A1C2

4 What is the unusual thing about the man presenting the gadget?

---

Group 2 The most famous agent LLS.fr/A1C3

4 What special request is made to the agent?

---

Group 3 Disappointed agents LLS.fr/A1C4

4 What is their reaction as they discover the weapons? Do they look like spy tools?

---

5 Groups 1, 2 & 3 Let’s recap! Present the gadget orally. What makes this extract funny?

---
Activity 3 What’s on Sherlock?

1. Get ready!
   a. What type of document is it?
   b. Why is the character called M? What effect does it have on the story?

2. Pick out elements for each character.

   M
   Holmes
   Relationship
   Watson

3. a. Select two adjectives for each character and justify by quoting the text.

   - angry, sarcastic, brave, scared, spiteful, arrogant, distracted, irritated, polite

   M: .................................................................
   Watson: ...........................................................
   Holmes: ..........................................................

   b. Say whether these statements are true or false.
   1) M suggests Holmes and Watson have an intimate relationship.
   2) M and Holmes have a good relationship.
   3) M wants Watson to be his informant.
   4) Watson has known Holmes for a week.

4. What makes this scene text funny?

5. Let’s recap! Sum up the scene explaining how humour is used.
   Useful vocabulary: The text is funny because... M uses a particular type of humour which is called... For instance, he says that... The title is different from the original book because...
Activity 4 An ordinary boy?

1 Get ready! Pick out in the bubbles the equivalents of these words.
1) non plus (exp.): .................................................. 2) interessant (adj.): ..................................................
3) gouvernante (n.): .................................................. 4) service client (exp.): ..................................................
5) ennuyeux (adj.): ..................................................

2 Fill in each category with what you can see or read in the comic strip.

What Alex says

What is actually true

3 Let’s recap! Explain the contrast between what Alex says and the actual truth.

Activity 5 Spies’ answers

1 Get ready! What is Quora?
☐ A question and answer website. ☐ An online encyclopedia. ☐ A professional social network.

2 Select the correct statements and justify with a quote.
The author...
☐ is a spy. ..............................................................
☐ makes fun of the question. ........................................
☐ thinks fiction and reality are connected. ..................
☐ gives an example based on his life. ..........................
☐ answers the question. ...........................................
☐ doesn’t answer the question. ..................................

3 Let’s recap! Do you think the life of a real spy is very different?
Which elements are exaggerated in fiction?
Language in progress

A. Grammar at work L’impératif

1 Observe and deduce! Repérez les formes verbales dans ces deux cartoons.

   a. Quel mode est-il utilisé ici ?

   b. Comment le construit-on ?

2 Practice! Remettez les mots de ces phrases dans l’ordre.

   1) it / looks / let’s / This / movie / watch / very / funny.

   2) DVD / we / use / throw / still / Don’t / away: this / could / it.

   3) to / Come / the / let’s / me: / go / with / cinema.

D. Vocabulary in progress

3 Rédigez les indices pour chacun des mots de ce mot croisé.

   1) ..............................................................
   2) ..............................................................
   3) ..............................................................
   4) ..............................................................
   5) ..............................................................
   6) ..............................................................
   7) ..............................................................
   8) ..............................................................

E. Phonology in progress

4 Classez les mots suivants selon les sons /æ/, /i:/ ou /e/.

<table>
<thead>
<tr>
<th>tea</th>
<th>sea</th>
<th>beat</th>
<th>weapon</th>
<th>weather</th>
<th>heart</th>
<th>deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>eavesdrop</td>
<td>swear</td>
<td>head</td>
<td>leather</td>
<td>pleasure</td>
<td>learn</td>
<td>retreat</td>
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</table>

<table>
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<tr>
<th>/æ:/</th>
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Get ready for the final project

1 Ready... Go through what you have seen so far.

Step 1: In groups (each group is in charge of one category), browse the unit in the book and your notes in your copybook to make a list of all the things you have studied during this unit.

Group 1 Vocabulary Group 2 Grammar
Group 3 Methods Group 4 Cultural knowledge

Step 2: Make new groups with one person from Group 1, one person from Group 2, one from Group 3... Then, share your findings to fill in a mind map on your copybook.

2 Steady... Read carefully the assessment grid of your project.

Read the scenario of your final project and think about the possible dos and don’ts. From the list below, select the items corresponding to your project and write their number in the right category.

1 I must...

2 Make notes on the pronunciation of difficult words
3 Pay attention to the pronunciation of words containing “ea”
5 Make sure to smile and look at my partners
6 Use the correct translation of “fraction”
8 Use vocabulary seen in the unit
7 Use interaction expressions
9 Organise my text by using link words

10 Give my opinion and illustrate it with personal examples
11 Copy and paste content I found online
12 Use typical features of spy movies
13 Proofread my text
12 Use imperative sentences
14 Use present tenses

15 Make references to people I studied in the unit
16 Use dates and information from the unit
17 Practice to make sure I can talk about spy gadgets
18 Use humour
19 Write a letter
20 Use a computer

Tip: What do you think would be your assets?

To which aspect do you have to pay particular attention?

3 Go! In your unit LLS.fr/A1UnitC, get started on your final project!
Opening video

The Industrial Revolution p. 154

1. Get ready!
   a. Match each verb to its definition.
      - boost / increase
      - dominate
      - sustain / underpin
      - power
      - support something, corroborate something
      - have power over, command, overlook
      - provide energy for something, fuel
      - cause something to improve or augment

   b. Match the following words to the field they concern.
      Mechanisation is related to...
      Agrarian is related to...
      Handicraft refers to...
      Overcrowding refers to...
      - population
      - small-scale manufacture
      - machines
      - agriculture

2. a. Watch the video. Complete the following definitions from the choices provided.

   1) The Industrial Revolution was the phenomenon that saw...
      ☐ an agrarian society grow into a handicraft-dominated economy.
      ☐ an agrarian and handicraft economy develop into a more productive, machine-assisted one.
      ☐ an urban-based society fight overcrowding by developing its machine-assisted agriculture.

   2) The Agricultural Revolution allowed for...
      ☐ an increase in food production, which in turn allowed for an increase in population.
      ☐ an increase in jobs on farms, which lowered unemployment.
      ☐ an increase in food prices, which generated higher income for farmers.

   b. True or False?

      1) The Industrial Revolution was aided by more efficient fuel sources and better quality metals. ☐ True ☐ False
      2) The Agricultural Revolution reduced food output. ☐ True ☐ False
      3) The Industrial Revolution had an entirely positive effect on the United Kingdom. ☐ True ☐ False

3. Let’s recap! Present the positive and negative impacts of the Industrial Revolution orally.

   Useful vocabulary: The Industrial Revolution was / had / saw / allowed / caused...
Activity 1 Innovation and industrialisation p. 156

1 Complete these forms with information from the text.

<table>
<thead>
<tr>
<th>Role?</th>
<th>Year of birth / death?</th>
<th>Nationality? Origin?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) James Hargreaves:</td>
<td>1722 - 1778</td>
<td>English</td>
</tr>
<tr>
<td>2) Samuel Compton:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Edmund Cartwright:</td>
<td></td>
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</tr>
<tr>
<td>4) Abraham Darby:</td>
<td></td>
<td></td>
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<tr>
<td>5) Henry Bessemer:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6) Thomas Newcomen:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7) James Watt:</td>
<td></td>
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</tr>
</tbody>
</table>

2 Who invented each innovation? What does it do?

- **Innovation:** Spinning jenny  **Inventor:**
  - What does it do? It's an engine which produces multiple spools of thread simultaneously.

- **Innovation:** Spinning mule  **Inventor:**
  - What does it do?

- **Innovation:** Power loom  **Inventor:**
  - What does it do?

- **Innovation:** Coke-fueled furnace  **Inventor:**
  - What does it do?

- **Innovation:** Bessemer process  **Inventor:**
  - What does it do?

- **Innovation:** First steam engine  **Inventor:**
  - What does it do?

- **Innovation:** Improved steam engine  **Inventor:**
  - What does it do?

3 Let’s recap! What did the Industrial Revolution change about the way things were made?

**Useful vocabulary:** It revolutionised... Before... After... It provided workers with... The most important innovation is for me...

