Fireworks

Workbook
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Opening video

Welcome Home to Canada

1 Get ready! Underline the stressed syllable in the following words and practice saying them.

1) Canada /'kænəda/  
2) wilderness /'wɪldəns/  
4) diversity /daɪˈvɜːsəti/  
5) winter /'wɪntə/  
7) togetherness /təˈɡɛθərəs/  
8) citizenship /sɪˈtɪznʃɪp/  
3) celebrate /'seɪˈleɪt/  
6) culture /ˈkʌltʃər/  
9) Canadian /kəˈneɪdʒən/  

2 Watch the video. Fill in each box with elements you see in the video.

Nature  

Monuments / Places

Sports

People / Culture

3 Describe the images shown immediately after these stills from the video.

1)  
2)  
3)  
4)  

Let’s recap! Using your ideas from the table above, write a script of the voice over of the video. Define Canada and its assets.
Activity 1 An open-minded country... p. 24

1) Get ready! Find words in the text to match each definition.

1) wise, knowing (adj.) ⇒ ................................................................. 2) give reasons for (exp.) ⇒ .................................................................
3) fortune (n.) ⇒ ............................................................................... 4) immigrants (n.) ⇒ ..............................................................................
5) a problem (n.) ⇒ ............................................................................... 6) surrounded (adj.) ⇒ ..............................................................................

2) Present the article. Make suppositions about the narrator.

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

3) True or false? Justify with a quote from the text.

1) Canada is one of the most tolerant countries in the world. □ True □ False

2) There is not a lot of immigration in Canada. □ True □ False

3) The main political parties in Canada are not xenophobic. □ True □ False

4) Canada only shares a border with a developed country. □ True □ False

5) The founders of Canada were all English. □ True □ False

4) Explain in your own words what “accidents of history and geography” (l. 4-5) the author might refer to.

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

5) How would you define the tone of this article? How does it make you feel?

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

Let’s recap! Sum up the document. Do you agree that Canada is lucky? Why? To what extent do you think Canadians are responsible for the freedom and tolerance in their country?

..........................................................................................................................
Activity 2 ...Which Is Very Attractive p. 25

1. Put these steps of the naturalization process into chronological order.
   - learn about Canada's history, geography and languages
   - take the oath of citizenship
   - leave one's country
   - learn about the rights and responsibility of being a citizen
   - proudly help build a stronger Canada
   - undergo security and health checks
   - live in Canada for at least 3 years

2. Complete with the missing information.
   1) Number of new Canadian citizens each year:
   2) In the early 1900s, the vast majority of immigrants came from...
   3) Since the end of the twentieth century, newcomers have been from...

Group 2

1. Find words in the text to match each definition.
   1) promise (v.) → 
   2) a lot of (exp.) → 
   3) be determined to (exp.) → 
   4) menace (v.) →

2. a. When was the text published, and why did Americans want to move to Canada at that time?

   b. What does this show about how Canada is viewed by Americans?

   c. “Canada’s... Tuesday” (l. 7-9): in your own words, rephrase this sentence and what it implies.

Groups 1 & 2 Let’s recap! Recap your document. Identify its tone and its goal.
What do you think of it? Use at least one adjective from the list below.

| patriotic | provocative | inspirational | cynical | informative | biased |

Useful vocabulary: The purpose of the document is... It makes me consider that... It makes me wonder whether...
Activity 3 And yet... p. 26-27

Group 1

1) Tick the correct answer.
   1) This document is a... □ chart □ text □ drawing
   2) It... statistics about Aboriginal people and non-Aboriginal people. □ compares □ explains □ adapts

2) Use the chart to compare each population group.

<table>
<thead>
<tr>
<th>Category</th>
<th>More Aboriginal people</th>
<th>More non-Aboriginal people</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prison population</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment rate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post secondary education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recent victims of violent crime</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Heavy drinking</td>
<td></td>
<td></td>
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<tr>
<td>Daily smoking</td>
<td></td>
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</tr>
</tbody>
</table>

3) What conclusions can you draw regarding health and standards of living for both population groups? .................................................................

Group 2

1) Get ready! Find words in the text to match each definition.
   1) work at (v.) → ........................................................ 2) area, part (n.) → ........................................................ 3) accept (v.) → ........................................................
   4) absence (n.) → ........................................................ 5) professor (n.) → ........................................................ 6) recognize (v.) → ........................................................
   7) explode, break out (v.) → ........................................ 8) try (v.) → ........................................................ 9) strong (adj.) → ........................................................

2) Identify the true statements and justify by giving the line of a quote from the text.
   1) Indigenous peoples camp out in the cold and snow for fun. □ True □ False (L. __________)
   2) Some companies are trying to build pipelines on land that belongs to Indigenous peoples without their consent. □ True □ False (L. __________)
   3) Indigenous peoples own land only in British Columbia. □ True □ False (L. __________)
   4) There is no law for Canada to decide how to deal with indigenous land where colonial treaties were not signed. □ True □ False (L. __________)
   5) There are tensions over the pipeline projects throughout Canada. □ True □ False (L. __________)

3) What is the objective of this document?
1. Present the video using as many words from this word cloud as possible.

2. Say whether these statements are true or false. Justify with a key word from the video.
   1) Indigenous children were not separated from other family members.  □ True □ False
   2) Being in a residential school had a severe impact on the children's health.  □ True □ False
   3) Canada did nothing to make up for the harm done to Indigenous peoples.  □ True □ False

3. Pick out three figures, and say what they correspond to.
   1)
   2)
   3)

4. Rephrase in your own words what Justice Murray Sinclair meant by "Canada, you have committed cultural genocide."

5. Pick out two words of different colours from each list and justify your choice.
   a. What is the tone of this video? emotional resilient nostalgic hopeful critical inspiring

   b. What is the objective of this video? denounce call for action accuse account for his culture criticize give hope

Groups 1, 2 & 3 Let's recap! Use these elements to present the document to the class.

Useful vocabulary: This document shows / illustrates that... It deals with... It highlights the fact that... The comparison is striking because... The issue is still very present since... The living conditions were appalling as... This document promotes... It denounces...
A. Grammar at Work Les modaux et leurs dérivés p. 30

1. Observe and deduce! Repérez les modaux dans l’illustration suivante et indiquez s’ils expriment une capacité ou un conseil.

1) ........................................
2) ........................................
3) ........................................

2. Practise! Un de vos amis voudrait s’installer au Canada : faites des phrases en utilisant les différents modaux pour lui donner des conseils et lui expliquer ce qu’il peut faire pour concrétiser son projet.

D. Vocabulary in Progress p. 31

3. Trouvez six mots en lien avec l’unité dans cette grille de mots mêlés.

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

Trouvez-vous les six autres ?

7) ........................................ 8) ........................................
9) ........................................ 10) ........................................
11) ........................................ 12) ........................................

E. Phonology in Progress Les mots finissant par voyelle + consonne + e final p. 31

4. Écoutez les mots suivants et notez-les dans la colonne appropriée.

alone long corrupt lucky pure behave past abuse
forgave miss admire protect here pledge

<table>
<thead>
<tr>
<th>Prénociaction alphabétique de la voyelle accentuée</th>
<th>Prénociaction courte de la voyelle accentuée</th>
</tr>
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<tbody>
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Opening video

University of Mexico Interfraternity Council

1. Get ready! Listen to identify the following words.
   1) /kəˈmjuːnɪtɪ/ ........................................ 2) /səˈraʊndɪŋ/ ........................................ 3) /ˌækəˈdemɪk-/ ........................................
   4) /ˈpauəfəl/ .............................................. 5) /ɪnvəlˈvɒmənt/ ........................................ 6) /kwest/ ..............................................

2. a. Watch the video without the sound. What feelings are conveyed by the images? ..........................................................

   b. Now listen to it and complete the table with key words about the positive aspects fraternities can have.

<table>
<thead>
<tr>
<th>Positive aspects for students</th>
<th>Positive aspects for the community</th>
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</thead>
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Let’s recap! What are the advantages of belonging to a fraternity? Start with this sentence and expand.

Useful vocabulary: Belonging to a fraternity can be a springboard for future life or a future job...

Activity 1 Rushing Corner p. 38

1. Visit the website of your fraternity or sorority. Pick out key words, look at the pictures and be ready to present it briefly.