...
Get ready!

a. Observe the illustration p. 160. What is your overall impression of the town?

It looks...

b. Two adjectives to describe it:

c. Two nouns to describe it:

d. Make suppositions about the video. Complete these sentences and listen to check.

Maybe Titus Salt was a...

Perhaps he intended to...

Saltaire was possibly...

Compared to other industrial towns, Saltaire seems...

2. a. 🎬 Watch the video [LL5.fr/A1P160] and tick the correct answer.

1) Titus Salt was from the city of...
   - [ ] Bradford.  [ ] Longford.  [ ] Bradley.

2) He owned a...
   - [ ] mill.  [ ] mine.  [ ] bank.

3) He started his business in...
   - [ ] 1829.  [ ] 1929.  [ ] 1879.

4) He was...
   - [ ] prosperous.  [ ] poor.  [ ] praised.

5) Titus Salt built an industrial community on the river named...
   - [ ] Aire.  [ ] Tyne.  [ ] Severn.

6) He had...
   - [ ] 4,500.  [ ] 45,000.  [ ] 4,500,000 employees.

7) Atmospheric pollution caused...
   - [ ] bronchial problems.  [ ] skin problems.  [ ] allergies.

8) In northern mill towns, life expectancy was...
   - [ ] the lowest in the country.  [ ] high for a mill town.  [ ] average.

9) 70% of children died before the age of...
   - [ ] sixteen.  [ ] six.  [ ] sixty.

10) Titus Salt installed a new boiler which...
    - [ ] cut pollution.  [ ] was better.  [ ] cut costs.

11) This innovation was refused because it...
    - [ ] cost too much.  [ ] cut too much.  [ ] was too big.

12) “The great god”? was...
    - [ ] Profit.  [ ] The Greater Good.  [ ] Titus Salt.

13) Saltaire was Titus Salt’s vision of...
    - [ ] a perfect human society.  [ ] a good work environment.  [ ] an excellent investment.

b. Which statement about Titus Salt do you personally think describes him best? Why?

1) [ ] Titus Salt was an industrialist with a social conscience.

2) [ ] Titus Salt was a humanist, but not a good businessman.

3) [ ] Titus Salt was ahead of his time.

4) [ ] Titus Salt is a good example of 19th century paternalism.

5) [ ] Titus Salt behaved like a Lord and treated his employees as inferiors.
Activity 5 Titus Salt: fun facts

1 Get ready! Look at the following lists of words. In the anecdotes, find a word to complete each list. Then, give its meaning in French. You can use a thesaurus if you want to.

1) an example / music sampling / .............................................................. Meaning: ..............................................................
2) famous / the Hall of Fame / .............................................................. Meaning: ..............................................................
3) a pen / a pen friend / .............................................................. Meaning: ..............................................................
4) citywide / worldwide web / .............................................................. Meaning: ..............................................................
5) stagger / staggered reimbursements / .............................................................. Meaning: ..............................................................
6) intend / good intentions / .............................................................. Meaning: ..............................................................
7) nod (at) / nod off / .............................................................. Meaning: ..............................................................

2 Read the anecdotes carefully to fill in this crossword. Then unjumble the red letters to find the secret word.

Down
1) 1876 saw the end of the construction of Saltaire and Titus Salt’s...
2) Titus Salt was very rich, he was a...
3) The huge Stone Lions are historical...
4) Titus Salt was a secret man, he valued his...
5) A lot of people admired him, he was an... to many.
6) The title of Baronet made him part of the...
7) Prince Albert was Queen Victoria’s...

Across
8) The Great Yorkshire Llama was a 1852 magazine...
9) Victoria set trends, she was a fashion...
10) Titus was not only a manufacturer he was also a...

Secret word

3 Let’s recap! Use this plan to make an oral presentation of Titus Salt.

His beginnings — His business success — His endorsement by the Royal Family — The end of his project, and death — His wish for his affairs to remain private.

His political activity — His public recognition and fame
Language in progress p. 162-163

A. Grammar at work Le comparatif

1 Observe and deduce!

Finn: Catherine, how was your journey to work this morning?

Catherine: Ok. Well, my journey to work wasn’t great, actually. I woke up later than usual, so I took the bus because it’s quicker than walking. And it’s easier than cycling, too. But the traffic was much busier than normal and we went slower and slower and people became more and more impatient.

Finn: You poor thing, I can imagine that the slower the bus went, the more impatient the people became.


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<th>(... +er) + ...</th>
<th>more + adj. + ...</th>
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b. Observez maintenant la réponse de Finn. Que remarquez-vous ?


c. Comment se traduisent-ils ?

2 Practice! Tradizeze en employant un comparatif de supériorité (+), d’inferiorité (-) ou d’égalité (=).

1) At that time, Titus Salt was .................................................. (rich, +) almost any other man in England.

2) During industrialization, steel was .............................................. (coveted, =) iron.

3) Henry Bessemer’s process for mass-producing steel was .................................................. (expensive, -) than the others.

4) I think Oliver Twist was .............................................................. (interesting, +) than Hard Times.

D. Vocabulary in progress

3 Décrivez l’image en utilisant un ou plusieurs adjectifs composés.

1) ..................................................  

2) ..................................................  

3) ..................................................  

E. Phonology in progress

4 Transcrivez les citations suivantes de Lucy Powell, membre du Parti travailliste britannique. Écoutez l’enregistrement pour vérifier vos réponses.

1) ..................................................  

2) ..................................................  

Unit 10 • The Big Smoke LLS.fr/WB183 83
Get ready for the final project p. 164-165

1 Ready... Go through what you have seen so far.

Step 1: In groups (each group is in charge of one category), browse the unit in the book and your notes in your copybook to make a list of all the things you have studied during this unit.

- Group 1: Vocabulary
- Group 2: Grammar
- Group 3: Methods
- Group 4: Cultural knowledge

Step 2: Make new groups with one person from Group 1, one person from Group 2, one from Group 3... Then, share your findings to fill in a mind map on your copybook.

2 Steady... Read carefully the assessment grid of your project p. 164 or 165.

Read the scenario of your final project and think about the possible dos and don’ts. From the list below, select the items corresponding to your project and write their number in the right category.

I must...

1 Make notes on the pronunciation of difficult words
2 Pay attention to the pronunciation of words finishing in -ion
3 Make sure to smile and look at my partners
4 Give my opinion and illustrate it with personal examples
5 Talk about the impact of industrialisation on workers
6 Use vocabulary seen in the unit
7 Use interaction expressions
8 Organise my text by using link words ➔ Précis de communication p. 258
9 Copy and paste content I found online
10 Question the heritage of the Industrial Revolution
11 Proofread my text
12 Imagine the next technological revolution
13 Use comparatives and superlatives
14 Use the passive voice
15 Make references to people I studied in the unit
16 Use dates and information from the unit
17 Practice to make sure I can talk about dates
18 Use the correct translation of “on”
19 Write a letter
20 Use formal English
21 Use a computer

Tip: What do you think would be your assets? To which aspect do you have to pay particular attention?

3 Go! In your textbook p. 164-165, get started on your final project!
Unit 11
Is it a brave new world? p. 168-181

Opening video

Dystopian movies p.168

1 Get ready!
   a. Look at this word cloud. Listen to the words in it and circle the ones you expect to hear in the video.
   b. Look at the title of the video. Can you think of any film that could be mentioned in the video?

2 Watch the video.
   a. First watching. Catch the name of four films, their release dates, and as many words as you can.

   1) Film name: ___________________________ Release date: ___________________________
      Plot: ...
   2) Film name: ___________________________ Release date: ___________________________
      Plot: ...
   3) Film name: ___________________________ Release date: ___________________________
      Plot: ...
   4) Film name: ___________________________ Release date: ___________________________
      Plot: ...

   b. Second watching. Note down more words, be ready to write a summary of each film.

   1) ...
   2) ...
   3) ...
   4) ...

3 Let’s recap! Recap the movies you were in charge of. Which dystopian future makes you the most nervous? Why?
   
   Useful vocabulary: Our films were about... The dystopian future that makes me most nervous is...

   ...
   ...
   ...
   ...