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

2. Complete the following table.

<table>
<thead>
<tr>
<th>Motto</th>
<th>Values</th>
<th>Activities / Philanthropy</th>
<th>Members</th>
<th>Opportunities</th>
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</thead>
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</tbody>
</table>
Activity 2 Why Are You Rushing? p. 39

Group 1 🎧 LLS.fr/ATP11

1. Listen to the words of this word cloud. Pronounce the words, then watch the video and circle the words you hear.

2. a. Present the video briefly.

   b. How many people are speaking?

3. Pick out key words about these topics.

<table>
<thead>
<tr>
<th>Friendship</th>
<th>Family</th>
<th>Campus life</th>
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</thead>
<tbody>
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4. What is the objective of the video? Why?

Group 2 📚 LLS.fr/ATP12

1. Find an equivalent in the text to match each of the following words.

   1) organiser (v.) → 
   2) se faire des relations (exp.) → 
   3) grande attraction (exp.) → 
   4) conseil (n.) → 

2. Present the document. What is it about?

3. Say whether these statements are true or false. Justify by citing the relevant line in the text.

   1) Greek life can be reassuring when students start university. □ True □ False (L. __________________)
   2) Greek students have more chance to succeed in their studies. □ True □ False (L. __________________)

4. What is the tone of the text? What is its purpose?

Groups 1 & 2 Let’s recap! Sum up your document using the following words:

opportunities relationships connections success communities

Useful vocabulary: This document deals with / presents... It aims at + V-ing... To be convincing, it uses words like...
Activity 3 Is It Worth It? p. 40

1 Get ready!
   a. Present the text briefly.

b. Find words in the text to match each definition.
   1) a third-year student at highschool (n.) →
   2) give somebody particular attention (exp.) →
   3) promises (n.) →
   4) very expensive (adj.) →

2 a. Collect information about the narrator.

<table>
<thead>
<tr>
<th>Family</th>
<th>Studies</th>
<th>Friends</th>
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</table>

b. Read the text and say if these statements are true or false. Then justify with a quote from the text.

1) The narrator made the decision to join a sorority all by herself. □ True □ False

2) The narrator's mother had a very good experience of Greek life right from the start. □ True □ False

3) Based on her experience, it's a good way to develop social relationships. □ True □ False

3 Complete the table with key words from the text.

<table>
<thead>
<tr>
<th>Positive aspects of Greek life</th>
<th>Negative aspects of Greek life</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Let's recap! List all the pros and cons you would consider if you were invited to join a fraternity or a sorority. How would you answer the question “Is it worth it?”

Useful vocabulary: I need to first mention that... What is worth noting is that a fraternity / a sorority can... I wouldn’t get in... On the evidence of this text, I believe that...
A. Grammar at Work Les structures verbe + verbe p. 42

1. Observe and deduce!
   a. Observez ce cartel et relevez les structures verbe + verbe. Comment sont-elles formées?

2. Connaissiez-vous d’autres exemples?

   help make need want start

1) That year in an American university really __________________________ me __________________________. (grow up)
2) He __________________________ to __________________________ a fresh start. (make)
3) We __________________________ a strong friendship when we were students. (build)
4) She __________________________ me __________________________ a lot of new people. (meet)
5) They __________________________ money as part of their philanthropy curriculum. (collect)

D. Vocabulary in Progress p. 43

3 a. Utilisez la mind map p. 37 de votre manuel et trouvez les synonymes des mots suivants.

1) enhance (v.) → __________________________ 2) committee (n.) → __________________________
3) succeed (v.) → __________________________ 4) join (v.) → __________________________
5) efficient (adj.) → __________________________ 6) extremely (adv.) → __________________________

b. Trouvez dans la mind map p. 37 de votre manuel les équivalents des mots suivants.

1) bizutage (n.) → __________________________ 2) pair, collègue, camarade (n.) → __________________________
3) extrêmement (adv.) → __________________________ 4) manquer (v.) → __________________________
5) bénévol(e) (adj.) → __________________________ 6) bourse (n.) → __________________________

E. Phonology in Progress L’accent de phrase p. 43

4. Écoutez l’enregistrement et soulignez les mots accentués dans les phrases. Puis entraînez-vous à les lire à voix haute.

1) Fraternity experience was the best part of my college experience.

2) Belonging to such an organization can be a life-changing experience.

3) One must weigh up the pros and cons when joining a fraternity; it really depends on your priorities.
Get Ready for the Final Project  p. 32-33 et 44-45

1 Ready... Go through what you have seen so far.
2 Steady... Read carefully the assessment grid of your project.

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.

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

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

I must... I may... I shouldn’t...

1 Pay attention to the pronunciation of difficult words.
2 Know and use facts about Canadian life and people.
3 Give my opinion and illustrate it with personal examples.
4 Use vocabulary seen in the unit.

5 Use interaction expressions.
6 Organize my text by using link words. Précis de communication p. 250
7 Proofread my text.
8 Make references to elements I studied in the unit.
9 Practice to make sure I can talk about dates and events.

10 Think of the advantages of mixing with people of different backgrounds.
11 Copy-paste a Wikipedia article.
12 Use passive forms.
13 Imagine the benefits and drawbacks of taking part in a Greek organization.

14 Explain how a Greek organization is structured and what sort of activities the students take part in.
15 Use modals.
16 Explain the specific relationship in the province / territory between the Indigenous communities and the government.

17 Pay attention to word stress in my sentences.
18 Use verb + verb structures.
19 Express possibility.
20 Refer to the History of Canada.
21 Mention famous US universities.

3 Go! In your textbook, get started on your final project!
1 *Concept* Faites le lien entre les unités et l’axe 1 *Identités et échanges.* Relisez la présentation de l’axe en p. 49 et repérez dans les unités 1 et 2 ce qui s’y rapporte.


<table>
<thead>
<tr>
<th>Antonyms</th>
<th>Synonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td>local (adj.)</td>
<td></td>
</tr>
<tr>
<td>blend in (v.)</td>
<td></td>
</tr>
<tr>
<td>contrast (v.)</td>
<td></td>
</tr>
<tr>
<td>welcoming (adj.)</td>
<td></td>
</tr>
<tr>
<td>friend (n.)</td>
<td></td>
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</tbody>
</table>

3 *Culture* Améliorez vos connaissances culturelles. *Residential schools in Canada / US fraternities and sororities:* comparez ces deux expériences et leurs conséquences sur la vie des individus (expérience, solidarité, ouverture, perspectives d’avenir...).

<table>
<thead>
<tr>
<th>Residential schools</th>
<th>Fraternities / Sororities</th>
</tr>
</thead>
<tbody>
<tr>
<td>experience</td>
<td></td>
</tr>
<tr>
<td>consequences</td>
<td></td>
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</tbody>
</table>

4 *BAC* Entraînez-vous pour le Bac. Faites le lien entre l’axe et cette image. Prenez 30 secondes pour noter des mots clés.

![Diversity mural at Westview Freedom Academy, 2016.](LLS.fr/LaboDeLangues)
Opening video

**TV Housewives: Does *I Love Lucy* have a feminist perspective?**

1. Get ready! 🎞️ Listen to the words of the word cloud and use them to guess the topic of the video.

2. a. Watch the video. Make a list of the activities the characters are doing and/or are talking about.

   b. Classify them in the grid below.

<table>
<thead>
<tr>
<th>Wife</th>
<th>Husband</th>
<th>Son</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

3. c. Compare how the characters feel about meal planning. Use adjectives to contrast. Pick one adjective for each character from the following list:

   - bored
   - annoyed
   - sarcastic
   - worried
   - understanding
   - amused
   - upset
   - angry
   - helpless
   - powerful
   - cynical

   1) Wife → 
   2) Husband → 
   3) Son → 

3. What is the objective of this video? Justify your answer.

   - denounce
   - entertain
   - criticize
   - inform

**Let’s recap!** Present this scene from *I Love Lucy* to someone who hasn’t seen it. Describe it and highlight how gender roles are portrayed, as well as how the characters feel about them. Give your opinion of this TV show.
Activity 1950s Education p. 52-53

Group 1

1. a. Find a word to match each phonetic transcription in the word cloud. Then listen to check.

   1) /ˌesəˈkeɪʃən/  
   2) /dəˈmɛstm/  
   3) /ˈsætənsz/  
   4) /ˈvæːsəz/  
   5) /ˈəkəmplɪʃ/  
   6) /səˈsaɪətɪ/  

   b. Use the words from the word cloud to make hypotheses about the topic of the document.

2. a. Watch the video and underline the words you hear in the word cloud.

   b. Pick out information about education for girls in the 1950s. What was the role of universities?

   c. Focus on the woman interviewed. Contrast her feelings about college now with her opinion when she was younger.