LLS.fr/WB1P85
Activity One and the same

1. Get ready!
   a. Focus on the pronouns. What or who do they refer to?
      1) he (l. 1): .................................................................
      2) him (l. 26): .................................................................
      3) them (l. 5): .................................................................
      4) you (l. 27): .................................................................

   b. Find the equivalent for the following words in the text.
      1) bourgeois (n.): .................................................................
      2) se retourner (v.): .................................................................
      3) ronronner (v.): .................................................................
      4) fournées (n.): .................................................................
      5) par la suite (adv.): .................................................................
      6) tremblant (adj.): .................................................................

2. a. Make a list of words referring to the following categories.

   Humans / Animals
   Plants
   Machines

   b. Pick out six numbers in the text and say what they refer to.
      1) .................................................................
      2) .................................................................
      3) .................................................................
      4) .................................................................
      5) .................................................................
      6) .................................................................

   c. Say whether these sentences are true or false and justify with quotes from the text.
      1) This process can provide factory workers. □ True □ False
         .................................................................
      2) It is harmless for the eggs. □ True □ False
         .................................................................
      3) The Director is convinced that this process is useful. □ True □ False
         .................................................................

3. Let’s recap! Present the text. What do you think Huxley’s intention was? What impression does it give you about Bokanovsky’s Process?
   — Useful vocabulary: This text is a... from... written in... This text shows that Brave New World is...
**Activity 3: What makes us... us**

**Group 1: Humans**

1. **Get ready!**
   a. Look at the poster and the word cloud above. Listen to the words in it and circle the ones you expect to hear in the video.
   b. Which word best describes the emotion you feel when looking at this picture? Justify.

2. a. Watch the video. Focus on the following characters and sum up their feelings towards androids.

<table>
<thead>
<tr>
<th>Character</th>
<th>Feeling</th>
</tr>
</thead>
<tbody>
<tr>
<td>The working mother</td>
<td></td>
</tr>
<tr>
<td>The father</td>
<td></td>
</tr>
<tr>
<td>Dr. Millican</td>
<td></td>
</tr>
</tbody>
</table>

   b. Explain what the sentence “I’m watching you too Laura, you’re right in front of me” imply.

   c. Describe the android’s laughter at the end of the trailer. What does it remind you of? How does it make you feel?

**Group 2: Maniac**

1. **Get ready!**
   a. Look at the poster and the word cloud above. Listen to the words in it and circle the ones you expect to hear in the video.
   b. Which word best describes the emotion you feel when looking at this picture? Justify.

2. a. Watch the video. Where and when does the scene take place?

   b. The protagonists keep changing appearance later in the trailer. Why? Choose one appearance / outfit and imagine what that story could be about.
1 Get ready!
   a. Look at the poster and the word cloud in the previous page. Listen to the words in it and circle the ones you expect to hear in the video.
   b. Which word best describes the emotion you feel when looking at this picture? Justify.

2 The words “not real” keeps being repeated in the trailer. Explain the reason for it.

3 Groups 1, 2 & 3 Let’s recap! Present your trailer. Why is it a dystopian story?

   Useful vocabulary: The trailer was for a TV series called... It is the story of... It takes place in... The main characters are... It gives the impression that... This is dystopian because...

Activity 4 The future of social media? p. 174

1 Get ready!
   a. Look at the still from the episode Nosedive of the TV show Black Mirror. What words do you expect to hear?

   b. Listen to the recording of the words from the video. Compare them with your findings.
2 First watching [LLS.fr/A1P174]. Answer the following questions.

a. What are the subjects broached here?

b. How many stories are presented?
   - 4 □ 5 □ 6

c. Are the stories set in different universes?
   - Yes. □ No.

d. Does Black Mirror have things in common with the world we live in?
   - No. □ Black Mirror is set in an another galaxy, on a planet far away from Earth.
   - Yes. □ Black Mirror takes place now in the same world as ours.
   - Yes, but they differ, the series is a dystopia, and features scenarios that might happen in the near future or that are already happening now.

e. All the characters undergo a fit of:

3 Second watching. Focus on the music. How does it make you feel? What is the effect on the scenes?

4 Let’s recap! Present the video orally. What where the creators aiming to do? Did they succeed?

Useful vocabulary: In this extract, the atmosphere is... it gives us the impression that...
The characters act as if... But in reality...

Activity 5 Fiction for real [LLL.fr/LaboDeLangues] [LLL.labode-langues] [MEEDIATION]

Text A

1 Get ready!
   a. Search in the text for the equivalents for the following words.

   1) divertissement (n.) : __________________________  2) banal (adj.) : __________________________

   3) parier (n.) : __________________________  4) la nôtre (exp.) : __________________________

   b. Which word is repeated twice in the first sentence? Why?

2 a. True or false? Justify by giving the line of the quote.

1) The author promotes the benefits of watching reality TV shows. □ True □ False

2) The author loves watching Keeping Up with the Kardashians. □ True □ False

3) Ray Bradbury warned his readers against the dangers of escapist TV in his novel Fahrenheit 451 □ True □ False

b. Why do people watch this kind of TV show?
Text B

1 Get ready!
   a. Search in the text for the equivalents for the following words.

1) impliquer, concerner (v.): ...........................................  2) réputation (ici) (n.): ...........................................
3) classement: ..................................................................  4) au delà (prep.): ..........................................................

b. Which word is repeated twice in the first sentence? Why?

2 a. True or false? Say whether these statements are true or false. Justify by giving the line of the quote.
   1) The author thinks that the social rating system is a good thing. □ True □ False
   2) Nosedive could never happen in real life. □ True □ False

b. “Other factors involved that go beyond paying bills on time”. Explain what the author means. What could be the consequences on people’s lives?

Text C

1 Get ready!
   a. Search in the text for the equivalents for the following words.

1) difficile (adj.): ..........................................................  2) ancrer (v.): ..........................................................
3) menace (n.): ..............................................................  4) préjugé (n.): ..........................................................
5) tester (v.): ...............................................................  6) manquer (v.): ..........................................................

2 a. List the three possible consequences of the use of predictive crime mapping.

b. How does this technology work?

c. Is it efficient?

3 Texts, A, B et C Let’s recap! What is the technological danger exposed here? What could be the consequences on society? Present it orally.

Useful vocabulary: The technological danger exposed in it is...
We can argue that it has become true because... The consequences on society could be...
A. Grammar at work  Les subordonnées de cause et de but  

1 Observe and deduce! Relevez les conjonctions de subordination de cause et de but. Comment les traduiriez-vous ? De quel film chaque phrase est-elle inspirée ?

1) “Why do you keep saying that?” “Because they pay me every time I do. It’s a really good way to make money.”

2) Since this legal system judges you based on glimpses of things you haven’t even done yet there’s lots of room for corruption.

3) Each must select two children at random to participate in live combat.

2 Practice! Entourez la conjonction qui convient pour chacune des phrases suivantes.

1) The government manages to keep the population fed thanks to / since a mysterious processed food ration called Soylent Green.

2) Anyone who reaches age 30 is killed because / to prevent overpopulation.

3) Police are omnipresent and use flying cars for / to watch over the population.

D. Vocabulary in progress

3 En utilisant la Mind map p. 169, retrouvez l’antonyme des mots suivants.

- fertile (adj.)
- give up (v.)
- optimistic (adj.)
- time-worn (adj.)
- linear (adj.)
- gentle (adj.)
- retreat (v.)
- unoriginal (adj.)
- set back (n.)
- inhibited (adj.)

E. Phonology in progress

Précis phonologique p. 263

4 Visionnez et écoutez la vidéo du Let’s Practise Subtitling p. 177 de votre manuel et faites une liste de tous les mots finissant en -ed. Classez-les selon leur prononciation.

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<th>[id]</th>
<th>[t]</th>
<th>[d]</th>
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</table>
Get ready for the final project p. 178-179

1 Ready... Go through what you have seen so far.

Step 1: In groups (each group is in charge of one category), browse the unit in the book and your notes in your copybook to make a list of all the things you have studied during this unit.

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Vocabulary</th>
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<tbody>
<tr>
<td>Group 2</td>
<td>Grammar</td>
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<tr>
<td>Group 3</td>
<td>Methods</td>
</tr>
<tr>
<td>Group 4</td>
<td>Cultural knowledge</td>
</tr>
</tbody>
</table>

Step 2: Make new groups with one person from Group 1, one person from Group 2, one from Group 3... Then, share your findings to fill in a mind map on your copybook.

2 Steady... Read carefully the assessment grid of your project p. 178 or 179.

Read the scenario of your final project and think about the possible the dos and don’ts. From the list below, select the items corresponding to your project and write their number in the right category.

I must...

1. Make notes on the pronunciation of difficult words
2. Pay attention to the pronunciation of words ending with -ed
3. Make sure to smile and look at my partners
4. Give my opinion and illustrate it with personal examples
5. Talk about causes and goals
6. Use vocabulary seen in the unit
7. Use interaction expressions
8. Organise my text by using link words Précis de communication p. 258
9. Copy and paste content I found online
10. Question the pros and cons of technology
11. Proofread my text
12. Imagine a dystopian future
13. Use the past simple and past continuous
14. Use the correct translation of “bon” et “bien”
15. Make references to people I studied in the unit
16. Use dates and information from the unit
17. Practice to make sure I can talk about films and TV shows
18. Present a film or TV series synopsis
19. Write a letter
20. Use short answers

Tip: What do you think would be your assets?
To which aspect do you have to pay particular attention?

3 Go! In your textbook p. 178-179, get started on your final project!
Opening video

Dawn of Day p. 184

1 Get ready!

a. Listen to the following words and underline the stressed syllables. Example: incredible.

conductor  individual  provide  transported  established  underground  railroad  history
organized  abolitionist  committed  avoid  popular  sympathizer  horse-drawn

b. Classify these words into two categories: with diphthongs (**/ae/, /ei/ or /ao/**) or without.

safe - headed - miles - station - Polish - master - Kansas - Iowa - catcher - infant - children - wagons

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<th>With</th>
<th>Without</th>
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2 Watch the video. Say whether these sentences are true or false.

1) Most of the time, the Underground Railroad led large groups of slaves at a time.  □ True □ False

2) The station masters provided a safe place where the fugitives could stay as long as they needed to rest. □ True □ False

3) The Conductors headed North to the slave states. □ True □ False

4) In 1960, the Polish American abolitionist Charles Leonhardt, organized the last train in Kansas. □ True □ False

5) They traveled 100 miles with 15 slaves. □ True □ False

6) The slave catchers and pro-slavery sympathizers didn’t watch the popular lane trails. □ True □ False

7) Only men were transported in the horse-drawn wagons. □ True □ False

3 Let’s recap! Sum up the document, using the following words: 19th century USA

individuals  families  committed  anti-slavery  conducted  groups  Northward  free
station masters  provided  safe  rest  distances  avoid  slave catchers

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Unit 12 • The secret road to freedom LLS.fr/WB1P93
Activity 1 Land of the free? [DIFFERENTIATION] p. 186

Group 1 The Underground Railroad map [B1+]

1. Introduce the document: nature, source, topic.

b. Comment on the caption.

c. Do some research and explain the distinction between free states and slave states.

Group 2 The code of the Underground Railroad [A2]

1. Harriet Tubman holds the following secret message. Fill it in with words from the code p. 186.

   Dear ____________,
   As an ____________, I am asking you to welcome these ____________ in your ____________. They are holding their ____________ and are following the ____________ heading for the ____________. The ____________ will give you $100 from the ____________ in Atlanta.
   Yours,

Activity 3 Those who dined with death [DIFFERENTIATION] p. 188

1. Listen to these words. Circle those which don't have any diphthongs (/ai/, /ei/ /ea/ or /au/).

   secrecy enslaved renamed scared citizenship
   sleeping spells freedom injury network conductor
   ordinary human beings strength abolishment
   runaways humanized lumber abolitionist

Group 1 Underground [LLS.fr/A1P188] [A2]

2. Get ready! Circle any words you hear in the word cloud above.

3. a. Watch the video. Identify the key elements (who, where, when, what).

   b. Which word is repeated several times?

   c. Which elements create the atmosphere of danger (actions, settings, voices, music).
d. Who says what?

1) “We can be a real difference.”
2) “Have you seen any runaways around here?”
3) “I wouldn’t tell you if I had!”
4) “As long as we are together, we can do anything”
5) “I know you was planning to run away!”
6) “When we run, no white man no gonna be able to stop us”
7) “You run, you follow that map and you’re a free man.”

Group 2

“Go up, Moses”

2 Get ready! Circle any words you hear in the word cloud on the previous page.

3 a. Watch the video. Identify Harriet’s jobs throughout her life.

2) ____________ 3) ____________

b. Number these events from Harriet Tubman’s life in chronological order.

- Suffered sleeping spells
- Appeared on the $20 note
- Died
- Escaped on her own
- Born into slavery
- Married a free slave
- Accidentally struck on the head
- Tried to flee
- Granted $20 a month
- Renamed herself
- Led a military raid in South Carolina (700 slaves freed)
- Spoke at the 1st National Association of Colored Women’s convention

c. Why was she nicknamed “The Black Moses”? 

Group 3

Harriet Beecher Stowe

2 Get ready! Circle any words you hear in the word cloud on the previous page.

3 a. What did Harriet Beecher Stowe witness in 1832?

b. Why was she so deeply moved by it?

c. What was the public response to the publication of Uncle Tom’s Cabin in 1852? Why?

[Mediation]

4 Groups 1, 2 & 3 Let’s recap! Explain how ordinary people committed to freedom.

Useful vocabulary: He / She put his / her life at stake +V-ing... He / she was led by a sense of... He / she succeeded in... These actions are still influential to this day, as...
Activity 4 The Reverse Underground 🎥 🎬 p. 190

1 Get ready!
   a. Give the past participles of the following verbs.

1) be: ..................................................  
2) kidnap: .............................................  
3) beat: .................................................

4) deceive /dɪˈsiːv/: .................................
5) sell: ..................................................  
6) lose: ................................................

b. Find the words from their phonetic transcription. 🎧 Listen to check.

1) /vætə l/ .................................................  
2) /ˈslɛvɑːn/ ............................................  
3) /ˈrʌnəwɛt/ ...........................................

4) /dɪˈlɛm/ ..............................................  
5) /ˈɑːbɛr/ .............................................
6) /ˈloʊ/ ................................................

7) /ˈstræt/ ...............................................  
8) /ˈprəpətɪ/ ...........................................
9) /səˈvaɪv/ ...........................................

2 🎬 First watching. Watch the video [LLS.fr/A1P190] and identify the key elements.

When: (a date) ................................................................................................................
Who: ................................................................................................................................
Where: (2 places) ..............................................................................................................
What: ................................................................., a famous ........................................... and  
.................................................................................................................................
to ..............................................................................................................................
in a ..............................................................................................................................

3 Second watching. Watch the video again and pay attention to details.
   a. What are the different identities given to the narrator in the trailer? Circle the correct answers.

- Georgia runaway
- Lord
- Solomon
- Northup
- Boy
- Sir
- A free man
- Mr Northup
- A husband
- A father

   b. Explain how he changed status. He was .............................................................. and  
........................................................................................................................................

4 a. What will happen if a servant doesn’t obey his master? ..............................................

b. What is the justification given?

   c. Which sentence shows that the slave owner considers his slaves as mere objects?

........................................................................................................................................

5 Complete the 3 sentences which talk about survival.

1) “If you want to survive, ..................................................................”

2) “I don’t want to survive ..................................................................”

3) “I will survive, .........................................................................................................

6 Let’s recap! Present this video. Do you feel like watching the film?

Useful vocabulary: It tells the real story of... The films denounces...  
It makes me feel like watching it because... I’m not interested in watching it because...

........................................................................................................................................
........................................................................................................................................

96  LLS.fr/WB1P96
Activity 5 They lived to tell the tale! p. 191

Text A

1 Find the equivalent of these words.
1) precise (adj.) 2) had to (v.) 3) forbidden (adj.)
4) uneducated (adj.) 5) research 6) agitated (adj.)

2 a. Who is the narrator? What can we guess about his past? Find 3 elements.

b. How did has the narrator feel about not knowing his age?
c. Why doesn’t he know his age?
d. Why didn’t slave owners want their slaves to know? (Mention a comparison from the text.)

Text B

1 a. Identify the nature of these words (noun, verb, adjective) then translate them.