Group 2

1. a. Find words in the text which correspond to these images.

   1)  
   2)  
   3)  
   4)  

   b. Find words in the text which correspond to the following definitions.

   1) a mark signalling the good quality and / or the excellence of character of a person (n.) →  
   2) the opposite of strength (n.) →  
   3) refraining from doing something (v.) →  
   4) show strength and resilience (adj.) →  
   5) be strong-willed and resolute (adj.) →  
   6) robust, strong (adj.) →  
   7) weak person (n.) →  

Unit 3 • Is It a Man's World?
2. a. Pick out and classify the conventions that men raised in the 50s and 60s had to follow.

<table>
<thead>
<tr>
<th>Men had to...</th>
<th>Men were not supposed to...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

2. b. Pick out the problems these men may experience today.

3. What are the tone and the objective of this text?

---

1. In the text, pick out the equivalent of the following words or expressions.

1) fournir (v.) → __________________________
2) accablant (adj.) → ______________________
3) une personne qui donne des soins (n.) → ______________________
4) filer droit (exp.) → ______________________

2. a. List and classify all the words (adjectives, nouns, etc.) which belong to the lexical field of emotions.

<table>
<thead>
<tr>
<th>Positive connotation</th>
<th>Negative connotation</th>
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</thead>
<tbody>
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</tbody>
</table>

2. b. Which emotions were men allowed to show? Why?

3. What does this text denounce? How?

---

Groups 1, 2 & 3: Let's recap! Recap your document and say how men or women were expected to behave in the 1950s. How do you feel about your findings?

Useful vocabulary: Back in the... society seemed... I find it peculiar / dreadful / narrow-minded / interesting / thought-provoking / backward-thinking / old-fashioned that... As far as I'm concerned...
Activity 3 On to the 60s p. 55

1 Get ready! Look at the word cloud and listen to the words. Then find the equivalents of these words.

1) success (n.) → ........................................ 2) try (hard) (v.) → ........................................
3) satisfy (v.) → ........................................ 4) form, shape (v.) → ........................................

2 Watch the video. LLS.fr/ATP55

a. Pick out words or expressions used to describe how women were portrayed in pop culture (adjectives, jobs, etc.).

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

b. In the list you made above, circle the words or expressions related to women who did not marry.

3 True or false? Justify with words or expressions from the document.

1) This representation remained the same for the whole decade. □ True □ False

2) According to Friedan, women were not satisfied with their traditional role in society. □ True □ False

4 Find the events corresponding to the following dates.

   1960 ..............................................................................................................................
   ..............................................................................................................................
   ..............................................................................................................................
   and ..............................................................................................................................
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5 Pick out words and elements proving that the representation of women had changed by the end of the 1960s.

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Let’s recap! Sum up your findings about the evolution of women’s lives in the 1960s. Use words from the word cloud above.

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A. Grammar at Work | Les modaux de l’ordre et de la contrainte p. 58

1. Observe and deduce!

1) Freshmen must not use archway. 2) Freshmen must wear a shirt. 3) I had to wear saddle shoes.

a. Classez les expressions ci-dessus selon ce qu’elles expriment.

1) ................................................. 2) ................................................. 3) .................................................

b. Observez les auxiliaires pour décider si ces expressions sont au passé ou au présent.

1) ................................................. 2) ................................................. 3) .................................................


1) Ma mère devait s’occuper des enfants. .................................................................

2) Les enfants doivent écouter leurs parents. ............................................................

3) On ne doit pas abandonner et on doit se battre pour ses idées. ..............................................

4) Un homme devait être fort et robuste. .................................................................

D. Vocabulary in Progress | p. 59

3. Trouvez au moins 6 mots ou expressions en lien avec cette unité dans cette grille de mots mêlés.

Challenge! Il y a dix mots. Réussirez-vous à tous les trouver ?

1) ................................................. 2) .................................................

3) ................................................. 4) .................................................

5) ................................................. 6) .................................................

Challenge!

7) ................................................. 8) .................................................

9) ................................................. 10) .................................................

E. Phonology in Progress | L’intonation descendante p. 59

4. a. L’intonation des phrases suivantes est-elle correcte ? Vérifiez vos réponses et entraînez-vous à les lire.

1) I adore watching television! □ Correcte □ Incorrecte 2) What an excellent idea! □ Correcte □ Incorrecte

3) How boring to stay at home! □ Correcte □ Incorrecte 4) This is ridiculous! □ Correcte □ Incorrecte


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

2) .................................................................
Opening video

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

2. a. Watch the video and present it (type of document, general topic).

   b. Pick out the elements that characterize the era of the 1920s.

   - Atmosphere
   - Themes
   - Characters

Let’s recap! Recap what your document is about and say what links it to the 20s.

- Useful vocabulary: The document is... The main characters are... it is a love story / romantic thriller because...

- It evokes the mood of the 20s by highlighting...

Activity 1 A Roaring Lifestyle p. 66

1. a. Watch the video. Circle the words you hear in it.

   - changes
   - richness
   - consumerism
   - film industry
   - extravagance
   - affordable
   - evolution

   b. Use them to present the document and say what it is about.
2 a. Write the following dates in full letters.

1) 1920s → ................................................................. 2) 1923 → .................................................................
3) 1930 → ................................................................. 4) 1908 → .................................................................

b. Pick out information or words and classify them into the following categories.

<table>
<thead>
<tr>
<th>Film industry</th>
<th>Radio</th>
<th>Art movement</th>
<th>Automobile</th>
</tr>
</thead>
<tbody>
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</table>


c. True or false?

1) During the twenties, Americans were eager to be more entertained. □ True □ False

2) The twenties also impacted the African-American community. □ True □ False

3) People could live farther from their work. □ True □ False

d. Pick out the changes experienced by the population during this period.

<table>
<thead>
<tr>
<th>Economic changes</th>
<th>Social changes</th>
<th>Cultural changes</th>
</tr>
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<tbody>
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</table>

Let’s recap! Recap what you learned using the following words. Then give your opinion about this decade.

changed accessible entertainment consumerism great changes blossoming

Activity 2 The Atmosphere of the 20s p. 67

1 Get ready! In the text, find words corresponding to the following definitions.

1) a kind of insect (n.) → ................................................................. 2) a floating platform (n.) → .................................................................

3) bubbles formed on a surface of a liquid (n.) → ................................................................. 4) box (n.) → .................................................................

5) soft talking (n.) → ................................................................. 6) jumping into water (v.) → .................................................................

2 a. Pick out words from the text about Gatsby and classify them into these categories.

<table>
<thead>
<tr>
<th>Social background</th>
<th>Place where he lives</th>
<th>People he spends time with</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
b. True or false? Justify with a brief quotation from the text.

1) The narrator is drawn to Gatsby's lifestyle.  □ True □ False

2) A lot of people attend Gatsby's parties.  □ True □ False

3) Gatsby's parties are quiet.  □ True □ False

---

Let's recap! Sum up the content of the document and explain how it represents the mood of the 1920s.

Useful vocabulary: The narrator highlights... Gatsby throws elaborate parties... The narrator depicts the way... It illustrates well the era of... The character of Gatsby embodies... This extract shows...

---

Activity 3 A Social Revolution p. 68-69

1) Get ready! Identify in the word cloud the words corresponding to the following phonetic transcriptions. 📋 Then listen to check.

1) /prəuˈbɪʃən/  2) /mænˈyuəfæktʃə/  3) /ˈdaemədɪzɪŋ/  4) /ˈɔrɡənəˌzæd/  5) /ˈbʊt.lɪɡə/  6) /ˈspɪkˌɪzɪ/  

2) Read the following dates aloud, then watch the video again and collect information about them.

1) 1920 to 1933 →

2) February 1933 →

3) January 1919 →

4) between 1927 and 1930 →

5) 1929 →

3) What is the objective of this video? Select a word and justify.

- denounce
- criticize
- entertain
- inform
- raise awareness
1 Get ready! Pick out the equivalents of the following words in the text.

1) donner lieu à (exp.) → ................................................................. 2) contraception (exp.) → .................................................................
3) main d’œuvre (n.) → ................................................................. 4) récent (adj.) → .................................................................

2 Describe the social context in the U.S.A. before the Roaring Twenties began.

3 Pick out information from the text about the factors which enabled women to gain more independence.

<table>
<thead>
<tr>
<th>Political factor(s)</th>
<th>Social factor(s)</th>
<th>Cultural factor(s)</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Group 3

1 Get ready! Identify in the word cloud the words corresponding to the following phonetic transcriptions. Then listen to check.