1) greatness (line 6): 2) heartless (line 8): 3) bloody (line 16):

b. Use the context and the nature of these words to propose a possible translation.

1) sham (line 6): 2) hollow (line 18):
3) swelling (line 6): 4) bombast (line 10):

2 Which stylistic devices make this speech an efficient one? (oppositions, sonorities, exaggerations, metaphors, rhetorical questions, accumulations, rhythm, assonances, alliterations...)

Text C

1 Find the words in the text thanks to their phonetic transcription and meaning.
1) /'sau̯d/ (= planted) 2) /dram'zar/ (= hard work)
3) /'deəri/ (= milk products) 4) /klaʊva/ (= trêfle)
5) /'rut oʊt/ (= take out the roots)

2 a. In which context did Harriet Tubman deliver this speech?

b. Explain her agricultural metaphor.
A. Grammar at work Les phrases en if et les subordonnées de condition

1. Observe and deduce!
   a. Quelles sont les formes verbales ?

   “if I was Harriet Tubman, I would be the hero who led the slaves out of Egypt.”

   b. Déduisez la structure d’une phrase exprimant l’hypothèse avec une proposition subordonnée.
   
   If sujet verbe au ..., sujet ..., complément

2. Practice! Exprimez l’hypothèse à l’aide d’une subordonnée de condition.
   1) I ... (be kidnapped and sold into modern slavery) / I ... (fight like Solomon Northup.)
   2) I ... (erase slavery from the history of the world) / I ... (have magic powers.)
   3) I ... (be the president of the USA) / I ... (apologize to all those whose ancestors were slaves.)

D. Vocabulary in progress

3. Trouvez les mots manquants parmi les mots suivants.

   At the beginning of the century, the ... (1) movement helped the development of a secret ... (2) to allow some slaves to run ... (3) from the Southern ... (4) ... (5). It was called the ... (6) ... (7). ... (8) would travel by night; they would be guided by ... (9). They would stop at “... (10)”; ... (11) houses belonging to ... (12) ... (13) who would offer food and shelter. ... (14) ... (15) would track them, even in the Northern states. According to the Fugitive Act, all the citizens had to help capture them, otherwise they could be ... (16) or even ... (17). Fortunately, some of them succeeded and were ... (18). The secret ... (19) of ... (20) people helped free hundreds of slaves from the Deep South.

E. Phonology in progress

4. Écoutez puis expliquez le sens des phrases suivantes en tenant compte de l’intonation indiquée : s’agit-il d’une confirmation ou d’une vérification ? Puis entraînez-vous à les lire.

   1) The station masters who hid slaves in secret parts of their houses had to be very brave, didn’t they? 

   2) You will play the role of the slave holder, won’t you? 

   3) It is hard to imagine all the pain endured by the slaves, isn’t it? 

   4) Let’s talk about this issue widely so that it never happens again, shall we? 

89 LLS.Tr/WB1P98
Get ready for the final project  p. 194-195

1 Ready... Go through what you have seen so far.

Step 1: In groups (each group is in charge of one category), browse the unit in the book and your notes in your copybook to make a list of all the things you have studied during this unit.

Group 1: Vocabulary
Group 2: Grammar
Group 3: Methods
Group 4: Cultural knowledge

Step 2: Make new groups with one person from Group 1, one person from Group 2, one from Group 3. Then, share your findings to fill in a mind map on your copybook.

2 Steady... Read carefully the assessment grid of your project p. 194 or 195.

Read the scenario of your final project and think about the possible dos and don’ts. From the list below, select the items corresponding to your project and write their number in the right category.

I must...
I may...
I shouldn’t...

1 Make notes on the pronunciation of difficult words
2 Use vocabulary seen in the unit
3 Make references to people I studied in the unit
4 Use dates and information from the unit
5 Organise my text by using link words  
   Précis de communication p. 258
6 Talk about slavery and the Underground Railroad
7 Give my opinion and illustrate it with personal examples
8 Use the hypothesis with if in subordinate propositions
9 Make sure I use with concepts and plurals
10 Use rhetorical techniques: repetitions, alliterations, rhetorical questions, figures, facts, emotional language
11 Proofread my text
12 Write a first person narrative
13 Practice reading my speech with pauses and emotion
14 Make sure to look at the audience
15 Pay attention to the intonation of exclamative sentences
16 Use interaction expression
17 Use the correct translation of “si”
18 Make a speech
19 Record my voice

Tip: What do you think would be your assets? To which aspect do you have to pay particular attention?

3 Go! In your textbook p. 194-195, get started on your final project!
Caribbean poetry

Opening video

Gabeena Teenage Dub Poet performing at Glen Muir High School p. 198 LLS.fr/A1P198

1 Get ready!
   a. Read these words from the video. ✏️ Listen to their pronunciation. Use them to say what you think a dub poem is.

   b. Write the word next to its phonetic transcription.

1) /ˈdramz/  
2) /ˈtrɪks/  
3) /ˈpaːtəm/

2 a. 🎥 Watch the video. Fill in this ID card.
   b. Focus on her poem (rhythm, sound). What strikes you?

   Name: 
   Hometown: 
   Country: 

3 Let’s recap! Complete this definition with the right words.

<table>
<thead>
<tr>
<th>written</th>
<th>West Indies</th>
<th>beat</th>
<th>performance</th>
<th>jamaica</th>
<th>spoken words</th>
<th>reggae</th>
</tr>
</thead>
</table>

Dub Poetry is a ______________ poetry originating from the ______________. It was started in ______________ in the 1970’s. It is ______________ to be performed, and consists of ______________ over a music ______________, often a ______________ beat.

Activity 📖 Influences 🎶 p. 200

Text A

1 Get ready!
   a. Search in the poem for the equivalent of the following words.

1) le pont (d’un bateau) (n.): ______________  
2) un bâton (n.): ______________  
3) fouet (n.): ______________

   b. Look up two meanings of the word “limbo”:

2 “Long dark deck and the water surrounding me.” (l.3) What is the link with the last word of l. 8?
Text B

1 Get ready! Search in the poem for the equivalent of the following words.

1) des épices (n.): ____________________ 2) soupirer (v.): ____________________ 3) des tribus (n.): ____________________

2 a. Link the following words to the civilizations they refer to.

Europeans  Amerindian peoples

spices  gold  bearded men  caravels  Indian tribes  flutes of bone

b. "But Indians tribes long long ago Had sailed this archipelago." What paradox is explored here?

Text C

1 Get ready! Search in the poem for the equivalent of the following words.

1) maudire (v.): ____________________ 2) trahir (v.): ____________________ 3) massacre (n.): ____________________

2 a. Pick out the words showing that Walcott is troubled by his dual identity.

b. Do you think the poet’s dilemma is resolved (l. 7-8)?

Activity 3 Here and there p. 202

1 Get ready!

a. Associate the words from this word cloud with the corresponding picture.

#1 #2 #3 #4 #5 #6 #7 #8
b. Classify the words in the right category: Cold My gran home Shoreham garden

<table>
<thead>
<tr>
<th>England</th>
<th>The Caribbean</th>
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<tbody>
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2. a. Fill the blanks with the following words: punctuation stanza rhyme free verse line

The poem has six ______________ made of four ______________ the last ______________ is composed of only two ______________. The ______________ themselves are not regular, making this really a piece of ______________. The poem is written in the past. There are four marks of ______________ used the way they would be used in a paragraph. The presence of repetitive patterns and ______________ makes it sound like a nursery rhyme.

b. Who are the characters? Find two words / expressions in the poem for each of them. Justify.

1) The speaker: ________________________________________________________________

2) The main character: ________________________________________________________

3) The minor character: _______________________________________________________

c. Associate each line with at least one literary device.

alliteration metaphor internal rhythm repetition

“That the bees were as busy” “That the seeds were as seedy” “To see what she could see”

d. Explain the last line in your own words “But wherever there’s God’s earth, I’m at home”.

3. Let’s recap! Explain orally how place and identity are connected in this poem.

Useful vocabulary: The speaker is... The poet uses different poetic devices like...

This poem reminds me of... The notion of place and identity are connected because...

Activity 4 Dub poetry p. 204

1. Get ready!

a. Look at the picture and with the words of the word cloud, make suppositions about the topic of the poem.

b. Find a synonym for the word “mudder”.

strong harmony Valerie mummy love

LLS.fr/LaboDeLangues LAGRO DE LANGUES [MEDICATION]
First watching

a. Fill each category with words from the video.

<table>
<thead>
<tr>
<th>People</th>
<th>Place</th>
<th>Other nouns or adjectives</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

b. Some of those words are in Jamaican English. Can you guess which English words they correspond to?

Second watching.

a. Present this document:

1) type: ____________________________  2) narrator: ________________________________

3) topic: ____________________________

b. Classify the following words in the right category:

quick joyful punchy relaxed upbeat tempo humorous praising
songlike entertaining rapid pleased considerate

Rhythm __________________________________________________________

Tone ____________________________________________________________

Atmosphere and mood ____________________________________________

c. Focus on the rhythm, use words above to describe it and the effect it gives.

Let's recap! Orally present and comment on this video.

Useful vocabulary: This is a... It is recited by... It is in Jamaican English so he uses words like...
Like music, dub poetry is the logical expression of...

Activity Love me mudder

1) Get ready! Find five words referring to poems in this wordsearch puzzle (you can find help on p. 203 in your book).

NAS SONANCE EVYNQI K V A N A P H O R A L F Z N U
M A X P A R A D O X F V J R B
A L L I T E R A T I O N J C U
D I A X L Y L C T V M P Z C
Z S T A N Z A S E A E T M N
E V D W N W F O O T W S R M M
O N O M A T O P E I A Z E S D
V J V L G O X Y M O R O N E
Y M E T A P H O R R H Y M E N

Unit 13 • Caribbean poetry
Patois and Jamaican English.

a. Find the equivalents of the following words in standard English.
1) de: ........................................ 2) ina: ........................................ 3) dis: ........................................
4) dat: ........................................ 5) an: ........................................ 6) ting: ........................................

b. Observe the following sentences. Translate them into Standard English.
1) I love me mudder: ........................................ 2) she always do:

3) it hot sometime it cold: ........................................ 4) an she love:

5) she don't drink: ........................................ 6) she don't bother:

7) she work damn hard down ina England: ........................................
8) she have big muscles an she very very strong:

c. What are the main differences between Jamaican Patois and Standard English?

a. Link the following sentences to the corresponding line in the poem.
1) After WWII, Caribbean migrants went to work in sectors including manufacturing, public transport and the NHS. **line n°: ......**

2) The prospect of employment attracted many of the Windrush passengers. **line n°: ......**

3) Thousands of men and women came to Britain from the Caribbean. **line n°: ......**

b. Read the poem and fill in the following ID card.

A portrait of Zephaniah's mother

Name: ........................................
Hometown: ........................................
Place of residence: ........................................
Physical appearance: ........................................
Likes: ........................................
Dislikes: ........................................

Let's recap! What portrait of Benjamin Zephaniah's mother is depicted here? What does it reveal about Caribbean culture? Present it orally.

**Useful vocabulary:** ...seems to be an important aspect of Caribbean culture.
Zephaniah's poetry is clearly influenced by... ...affects his poetry...
The mother is praised through expressions like...
The poet moves away racial stereotypes by describing his mother as being...
A. Grammar at work L’habitude (présent / passé)

1. Observe and deduce!
Relevez les éléments exprimant l’habitude (verbes, modaux, adverbes), puis classez-les.

**“THE FIRST WOMAN IN MY LIFE”, LEVI TAFARI, 1983**
She cooks, she cleans
She does **everything**
She irons, decorates
and does the **shopping** [...] 
Everyday she would change our clothes
If we had colds she would wipe our nose
Or if we went to mum with a **problem**
Mum would **always** help us solve them

**“WHO’S WHO”, BENJAMIN ZEPHANIAH, 2015**
I used to think **nurses**
Were **women**,
I used to think **police**
Were **men**,
I used to think poets
Were **boring**,
Until I **became** one of them

<table>
<thead>
<tr>
<th>habitude actuelle</th>
<th>habitude au passé</th>
<th>habitude passée mais qui n’a plus lieu</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

2. Practice! Complétez ces phrases exprimant des habitudes au passé avec “used to” ou “would”.

1) When I lived in Barbados, I ________________________ go to church every Sunday, but I don’t anymore.

2) My brother ________________________ to swim in White River, now it’s forbidden.

3) My mother ________________________ live in Georgetown when she was a kid.

4) Every Saturday, I ________________________ go on a long bike ride near the seashore.

D. Vocabulary in progress

3. Complétez les phrases suivantes avec ces mots de l’unité.
* meaningful * diversity * multiculturalism * tourists * palm trees * exotic * convey

The Caribbean is a place characterised by its regional (1) ________________________ and by its (2) ________________________. When (3) ________________________ think of the Caribbean, they picture big (4) ________________________, blue (5) ________________________ and (6) ________________________ landscapes but it is so much more than that (7) ________________________. Caribbean poets often (8) ________________________ the idea of (9) ________________________ in their texts. Poetry mirrors the complex and (10) ________________________ relationship between the people, their identity and place.

E. Phonology in progress

4. Lisez les poèmes de cette page en soulignant les syllabes accentuées des mots en vert.
Vérifiez ensuite en écoutant l’enregistrement.
Get ready for the final project p. 208-209

1 **Ready...** Go through what you have seen so far.

**Step 1:** In groups (each group is in charge of one category), browse the unit in the book and your notes in your copybook to make a list of all the things you have studied during this unit.

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 2</th>
<th>Group 3</th>
<th>Group 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>Grammar</td>
<td>Methods</td>
<td>Cultural knowledge</td>
</tr>
</tbody>
</table>

**Step 2:** Make new groups with one person from Group 1, one person from Group 2, one from Group 3... Then, share your findings to fill in a mind map on your copybook.

2 **Steady...** Read carefully the assessment grid of your project p. 208 or 209.

Read the scenario of your final project and think about the possible dos and don’ts. From the list below, select the items corresponding to your project and write their number in the right category.

**I must...**

**I may...**

**I shouldn’t...**

1. Keep your eyes on your notes
2. Pay attention to words stress
3. Make sure to smile and look at my partners
4. Give my opinion and illustrate it with personal examples
5. Use poetic devices or vocabulary
6. Use vocabulary seen in the unit
7. Use interaction expressions
8. Organise my text by using link words
   - Précis de communication p. 258
9. Copy and paste content I found online
10. Use the correct translation of the word “aussi”
11. Proofread my text
12. Imagine the life of a West Indian living in the UK
13. Talk about habits in the past and in the present
14. Use adverbs and adjectives
15. Make references to people I studied in the unit
16. Use dates and information from the unit
17. Use some words in Jamaican English
18. Make sure you know how to pronounce difficult words
19. Explain the dual identity in Caribbean culture
20. Breathe and smile while speaking
21. Write a poem
22. Write a letter

**Tip:** What do you think would be your assets?
To which aspect do you have to pay particular attention?

3 **Go!** In your textbook p. 208-209, get started on your final project!
Opening video

National Day of Mourning p. 214

1 Get ready!
   a. Read the title of the video and use the word cloud to give hypotheses on why the Native Americans don’t celebrate Thanksgiving.

   b. Find the equivalent of the following words in the word cloud.
      1) rassemblement (n.): ...........................................  2) deuil (n.): ...........................................

2 First listening. 🎥 Watch the video.
   a. Say what Plymouth represents to the speaker.

   b. Pick up as many elements as you can about the speaker (name, origins, functions).
      Name: ...................................................................... Origins: ..............................................................
      Functions: .................................................................................................................................

   c. Pick out words to present the topic of the video.

3 Second listening.
   a. What is the truth about the first Thanksgiving, according to the speaker?

   b. How do you understand the pun “The First Thankstaking”?