1) /ˈdɪwətɪkən/ ................................................................. 2) /ˈfəʊmənən/ .................................................................
3) /ˈmɪtəbery/ ................................................................. 4) /ˈstəriətɒp/ .................................................................

2 Watch the video and pick out the following information.

1) Date / Time → ................................................................. 2) Place → .................................................................
3) People concerned → ................................................................. 4) Movement’s nickname → .................................................................

3 a. Complete the following details about the movement.

<table>
<thead>
<tr>
<th>Artists coming from</th>
<th>Positive consequences</th>
<th>Themes</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

b. What are the objectives of this movement?

Let’s recap! What changes did the 1920s bring to the American population?

Useful vocabulary: The era had huge consequences on... The 1920s impacted the Americans since... They challenged the roles in the society... It brought to light...
A. Grammar at Work Les noms composés p. 72

1 Observe and deduce!

Already it was deep summer on roadhouse roofs and in front of wayside garages, where new red gas-pumps sat out in pools of light, and when I reached my estate at West Egg I ran the car under its shed and sat for a while on an abandoned grass roller in the yard.

The Great Gatsby, F. Scott Fitzgerald, 1925.

da. Observez les groupes nominaux en jaune. De quel type de mots se composent-ils ?

b. Observez les mots en gras. Indiquez les deux parties qui forment le nom composé. Quels sont leurs rôles?

Roadhouse

Wayside

Gas-pumps

2 Practice! Complétez les phrases suivantes en formant des noms composés à partir des mots ci-dessous.

bed  train  driving  crash  hall  licence  room  spotting  town  car

1) He was sleeping in his

2) He has had two

3) They got married in the

4) My boy goes

D. Vocabulary in Progress Les suffixes forts et accents primaires p. 73

3 À l’aide de la mindmap p. 65, trouvez un synonyme pour chacun des mots suivants.

1) growth (n.) → 

2) blossom (v.) →

3) mood (n.) →

4) movie theatre (n.) →

5) explode (v.) →

6) defiant (adj.) →

7) fancy (adj.) →

8) graceful (adj.) →

E. Phonology in Progress p. 73

4 a. Entourez la syllabe accentuée dans les mots suivants. Écoutez-les pour vérifier.

politics  2) romantic  3) astonish  4) ravish  5) Atlantic  6) explanation

b. Écoutez et écrivez les mots de cet enregistrement. Entourez la syllabe accentuée.

1)  2)  3)  4)
Get Ready for the Final Project p. 60–61 et 74–75

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

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 in 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 person from group 3... Then, share your findings to fill in a mind map of the unit 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.

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

I must...
I may...
I shouldn’t...

1 Make notes on the pronunciation of difficult words.
2 Pay attention to the stress on words.
3 Give my opinion and illustrate it with personal examples.
4 Use vocabulary seen in the unit.

5 Use interaction expressions.
6 Organize my text by using link words.
   ► Précis de communication p. 258
7 Proofread my text.
8 Make references to elements I studied in the unit.

9 Practice to make sure I can talk about dates and events.
10 Make references to the past and / or today.
11 Make references to gender roles in the past.
12 Challenge gender stereotypes.

13 Use exclamative sentences.
14 Use compound words.
15 Pay attention to the intonation of sentences.
16 Use the present perfect.
17 Make a list of films set in the 1920s or 1950s and summarize their plots.
18 Research how the social changes of the 1920s impacted people’s lives on a daily basis.
19 Name artists from the 1920s.

3 Go! In your textbook, get started on your final project!
1. Concept: Faites le lien entre les unités et l’axe 2 Espace privé et espace public. Relisez la présentation de l’axe en p. 79 et repérez dans les unités 3 et 4 ce qui s’y rapporte.

   1) une université (n.) →
   2) démêlé (adj.) →
   3) un foyer (n.) →
   4) s’épanouir (v.) →
   5) préjugés (n.) →
   6) revendiquer (v.) →


   1920s: F. Scott Fitzgerald, Zora Neale Hurston, Edith Wharton, John Dos Passos, Sinclair Lewis
   Jessie Redmon Fauset, Langston Hughes

   1950s: William Faulkner, Jack Kerouac, Ralph Ellison, John Steinbeck, James Baldwin, Maya Angelou
   J. D. Salinger, Allen Ginsberg


   World’s Highest Standard of Living, Margaret Bourke-White, 1937.
Opening video

Margaret Bourke-White

1. Get ready! Listen to the recording. Then, use these words to discuss what the video might be about.

2. a. Watch the video. Pick out as much information as you can about the following topics. Pay attention to both what you hear and what you see.

<table>
<thead>
<tr>
<th>A pathbreaking female artist</th>
<th>A recorder of her own time</th>
<th>A role model/inspiration for other women</th>
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b. True or false? Say if these statements are true or false, then justify with keywords.

1. Margaret Bourke-White’s career lasted fifty years. ☐ True ☐ False
2. She was a luminary (a famous name) in her lifetime. ☐ True ☐ False
3. She was recognized as the first fashion photographer. ☐ True ☐ False
4. She opened the way to other women. ☐ True ☐ False

3. What would you say about the tone of the video? What is its aim?

Let’s recap! Use the information you have gathered about Margaret Bourke-White and vocabulary from the mind map on p. 81 of your textbook in order to introduce her to your classmates.

Useful vocabulary: This video pays tribute to... It highlights... She worked as a... Her photographs depict...
Activity 1 More Than Meets the Eye p. 82

1. Get ready! Find a word in the text corresponding to each of the following words.

   a. in English:
   1) proverb (n.) → ............................................ 2) wealthy people (n.) → .............................. 3) be at the side of (v.) → .............................

   b. in French:
   1) soulagement (n.) → ...................................... 2) fournir (v.) → ............................................. 3) bilan (n.) → ................................................

2. a. Read the text. Find all the farming tasks referred to in the article and match them with the definitions below.

   1) Lend a hand during the harvest → ........................................................................................................
   2) Help to harvest fruit and vegetables → ....................................................................................................
   3) Work mostly in the fields, tilling the land and sowing → ........................................................................
   4) Breed and raise cattle, grow vegetables and cereals → ...........................................................................

   b. List all the words related to "The Great Depression". Then sum up the period in American history this corresponds to.

3. a. Pick out information related to each topic.

<table>
<thead>
<tr>
<th>Dorothea Lange</th>
<th>Migrant mother</th>
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b. What is the journalist's opinion about Dorothea Lange? How can you deduce this?

Let's recap! Dorothea Lange: photographer, historian, artist. Introduce Dorothea Lange in a brief radio piece based on this title.

Useful vocabulary: First of all... Besides... In addition to this... On top of that... As an artist / historian...
Dorothea Lange... In her capacity as photographer...
Activity ② Me (Vivian) and my Camera p. 83

1. Get ready!
   a. Take a look at the groups of words below and underline those you think will be used in the video. Listen to the video to check.

   leisure-pressure-picture  photography-photographer  nanny-Nancy  alone-loonie-lonesome-loner
   French-fresh  2009-2019  eccentric-artistic-ecstatic  dreadful-delightful  60-16  fantastic-politics

   b. Use these words to make guesses about the video.

   I think the video is going to be about...

   

2. Watch the video [LLS.fr/ATP83]. Identify:

   1) The type of document: ............................................................ 2) The number of speakers: ............................................................

   3) The name of the man who discovered this photographer: ............................................................

   4) The name of the journalist: ............................................................

3. a. Complete the table with information about Vivian Maier.

<table>
<thead>
<tr>
<th>Her birth</th>
<th>Her family</th>
<th>Her job</th>
<th>Her personality</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

   b. True or false? Justify with keywords from the video.

   1) Vivian Maier was famous during her lifetime. □ True □ False ............................................................

   2) She spent her whole life in the United States. □ True □ False ............................................................

   3) She worked as a nanny. □ True □ False ............................................................

   c. These steps allowed a man called John to unearth Vivian Maier’s identity. Put them in the correct order.

      ○ biography  ○ obituary  ○ name in a box  ○ family names  ○ online search

4. a. What is the aim of this video?

   b. What is the tone of the journalist? What opinion does he express on Vivian Maier?

   

   

   

   Let’s recap! You discovered Vivian Maier and want to tell your best friend about her remarkable life and incredible photographs. Imagine your conversation.

   Challenge! Imagine your best friend doesn’t understand English. Sum up what you have learnt about Vivian Maier in French.
A. Grammar at Work  Les adjectifs possessifs p. 89

1 Observe and deduce!

a. Observez cette bande dessinée, entourez les adjectifs possessifs et soulignez les mots auxquels ils se réfèrent.

b. Comment les traduiriez-vous?

c. Le “her” de la seconde bulle n’est pas un adjectif possessif. De quel type de mot s’agit-il ? Traduisez-le.

2 Practise! Complétez avec les adjectifs possessifs correspondants.

Dorothea Lange and __________________________ husband Maynard Dixon are prominent 20th Century American artists. ________________ art depicts essential aspects of American visual and vernacular culture. Whereas ________________ photographs portray destitute families and jobless farmers, ________________ paintings offer stylized representations of western landscapes. As viewers, ________________ ideas about American history and perceptions of Americans’ relationship with ________________ natural environment are either challenged or reinforced by ________________ works of art.

D. Vocabulary in Progress p. 89

3 Complétez ces phrases avec l’expression qui convient en pensant à conjuguer les verbes si nécessaire.

Dorothea Lange and other female photographers often took ________________ pictures from a unique ________________ in order to ________________ . Bold women, such as Dorothea Lange, Lee Miller and Margaret Bourke-White were considered ________________ who ________________, or committed artists who enabled their contemporaries to ________________ .

E. Phonology in Progress  Les accents primaire et secondaire p. 89

4 Écoutez cet extrait de discours de Annie Leibovitz. Portez une attention particulière à la prononciation des mots en gras. Entraînez-vous à le lire à voix haute.

“There is this idea that in portraiture, it’s the photographer’s job to set the subject at ease. I don’t believe that. [...] Photograph the people close to you, your family, your friends. That’s how I learned. When you photograph people, it’s all about history. It’s about looking at our time, at our culture, at our society to do portraits.”

LLS.fr/LaboDeLangues

Unit 5 • A Camera of Her Own  LLS.fr/WBTP31
Unit 6
A Never-Ending (Hi)story?

Opening video

The Salem Witch Trials

1 Get ready!
   a. Find in the word cloud a word matching each phonetic transcription.
   Then listen to check.

1) /dæəm'neɪəsɪs/ ........................................................................ 2) /hɪstrɪə/
3) /ˈwɜːfrkraːft/ ........................................................................ 4) /ˈsʌpəneəfrəl/

b. With the help of the title and the word cloud, make suppositions about the video.

2 a. Watch the video. Circle in the word cloud above the words you actually hear in the video.
   b. Pick out elements to fill in these categories.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Places</th>
<th>People</th>
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3. True or false? Tick the correct answer.

1) Betty Parris and Abigail Williams were accused of being witches.  ☐ True ☐ False
2) People were not worried about the issue.  ☐ True ☐ False
3) Men and women were accused of witchcraft.  ☐ True ☐ False
4) The first girl was convicted because of her clothes.  ☐ True ☐ False
5) Witches were executed.  ☐ True ☐ False

Let’s recap! Present the Salem witch trials.

Useful vocabulary: This document is... about... in... It started in... and ended in...
Young girls... They were accused of... Many people were...
Activity 1 Trials on Screen p. 96

1. Pick out information.
   1) Release date → 2) Director → 3) Type of movie →

b. With the poster and the information you collected online, fill in the categories about the film synopsis.

<table>
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2. Who was Edward R. Murrow? What did he do for a living?

b. Who did he and his colleagues decide to fight against?

3. Sum up the plot and present the main characters.

3. Why can you consider that this film is based on a true story?

Group 3

2. Who were the Hollywood Ten?

3. What did they fight for?

Groups 1, 2 & 3 Let’s recap! Present your movie to the class. How does it illustrate a witch hunt?

Useful vocabulary: The movie is about / deals with... The witches are...
It tackles the issue of...
Activity 2  McCarthyism  p. 97

Group 1  

1  Pick out two details proving this text is a fable.

2  a. What is the peacelike mongoose accused of? Why?

   b. What happens to the peacelike mongoose at the end?

3  a. Does this tale share any similarities with the treatment of alleged communists during McCarthyism?

   b. Who do the cobras stand for in real life?

Group 2  LLS.fr/ATP97  

1  Have a close look at the cartoon. Then listen to the following words and use them to guess what the topic of the video is. Herblock  McCarthyism  dangers  communists  hysteria  the United States

2  Watch the video and find the following information.

   1) Type of document → ........................................  2) Number of speakers → ........................................  3) Topic → ........................................

3  Complete the table with information from the video.

<table>
<thead>
<tr>
<th>Who was Joe McCarthy?</th>
<th>Why was McCarthyism a threat?</th>
</tr>
</thead>
<tbody>
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<td></td>
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</table>

4  a. What aspect of the video does the cartoon illustrate?

   b. What image of the House Un-American Activities Committee is given in the cartoon?

Groups 1 & 2  Let’s recap! Use the elements above to present your documents orally. Explain to what extent art is a powerful weapon to denounce society.

Useful vocabulary: It deals with... It denounces... It is a way to... It uses the metaphor of... to condemn... It exposes... As far as I’m concerned... To my mind...
### Activity 3 Modern Witch Hunts? p. 98-99

#### Group 1
1. Read the text carefully and fill in the following categories.

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</table>

2. Pick out the two colours associated with witch hunts and say what they correspond to.

### Group 2
1. Pick out elements about the mural of Greta Thunberg. What happened to it? Why?

2. What is the opinion of the different people speaking about this event?

   - Journalist
   - 
   - 
   - 
   - 
   - 

### Group 3
1. Pick out the equivalents of the following words from the text.

   1) sans fondement (adj.) → 
   2) sanguinaire (adj.) →
   3) agresseur (n.) → 
   4) échafaud (n.) →

2. a. What category of society is Lindy West talking about? Pick out several words to justify your answer.

   b. Read the last sentence. Does Lindy West mean these words? Whose words are they?

---

**Groups 1, 2 & 3: Let's recap!** How does this artist denounce witch hunts?

Why is it important that artists speak up for victims? Are they legitimate?

**Useful vocabulary:** On the one hand... On the other hand... Through... the artist denounces... As far as I'm concerned, they are / aren't legitimate as...
A. Grammar at Work  Le passif p. 102

1 Observe and deduce!

There are times when something is so frightful you become mesmerised by it and can't look away. I was like that now. I was transfixed. I was numbed. I was magnetised by the sheer horror of this woman's features. But there was more to it than that. There was a look of serpents in those eyes of hers as they flashed around the audience.


a. Observez cette citation et soulignez les verbes à la voix passive.

b. Par quel mot est introduit le complément d'agent ? Pourquoi n'est-il pas toujours noté ?

2 Practice! Traduisez les phrases suivantes.

1) De nombreuses personnes ont été soupçonnées de sorcellerie.

2) Des rumeurs ont été propagées et des innocents furent arrêtés.

3) Pour certains, Greta Thunberg est manipulée.

D. Vocabulary in Progress  p. 103

3 Complétez les mots croisés avec des mots de la mind map p. 95.

Trouvez le mot secret puis rédigez-en une définition.

Down
1) cast a spell on someone (v.)
5) betrayal (n.)

Across
2) the practice of spying (n.)
3) a formal statement given in court (n.)
4) formally accuse (v.)
6) annoy persistently (v.)

Secret word →

E. Phonology in Progress  Le son schwa p. 103

4 Écoutez l'enregistrement et écrivez les mots que vous entendez. Identifiez et notez le son schwa et expliquez pourquoi il est utilisé.
Opening video

Thought Leader presents Jeff Hong: Unhappily Ever After

1. Get ready! Listen to the recording of words from the video. Focus on the pronunciation of the letter a and classify them into the right category.

<table>
<thead>
<tr>
<th>Voyelle courte</th>
<th>Voyelle longue</th>
<th>Diphtongue</th>
<th>Non accentuée</th>
</tr>
</thead>
<tbody>
<tr>
<td>/æ/ : matter,</td>
<td>/a:/ : art,</td>
<td>/εː/ : waste,</td>
<td>/aː/ : about,</td>
</tr>
<tr>
<td>/ɛː/ : many,</td>
<td>/ɛː/ : warm,</td>
<td>/ɛəː/ : awareness,</td>
<td>/t/ : image,</td>
</tr>
<tr>
<td>/oː/ : what,</td>
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2. a. Watch the video. Pick out information about Jeff Hong.

Who he is

His passion for art

His work in animation

b. Name four films he has worked on.

3. a. Pick out key words about the following topics.