4 Let’s recap! Why do Native Americans refuse to celebrate the arrival of Pilgrims on their land?

   Useful vocabulary: When the Pilgrims arrived... What really happened on the first Thanksgiving was (+noun / V-ing) Today, the Native Americans observe a National Mourning day because...
Activity 1 Reconsidering the myth p. 216

Group 1 The truth about Thanksgiving

1 Get ready! Listen to the recording, then match these words to their definition or synonym.

- venison • basic
- a nursery rhyme • celebration
- stuffing • the edible flesh of an animal, and especially deer
- staple • a short poem for children
- entertainment • a mixture placed inside the cavity of a turkey and cooked

2 First watching. Watch the video (LLS.fr/A1P216) and say whether the following statements are true or false.

1) Thanksgiving became an annual tradition two hundred years ago. ☐ True ☐ False
2) The first Thanksgiving celebration lasted for three days. ☐ True ☐ False
3) Thanksgiving became an annual tradition in 1621. ☐ True ☐ False

3 Second watching. Fill the table below.

<table>
<thead>
<tr>
<th>What was on the first Thanksgiving menu</th>
<th>What wasn’t on the first Thanksgiving menu</th>
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</thead>
<tbody>
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</table>

Group 2 Do the Native Americans celebrate Thanksgiving?

1 a. Find all the synonyms of “celebration” in the text.

b. Listen to the following words and match them to their pronunciation.

- harvest • /ˈhaɪərst/ 
- recognize • /ˈraɪzɪnaɪz/ 
- indigenous • /ɪnˈdɪʒnɪəs/ 
- migrated • /ˈmɪɡreɪtɪd/ 
- abundance • /ˈæbəndəns/ 

2 a. Read the text and find what was celebrated during the original Feast Days.

b. Who celebrated the first Thanksgiving ceremonies?

3 What do Native Americans celebrate today on Thanksgiving?
Thanksgiving, a national holiday

1. Read the text and say in your own words what Governor Bradford is thanking God for.

2. Read the text and say whether these statements are true or false. For each statement, justify your answer with a quotation from the text.

   1) Relations between the settlers and the Native Americans were friendly.

   2) Governor Bradford encourages the Pilgrims to thank God for their good fortune

3. List all the elements in the text that prove that the first settlers were very religious.

4. Groups 1, 2 & 3 Let’s recap! List all the reasons that prove that Thanksgiving is a myth that needs to be debunked.

   Useful vocabulary: We must first mention that... It’s worth remembering that the first Thanksgiving... The First Thanksgiving celebrations were about + V-ing...

Activity 2 Making amends p. 218

Text A

1. Pick out the equivalent of the following words in the text.

   1) excuse (n.): .......................................................... 2) au nom de (exp.): ..........................................................

   3) peine (n.): .......................................................... 4) méfait (n.): ..........................................................

2. Read the following sentences and choose the correct statements.

   1) A The Bureau of Indian Affairs was created 175 years ago.

      B It’s been 175 years since the Bureau of Indian Affairs apologized.

   2) A Kevin Gover believes that the actions of the Agency were tragic but necessary.

      B The Agency regrets its actions towards the Native populations.

   3) A Kevin Gover celebrates the new friendship with the Indian people.

      B The main victims that the agency needs to apologize to are the Indian people.
Text B

1 Get ready! Pick out the equivalent of the following words in the text.
1) excuse (n.): ....................................................
2) engagement (n.): ....................................................
3) une erreur, un tort (n.): ....................................................
4) infligés (n.): ....................................................
5) cas, exemple (n.): ....................................................
6) s’occuper de (v.): ....................................................

2 a. Read the following sentences and say whether the statements are true or false.
1) The citizens apologized directly to the Native Peoples. □ True □ False

2) The Native Americans have been mistreated for centuries. □ True □ False

3) The apology intends to create peaceful relations with the former victims. □ True □ False

b. Correct the following statement to make it true.

The citizens of the United States alone have the mission to protect the land they live on.

Text C

1 Get ready! Pick out the equivalent of the following words in the text.
1) non-violent (adj.): ....................................................
2) noble (adj.): ....................................................
3) autochthonous (adj.): ....................................................
4) heritage (n.): ....................................................
5) slaughtered (adj.): ....................................................
6) barbarity (n.): ....................................................

2 a. Why is John Hickenlooper the one to apologize to the Indians?

b. How are the actions committed in Sand Creek describes by the governor of Colorado?

C. What is the difference between the people of Colorado today and their ancestors?

3 Texts A, B & C Let’s recap! What happened to Native American peoples? What is the purpose of apologizing now for the actions done in the past? Present it orally.

Useful vocabulary: Apologizing is a significant step... Although... It enables people to...
A. Grammar at work Les subordonnées d’opposition et de concession

1. Observe and deduce!
   a. Soulignez les conjonctions de concession et d’opposition dans ces phrases.

   Thanksgiving is still celebrated today although it doesn’t reflect the historical reality.

   Unlike the traditional Thanksgiving, the Native Americans give thanks for the crops.

   b. Quelle est la différence entre la concession et l’opposition ?

2. Practice! Classez les conjonctions dans le tableau ci-dessous.

   despite however even though but although whereas instead of while in spite of

<table>
<thead>
<tr>
<th>Conjonctions de concession</th>
<th>Conjonctions d’opposition</th>
</tr>
</thead>
</table>

D. Vocabulary in progress

3. Dans la carte mentale p. 215 de votre manuel, trouvez le(s) antonyme(s) des mots suivants.
   1) useless (adj.) : .................................................
   2) civilization (n.) : ..........................................
   3) joy (n.) : ......................................................
   4) blessing (n.) : ...............................................
   5) neglect (v.) : ............................................... 6) believer (n.) : .............................................

E. Phonology in progress

4. Identifiez le mot avec la même diphtongue que le premier mot. Écoutez pour vérifier.

   Example: my /aɪ/  □ main □ mine □ mean
   1) day /ɛ/    □ bake □ file □ clean
   2) life /aɪ/   □ pay □ man □ lie
   3) now /au/   □ flour □ floor □ bone
   4) boy /ɔɪ/    □ tower □ destroy □ know
   5) hair /eə/ (UK) □ care □ space □ round
Get ready for the final project p. 222-223

1 Ready... Go through what you have seen so far.

Step 1: In groups (each group is in charge of one category), browse the unit in the book and your notes in your copybook to make a list of all the things you have studied during this unit.

- Group 1: Vocabulary
- Group 2: Grammar
- Group 3: Methods
- Group 4: Cultural knowledge

Step 2: Make new groups with one person from Group 1, one person from Group 2, one from Group 3... Then, share your findings to fill in a mind map on your copybook.

2 Steady... Read carefully the assessment grid of your project p. 222 or 223.

Read the scenario of your final project and think about the possible dos and don’ts. From the list below, select the items corresponding to your project and write their number in the right category.

I must...

- Make notes on the pronunciation of difficult words
- Pay attention to the pronunciation of diphthongs
- Express cause, opposition and concession
- Use vocabulary seen in the unit
- Organise my text by using link words
- Copy and paste content I found online
- Imagine a more inclusive celebration of Thanksgiving
- Make references to people I studied in the unit
- Write a post

I may...

- Make sure to smile and look at my partners
- Use interaction expressions
- Question the truth about Thanksgiving
- Talk about memories
- Use dates and information from the unit
- Use digital tools

I shouldn’t...

- Give my opinion and illustrate it with personal examples
- Proofread my text
- Use the correct translation of “(se) rappeler”
- Practice to make sure I can talk about dates

Tip: What do you think would be your assets? To which aspect do you have to pay particular attention?

3 Go! In your textbook p. 222-223, get started on your final project!
Opening video

Ireland in a nutshell p. 226

1 Get ready! Practice saying these dates aloud with a classmate. Listen to the recording to check.

1916 the 1950s 1998
1989 the 1960s 1990 1920 1919

2 Watch the video.
   a. What are the two parts of the document? Give a title to each of them.

   ____________________________________________
   ____________________________________________

   ____________________________________________
   ____________________________________________

   b. Among the following events’ circle those that are mentioned.

   The Troubles
   The Anglo-Irish Treaty
   The War of Independence
   Brexit
   The Good Friday Agreement

   c. Complete the following timeline with events and details about the protagonists and dates.

   ____________________________________________
   ____________________________________________
   ____________________________________________


   ____________________________________________
   ____________________________________________

   Let’s recap! How could you describe Irish history? Why? What was the situation like when the video was made? Why? Is it different today?