Project name

Content

Message

b. Complete what he says at the end of the video. 0:26 - END

It's kind of ____________ to me that it was, like, those ____________ ____________ that were ____________ ____________ was that makes us ____________ about these ____________ at hand. If we see an ____________ of just a ____________ person ____________ the ____________ issues, I don't ____________ we would have the same ____________ .

Let's recap! Present Jeff Hong and his vision of art. Do you agree with him? Do you like his artwork?
Activity 1 Artists and Waste p. 3-4

Groups 1, 2 & 3

1. Get ready! Listen to the words from this word cloud and find an equivalent for each of these French words.
   - déchet
   - emballage
   - couche / strate
   - collé
   - œuvre d’art
   - engagé

2. a. Present this piece of art. What does it represent? What is it made of?
   
   Use words from the word cloud above.

   b. Complete the following prompts.
   1) From a distance, it looks like...
   2) If you look closely, you can notice...
   3) It reminds me of...

3. a. Imagine what the artist’s message could be.

   b. How does the material used to create this piece add an extra meaning?

Groups 1, 2 & 3 Let’s recap! Present your work of art and its intended message. How might people react to this art? Why? What is your personal opinion of it?

Activity 2 Artists and Sustainability p. 5

1. Go to LLS.fr/Singapore. Pick out elements to answer the following questions.
   a. Who are the artists?

   b. What material do they use?
Activity 3 Thoughts From the Artists p. 6

1) défis → 2) durabilité → 3) une préoccupation →
4) un espace fini → 5) l’échelle → 6) démontrer →
7) consommé → 8) vital → 9) échecs →
10) consommation → 11) bercer → 12) immortel →

2) Who said it?
1) “We use a LOT of plastic and this needs to be shown.”
2) “Scientists and artists have a different way of seeing how society operates.”
3) “Art and science should work together to help people understand the importance of ecology.”
4) “There are more and more people in a small space, so we need to think about how this is going to work.”
5) “Our usage and waste is sad, funny, pretty and complex at the same time.”
6) “We think we’ll be here forever, but we won’t.”

Let’s recap! Do you agree that art can be as important as science in helping us to understand the importance of ecology? Can eco-art help change the world?
Activity 4 Exhibition Corner p. 7

1. Look at the picture. Imagine why the artist, Paulo Grangeon, decided to place hundreds of pandas in this space.

b. Then go to LLS.fr/Grangeon to find out what the pandas are made of, what they represent, and why they are touring the world. Take notes to explain to the class.

2. Pick another eco-artist from the selection (or of your choice). Search online to learn more about her or his life and work. Select three works of art created by her or him.

Name: ................................................................. Material used: .................................................................
Type of art: ................................................................. Nationality: .................................................................
Cause she or he fights for: ................................................................. Famous works: .................................................................

b. What makes her or him a conscious artist?

c. How does she or he make the message effective?

Let's recap! Present the artist and her or his work(s). Does it appeal to you? Would you put her or his work in your home? Why? Or why not?
A. Grammar at Work  Les temps du présent

1. Observe and deduce!
   a. Relevez les deux temps dans la première image de ce dessin.

2. À quelle valeur correspond chacun des verbes au présent ?
   - action en cours
   - vérité générale
   - commentaire négatif
   - habitude
   - bilan présent d’une action passée

3. Quel mode supplémentaire est utilisé ici ?

2 Practise! Conjuguez les verbes à un des temps du présent.

1) “Greenback” people (tell) people to be green, but they (not, act) themselves.

2) “Light green” people (attempt) to make the planet greener in their own way.

3) “Dark green” people (already, be) living ecologically for a long time. They (often, try) to make people understand how important ecology (be).

D. Vocabulary in Progress

3. Regardez l’image ci-contre illustrant ce que l’on appelle le greenwashing.
   En utilisant des exemples issus de l'image, définissez le concept de greenwashing a partir des amœbes.

In theory,

Actually,

E. Phonology in Progress  La prononciation du a

4. a. À l’aide de l’enregistrement ainsi que de la leçon de prononciation p. 10 de l’unité, trouvez quelle est la prononciation du a dans les mots suivants.

1) skyscrapers →  2) aircraft →  3) waste →

4) disposal →  5) trash →  6) cars →

b. Écoutez l’enregistrement et prenez en note ces trois mots. Comment se prononce chacun des a ?

1)  2)  3)
Get Ready for the Final Project  p. 90-91, 104-105 et LLS.fr/ATUnitAP12

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 person from group 3... Then, share your findings to fill in a mind map of the unit 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.

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

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

1 Make notes on the pronunciation of difficult words.
2 Pay attention to the pronunciation of a.
3 Give my opinion and illustrate it with personal examples.
4 Use vocabulary seen in the unit.
5 Use interaction expressions.
6 Organize my text by using link words.
7 Proofread my text.
8 Make references to elements I studied in the unit.
9 Practice to make sure I can talk about dates and events.
10 Talk about the most iconic photographs of the female photographers I know.
11 Explain how the term witch-hunt is used nowadays in the media and why.
12 List all the advantages of making art with waste or all-natural materials.
13 Use countable and uncountable nouns along with their correct articles.
14 Use the present tense.
15 Give my opinion on art.
16 List examples of how art is used to raise awareness about or denounce something.
17 Use passive voice sentences.
18 Make references to McCarthyism.
19 Present a cause you would like to fight for.
20 Pay attention to word stress.

3 Go! In your textbook, get started on your final project!
1 Concept Faites le lien entre les unités et l’axe 3 Arts et pouvoir. Relisez la présentation de l’axe en p. 109 et repérez dans les unités 5, 6 et A ce qui s’y rapporte.

2 Language Enrichissez votre vocabulaire. Associez chaque item aux informations lui correspondant grâce à un code couleur de votre choix. Utilisez ensuite ces informations afin de présenter un des items de l’axe.

Vision
- fear-mongering
- self-portrait
- eccentric
- celebrities
- secretive

Scare
- realism
- plastic
- waste
- save
- hunt
- injustice
- aware
- capture

Climate change
- symbolize
- spy
- blacklisted
- rights
- condemn
- media
- nanny
- rise

Eco-art
- invisibility
- anonymous
- committed
- creative
- identify with
- reusable

Denounce
- exhibition
- process
- mirror
- self
- treatment
- fight
- create
- sea

3 Culture Améliorez vos connaissances culturelles. L’art peut être une forme de contestation. Faites des recherches sur trois artistes engagés de l’axe ou de votre choix puis remplissez ce tableau.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Name:</th>
<th>Name:</th>
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</thead>
<tbody>
<tr>
<td>Art and material(s) used:</td>
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</tr>
<tr>
<td>Raises awareness about:</td>
<td></td>
<td></td>
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<tr>
<td>Is rebellious because:</td>
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<td></td>
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<tr>
<td>What makes her / him powerful?</td>
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</table>


Mural by BK Foxx (a female street artist from New York), 2018.
Opening video

Brexit: Divorce (Foil, Arms and Hog)

1. Get ready! Look at this word cloud and listen to the recording. Find the equivalents of the words below.

1) garde d’enfant (n.) → .................................................. 2) cadeau (n.) → .................................................. 3) pion (n.) → ..................................................
4) insoutenable (adj.) → .................................................. 5) limites (n.) → .................................................. 6) seul(e) (exp.) → ..................................................

2. Watch the video.
   a. Pick out key words to fill in the following table.

<table>
<thead>
<tr>
<th>Character (name, role)</th>
<th>Accent / language</th>
<th>What they want</th>
<th>What they don’t want</th>
<th>What they represent</th>
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</thead>
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   b. Pick out places (countries, cities...) mentioned in the video. Explain their connection to the topic.

   c. How would you describe the tone of this video? What is its aim?

   Let's recap! Use what you found to describe the situation and what it represents symbolically. Explain what is implied about the relationships between the four characters in the video.

   The situation in the video:

   The situation in real life:
Activity 1 Politics and Media p. 112-113

Group 1

1 Read the article once and explain in one sentence the main issue highlighted, using words from the word cloud.

2 a. Read again, then decide if these statements are true or false. Justify with the relevant line in the text.

1) The UK will adopt the euro because Theresa May signed the 2020 Treaty of Lisbon. □ True □ False (l.___________)

2) The Treaty that went viral is a fake. □ True □ False (l.___________)

3) This kind of tweet was published more than once during the Brexit campaign. □ True □ False (l.___________)

b. Would you say that “an appalling club” (l.14) is derogatory (insulting)? Why or why not?

3 What is the author's opinion? Justify by quoting the text.

Group 2

1 Read the text. Find a synonym in it for each of these words or phrases.

1) quit a job (v.) → ........................................ 2) stay (v.) → ........................................

3) dominate (v.) → ........................................ 4) basic, local (adj.) → ........................................

2 a. Read again, then decide if these statements are true or false. Justify with the relevant line in the text.

1) David Cameron resigned before the UK decided to leave the EU. □ True □ False (l.___________)

2) The Internet enables people to unite and fight for a cause. □ True □ False (l.___________)

b. Pick out key words about the use of social media, and place them in the following table.

<table>
<thead>
<tr>
<th>Leave Campaign</th>
<th>Remain Campaign</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
3. Why is it particularly ironic that the Internet was used against David Cameron?

---

Group 3

1. Read the text. For each person, pick out elements to present them and use your own words to sum up their opinion.

1) Tom Baldwin → 

2) Will Moy → 

3) Jamie Bartlett →

---

2. Read again, then decide if these statements are true or false. Justify with the relevant line in the text.

1) It is suggested that the use of social media influenced past elections.  
   □ True □ False (l.________________)

2) There are special rules for political advertising online during elections.  
   □ True □ False (l.________________)

3) People don't believe what they see online.  
   □ True □ False (l.________________)

3. Rephrase in your own words what is implied by the journalist:

1) “The most lethal political weapons” (l.6-7): 

2) “Brexit debate could distract the focus of the issue” (l.23-24): 

3) How could this debate endanger the “long-term health of democracy” (l.28-29)?

---

Groups 1, 2 & 3 Let’s recap! Present your document: who wrote it? What is the main theme? What are the different ideas developed? What role did social media play? What are the opinions of the author and his or her objectives?
Activity 3 Post-Brexit Britain p. 116

Group 1

1 Watch the video and say if these statements are true or false.

1) The lady suggests that people should take an IQ test to vote. □ True □ False

2) There is no link with technology. □ True □ False

3) The candidate’s name is Liv. □ True □ False

4) The TV series covers a short period in the U.K. history. □ True □ False

2 Present the situation in the country and its evolution.

3 Select two adjectives in the list below and explain in your own words how they apply here.

funny  emotional  sad  alarmist  realistic  futuristic  dystopian  political  sci-fi

Group 2

1 Find an equivalent in the text for each of the following words or phrases.

1) cuddle to sleep (v.) → .......................................................... 2) causing a lot of damage (exp.) → ..........................................................

3) epidemic (n.) → .......................................................... 4) causing disagreement (adj.) → ..........................................................

2 Present the TV series Years and Years, using information taken from the text.

3 Pick out events presented in the text to fill in the following table.

<table>
<thead>
<tr>
<th>In Years and Years</th>
<th>In other TV series</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

Groups 1 & 2  Let’s recap! Do you feel like watching this TV series? Why? Why not? Does it remind you of any similar TV show you might have seen? What is the link with social media?

Useful vocabulary: it raises the issue of... It doesn’t / does appeal to me because...
Actually, I feel like / don’t feel like watching it, as... We can wonder about the impact of social media on... It reminds me of... It makes me think of...
A. **Grammar at Work** Le conditionnel p. 118

1. Observe and deduce!
   
   a. Repérez la structure de la phrase en remettant les éléments suivants dans l’ordre. *verbe* auxiliaire complément
   
   sujet complément sujet conjonction de la condition
   auxiliaire modal *would* complément

2. Que remarquez-vous sur le temps employé ? Comment l’expliquez-vous ?

---

2. **Practise** Traduisez les phrases suivantes.

1) Si les Européens avaient été sur la même longueur d’onde, le Royaume-Uni ferait toujours partie de l’Union européenne.

2) Si les médias sociaux britanniques n’étaient pas si puissants, les résultats seraient peut-être différents.

3) Si tous les Écossais avaient voté lors du référendum sur l’indépendance de l’Ecosse, ils auraient pu devenir indépendants.

---

D. **Vocabulary in Progress** p. 119

3. Rédigez en anglais les indices des mots de cette grille de mots croisés.

   **Down**
   1) .......................................................... 2) ..........................................................
   3) .......................................................... 4) ..........................................................

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

---

E. **Phonology in Progress** La prononciation du *i*. p. 119

4. Écoutez l’enregistrement et notez ces mots de l’unité qui se finissent en -ion. Entraînez-vous à les répéter.

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

Digital identity management

1. Get ready!
   a. Look at the word cloud and find the word corresponding to each phonetic transcription. Then listen to check.

   1) /ɪndəˈvɪdjuəl/ ........................................ 2) /ˈdɛta/ ...................................................

   3) /ˈhækəz/ ............................................ 4) /ˈkɒmprəmeɪt/ ..................................

   b. With the help of the title and the words above, guess what the video is about.

2. a. Watch the video. Pick out the different forms of ID used in real life.

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

   b. True or false? Tick the correct answer.

   1) The problem is multiplied by our online and offline interactions. □ True □ False

   2) Our data isn’t stored. □ True □ False

   3) People want more data control. □ True □ False

   4) Companies main concern is financial. □ True □ False

   5) The narrator is optimistic at the end. □ True □ False

3. a. What are the solutions to protect digital identity?

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

   b. What is the goal of the video? Circle the right answer(s) and justify.

   inform  denounce  condemn  commemorate  raise awareness  entertain

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

Let’s recap! Explain why our digital identity is at risk on the Internet. What can we do to protect it?
Activity 1 Digitalization and Its Impact p. 3-4

**Group 1**

**1. a.** Pick out the equivalents of the following words from the text.

1) identities (n.) → .................................................. 2) someone who sells data (n.) → .................................................. 3) organize (v.) → .................................................. 4) pass casually (v.) → ..................................................

**b.** Find the equivalents of these French words in the text.

1) données (n.) → .................................................. 2) vie privée (n.) → ..................................................

3) se chevaucher (v.) → .................................................. 4) inoffensif (adj.) → ..................................................

**2. a.** Who is Jen King? Why is she reliable? ..................................................

**b.** True or false? Justify by quoting a line from the text.

1) Our digital data isn't considered as a business.  □ True  □ False (l. ______)  

2) The information available with a phone number can be used to hack online accounts.  □ True  □ False (l. ______)  

3) Social media is the real problem for digital privacy.  □ True  □ False (l. ______)  

**3** Explain in your own words what is meant by “two forms of digital selves” l. 23. ..................................................

**Group 2**

**1.** Pick out the equivalents of the following words in the text.

1) influential (adj.) → .................................................. 2) move, change (n.) → .................................................. 3) at the centre (n.) → ..................................................

4) deletion, removal (n.) → .................................................. 5) worry (n.) → .................................................. 6) organise (v.) → ..................................................

**2.** Fill in the blanks for each book or film.

<table>
<thead>
<tr>
<th>1984</th>
<th>Neuromancer</th>
<th>The Matrix</th>
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<tbody>
<tr>
<td>........................................................................................................................................................................................................................................</td>
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</table>

**3.** Circle the elements you would associate with the phrase “alternative facts”. (l. 10) Explain what you understand from it in your own words. honesty  delusion  sincerity  reality  truths  falsehoods  

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

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

........................................................................................................................................................................................................................................
1 Find the equivalent of these words in the text.

1) announcing (v.) → .......................................................... 2) preserve (n., v.) → ..........................................................
3) characteristic (n.) → .......................................................... 4) small quantity (n.) → ..........................................................
5) keep a written account (v.) → .................................................

2 Use elements from the text to explain what “blockchain” is.

<table>
<thead>
<tr>
<th>How</th>
<th>What</th>
<th>Origin</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>blockchain</td>
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</table>

<table>
<thead>
<tr>
<th>Aim</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>blockchain</td>
</tr>
</tbody>
</table>

1 Pick out the equivalents of the following words from the infographic.

1) publicitaires (n.) → .......................................................... 2) comportements (n.) → ..........................................................
3) cibler (v.) → .......................................................... 4) tarifs (n.) → ..........................................................
5) stocker (v.) → .......................................................... 6) localisation (n.) → ..........................................................

2 Explain in your own words what each operator does with your data.

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</table>

Groups 1, 2, 3 & 4 Let’s recap! Recap your document and what it explains about the limits and uses of sharing your personal data online. Imagine solutions to the issues raised.