   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
Activity 1 To the bitter end (LLS.fr/A1P228)

Group 1 Ready for a deal (LLS.fr/A1P228)

1 Pick out elements from the beginning of the video to complete this form.

Name of the show: ________________________________ Interviewee: _______________________________________
Season: ________________________________________ Relation to the show: ________________________________
Episode: ________________________________________

2 a. Pick out elements about the situation.

Date: ________________________________________ Place: ________________________________________________

b. What proper nouns can you hear? Classify them into the following categories.

<table>
<thead>
<tr>
<th>Place</th>
<th>People</th>
<th>Groups of people</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Place</th>
<th>People</th>
<th>Groups of people</th>
</tr>
</thead>
</table>

  c. True or false?

1) The battle of the century was a boxing match. ☐ True ☐ False
2) The Irish Troubles caused problems to the Irish alcohol industry. ☐ True ☐ False

Group 2 The Wind that Shakes the Barley (LLS.fr/A1P228)

1 Pick out elements from the video to fill in this form.

Title of the film: __________________________ Film director: __________________________

2 a. The story is set in: ______________________ (date) ______________________ (place)

b. Write all the words that are stressed corresponding to the following categories.

<table>
<thead>
<tr>
<th>What they fight for</th>
<th>What they lose</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

  c. True or false?

1) Micheál died because he attacked soldiers. ☐ True ☐ False
2) The characters are all the same nationality. ☐ True ☐ False

3 Groups 1 & 2 Let's recap! Present orally what you have found about the Irish War of Independence.
Activity 2 A split second p. 229

1 Get ready! Have a look at the title of the excerpt and at the word cloud. What may the text be about?

2 a. Who are the characters present in the excerpt? What nationality could they be?

character 1: __________________________________________________________

character 2: __________________________________________________________

b. Find a title for each paragraph.

1st §: ____________________________ 2nd §: ____________________________ 3rd §: ____________________________

3 a. Tick the right boxes.

1) The action takes place in... □ England. □ Ireland. □ France.

2) It is... □ breakfast. □ lunch time.

b. Choose the right words in the following sentences and justify by quoting the text.

What happens is rather (1) reassuring / horrifying.

The bomb is indeed (2) not very / very powerful and the sandwich shop is rather (3) small / big.

Justifications:

(1) __________________________________________________________

(2) __________________________________________________________

(3) __________________________________________________________

4 a. Which adjectives describe best the way the story is told? Justify.

frenzied matter-of-fact distant light sad ironic

b. Read L1-6 and L13-19. How are the characters presented? What effect does it produce?

-----------------------------------------------

5 Let’s recap! Present this text and the situation it depicts. How does it make you feel?

Useful vocabulary: This is quite + adj... I find this story very + adj....
Activity 5 A hard-earned peace p. 232

1 Get ready! Match each of these words to the corresponding definition.
   a. nod (v.) • 1) to decode
   b. decipher (v.) • 2) an important event
   c. former (adj.) • 3) to move your head as a sign of recognition
   d. milestone (n.) • 4) having been so in the past

2 First listening (LLS.fr/A1P203). Fill in the following categories.

<table>
<thead>
<tr>
<th>Who?</th>
<th>Where?</th>
<th>What?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 Second listening.
   a. Circle the words you hear in the list below and add more you hear.
      war peace one thousand choke shook cousin
      happy unhappy welcomed nearly merely politely

   b. How long did it last? ________________________________

   c. Which side were the protagonists on during the Troubles?
      ________________________________

   d. How did people react to the event? _________________

   e. How did the protagonists react? ____________________

4 Let's recap! Use all these elements to present the document to the class.

   Useful vocabulary: This recording is a.. It deals with.. It involved...
   These people are / were... This event meant a lot/did not mean much because...
   The protagonists were very formal / cordial / courteous /... since... People reacted in a... way.
Activity 6 Breaking the habit? [D]ifferentiation p. 223

Text A

1 Get ready! Pick out synonyms for the following words from the text.

1) demonstrate (v.): ......................................................... 2) finally (adv.): .................................................................

3) the name of the flag of the Republic of Ireland (n.): .................................................................

2 a. What is the issue with the Irish flag? Explain in your own words.

b. How did people react to the decision? How would you describe their reaction?

Text B

1 Get ready! Pick out synonyms for the following words from the text.

1) an illusion (exp.): ...........................................................................

2) upsetting (adj.): ......................................................... 3) threateningly (adv.): .................................................................

2 a. True or false?

A hard border would not change anything. □ True □ False

b. What is the difference between a “hard” and a “soft” border?

Text C

1 Get ready! Pick out synonyms for the following words from the text.

1) a detractor (n.): ......................................................... 2) a fight (n.): .................................................................

3) an absence of (n.): ................................................................. 4) a bastion (n.): .................................................................

2 Choose the right word.

According to Martin Galvin, the current situation is more (1) peaceful / dangerous than during the Troubles so there is (2) much / little chance of seeing a renewal of violents in Northern Ireland.

Justifications:

(1) ................................................................. (2) .................................................................

Let’s recap! Sum up what is said about the current situation in Northern Ireland.

Useful vocabulary: Relations are tense / strained ≠ cordial / friendly because... Irish people agree ≠ disagree on the issue of... because...

Mediation
A. Grammar at work  Les subordonnées relatives


<table>
<thead>
<tr>
<th>Lignes</th>
<th>Pronoms relatifs utilisés</th>
</tr>
</thead>
<tbody>
<tr>
<td>Antécédent humain</td>
<td></td>
</tr>
<tr>
<td>Antécédent non humain</td>
<td></td>
</tr>
</tbody>
</table>


1) The flag protests that happened in 2012 showed how sensitive a topic British rule still is.

2) The lawyer, who is a former advocate of the Provisional IRA, said that violence was no longer a solution.

3) Martin McGuinness spoke in Gaelic and the Queen went along with it, which was astounding.

4) The treaty, who was signed in 1998, was a great step forward.

D. Vocabulary in progress

3. a. Classez les expressions dans la catégorie qui correspond.

<table>
<thead>
<tr>
<th>I agree (with you).</th>
<th>I think so too.</th>
<th>I disagree (with you).</th>
<th>You are (totally/partly) right.</th>
<th>Exactly!</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are (completely/partly) wrong.</td>
<td>I don’t think so.</td>
<td>On the contrary!</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Accord

Désaccord

b. Choisissez-en 4 et traduisez-les.

E. Phonology in progress

4. Read the following sentences as fast as possible. Pay attention to the pronunciation of “the”.

1) The night of the attack the police arrived before the bomb exploded.

2) The question of the Irish border is the issue in the Brexit talks.

3) The British and the Irish fought over the status of Northern Ireland from the late 1960s to the end of the 1990s.
Get ready for the final project p. 236-237

1 Ready... Go through what you have seen so far.

Step 1: In groups (each group is in charge of one category), browse the unit in the book and your notes in your copybook to make a list of all the things you have studied during this unit.

- Group 1: Vocabulary
- Group 2: Grammar
- Group 3: Methods
- Group 4: Cultural knowledge

Step 2: Make new groups with one person from Group 1, one person from Group 2, one from Group 3... Then, share your findings to fill in a mind map on your copybook.

2 Steady... Read carefully the assessment grid of your project p. 236 or 237.

Read the scenario of your final project and think about the possible dos and don’ts. From the list below, select the items corresponding to your project and write their number in the right category.

I must... I may... I shouldn’t...

1 Make notes on the pronunciation of difficult words
2 Be expressive
3 Make sure to smile and look at my partners
4 Give my opinion and illustrate it with personal examples
5 Talk about the weapons that were used in the fight for independence
6 Use vocabulary seen in the unit
7 Say “Yes, but…”
8 Organise my text by using link words
9 Copy and paste content I found online
10 Question the viability of a divided Ireland in the long run
11 Proofread my text
12 Imagine the future of Northern Ireland
13 Use exclamative sentences
14 Use the present perfect and the past simple
15 Make specific references to events I studied in the unit
16 Practice to make sure I can develop ideas orally
17 Use the correct translation of “assez”
18 Make sure I can say dates
19 Write an editorial
20 Make a video
21 Use interaction expression

Tip: What do you think would be your assets? To which aspect do you have to pay particular attention?

3 Go! In your textbook p. 236-237, get started on your final project!
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