Useful vocabulary: Internet users have been targeted by... Their data are likely to be... The notion of absence of privacy had already been... but cyber researchers have now been trying to... by + V-ing.
A. Grammar at Work Le comparatif et le superlatif

1. a. Relevez les superlatifs dans cette citation. Quelles différences observez-vous entre eux ?

b. Reformulez-la en utilisant des comparatifs à la place des superlatifs.


Thomas
- 21 years old
- 58 kilos
- speaks 8 languages
- runs 4.97 mph
- calculates off the top of his head

Maxine
- 18 years old
- 65 kilos
- speaks English and Spanish
- runs 6.21 mph
- uses her calculator for sums

D. Vocabulary in Progress


Across
1) Confirm or give support to (v.)

Down
2) Acting or done in a secret or dishonest way (adj.)
3) Use in the wrong way (v.)
4) Absorb all the attention or interest of (v.)
5) Reveal the hidden truth about someone (v.)

Secret word →

E. Phonology in Progress L’intonation dans les questions

4. Écoutez les questions suivantes, notez-les et classez-les dans la colonne qui convient en fonction de leur intonation.
Opening video

Is the Sharing Economy the Future?

1. Get ready! Match each word with its definition.

- future
- decrease
- participate
- resource
- service
- users
- agree
- non-users
- pool
- save
- own
- item
- share
- authorities
- reduce

1. people who do not (yet) participate in the service
2. diminish
3. the action of helping or doing work for someone
4. possess
5. put together in a kitty
6. time regarded as still to come
7. take part in
8. people who take part in something
9. object
10. say that you share the same opinion
11. diminish
12. government officials and members of parliament
13. have a portion of something with other people
14. economise
15. a stock or supply of something

2. a. Watch the video. True or false?

1) This video is an animated video dealing with the global sharing economy. □ True □ False

2) A minority of people in the UK use the sharing economy. □ True □ False

b. Pick out keywords to complete each category.

<table>
<thead>
<tr>
<th>What can you share?</th>
<th>Why (objectives)?</th>
<th>What for (consequences)?</th>
<th>Who shares?</th>
</tr>
</thead>
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</table>

3. “Get the authorities on your side in the sharing economy”. Explain in your own words what is implied in this sentence.

Let’s recap! What is the sharing economy?
Answer the opening question of the video: is the sharing economy the future?
Activity Connecting Through Sharing? p. 3

Group 1

1 Find the equivalents of the following words in the text.

1) de plus près (adv.) → ........................................... 2) façonner (v.) → ........................................... 3) agir (exp.) → ...........................................

4) à la recherche de (exp.) → ........................................... 5) suivantes (adj.) → ........................................... 6) espoir (n.) → ...........................................

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

1) Norwich will take inspiration from old traditions to reshape the city.

☐ True ☐ False

2) Young people play a great role in the shaping of the city.

☐ True ☐ False

3) Norwich wants to become the city that most relies on the sharing economy in the U.K.

☐ True ☐ False

Group 2

1 Find the equivalents of the following words or definitions in the text.

1) be in charge of (v.) → ........................................... 2) plan (v.) → ...........................................

3) having no end (adj.) → ........................................... 4) idea, guess (n.) → ...........................................

5) event displaying a theme, products, actions (n.) → ........................................... 6) information in response to an inquiry, experiment, etc. (n.) → ...........................................

7) interconnected chain, group, or system (n.) → ........................................... 8) person who or organization which gives you money (n.) → ...........................................

2 Fill in this table with as much information as possible.

<table>
<thead>
<tr>
<th>A Good Week</th>
<th>Global Sharing Day</th>
<th>Volunteer-run organization</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Groups 1 & 2 Let’s recap! Recap the event presented in your text. Explain how it can help people / communities / businesses, and give your opinion about it.

Useful vocabulary: What is at stake here is... It consists in... It aims at V - ing... It provides people / communities / businesses with a means to... I find this idea quite interesting / appealing / unrealistic / weird... What is admirable about this initiative is...
Activity 2 Sharing a Better Planet? p. 4

1 Get ready!
   a. Look at this word cloud. Listen and make sure you can pronounce each word correctly.
   b. Pick out the words corresponding to the following definitions.
   1) a factory where energy is generated (n.) → 2) awareness (n.) →
   3) action of keeping things (n.) → 4) merit (v.) →

2 a. Watch the video [LLS.fr/ATC2]. Present the document (type / source / theme).

b. Pick out keywords for each part of the video.

   Part I
   Part II
   Part III
   Part IV
   Part V

c. Look at the following numbers and say what they refer to.

   1) 20 % →
   2) 2020 →
   3) twentieth →
   4) 2014 →

   d. What is the tone of the document? How does it inspire the viewer to feel?

Let's recap! Sum up, then give your personal opinion: is collaboratively producing and sharing electricity a good idea? Could it be possible?

[LLS.fr/LaboDeLangues]
Activity 3 Startup Corner p. 5

1 Get ready!
   a. Look at the three logos and imagine what each startup does, then associate them with a slogan.

   ![Seedrs logo]  ![Olio logo]  ![JustPark logo]

   “Find parking in seconds.”  “Equity investing made simple for everyone.”  “Share more. Waste less.”

   b. Go online to find out if your hypotheses were right or wrong. (seedrs.com)  (olioex.com)  (justpark.com)

2 Find information online about one of these British startups or another one of your choice. Pick out information to describe what the company does and how it works.

   - **About the startup (creation date, location)**
   - **What it does**
   - **How it works**
   - **Potential clients**

3 What is special about this startup or this product?

4 Let’s recap! Present your startup. Do you recommend it? Why or why not?
   **Useful vocabulary:** This startup is... It was created by... in... Its goal is to... by... I would / would not recommend it because... I think it is a great initiative as it... I think it would work better if... I believe that it’s a great way to reduce / save...
A. Grammar at Work Les subordonnées conditionnelles

1. Observe and deduce!

- a. Observez ce cartoon. Dans la deuxième bulle, prenez une phrase et expliquez l'événement principal. Lequel est la condition nécessaire ?

- b. Reformulez deux phrases en utilisant d'autres expressions de la condition et en vous inspirant des suggestions de l'exercice suivant. Ex: As long as there are no people on earth, there is no point in having a car.

---

2. Practise! Reformulez ces phrases de plusieurs façons possibles en utilisant les expressions suivantes.

- whether
- unless
- provided that
- as long as
- without

- a. If you take part in the collaborative economy, you will save money.

- b. They should sell some of their clothes, provided that they don’t overprice them.

- c. As long as people want to share their things, there will be a collaborative economy.

---

D. Vocabulary in Progress

3. Trouvez au moins huit des douze mots en lien avec l’unité dans cette grille de mots mélangés.

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

---

E. Phonology in Progress La prononciation du o

4. Associez les mots du nuage de mots à chaque prononciation du son o.

- 1) /o/ offer .................................................. 2) /ou/ host ..................................................
- 3) /u/ woman .................................................. 4) /ur/ food ..................................................
- 5) /ʌ/ some .................................................. 6) /æ/ words ..................................................
- 7) /ɔ/ cord .................................................. 8) /ə/ tonight ..................................................
Get Ready for the Final Project  p. 120-121,  [LLS.fr/ATUnitBP10] (et [LLS.fr/ATUnitCP10])

1. Ready... Go through what you have seen so far.  [Group work]

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>
<th>Group 2</th>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Group 3</th>
<th>Methods</th>
<th>Group 4</th>
<th>Cultural knowledge</th>
</tr>
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</tbody>
</table>

Step 2: Make new groups with one person from group 1, one person from group 2, one person from group 3... Then, share your findings to fill in a mind map of the unit 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.

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

<table>
<thead>
<tr>
<th></th>
<th>I must...</th>
<th>I may...</th>
<th>I shouldn’t...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Make notes on the pronunciation of difficult words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Pay attention to the pronunciation of o.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Give my opinion and illustrate it with personal examples.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Use vocabulary seen in the unit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Use interaction expressions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Organise my text by using link words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Proofread my text.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Make references to elements I studied in the unit.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Practice to make sure I can talk about dates and events.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Justify your arguments and decisions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Express conditions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Correctly stress words finishing in -ion.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Know the chronology and important facts about Brexit.</td>
<td></td>
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<tr>
<td>14.</td>
<td>Imagine a digital function that hasn’t been invented yet.</td>
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<tr>
<td>15.</td>
<td>Imagine a collaborative future.</td>
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<tr>
<td>16.</td>
<td>Use conditional sentences and comparative forms.</td>
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<td></td>
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<tr>
<td>17.</td>
<td>Give my opinion on a local problem and offer a solution to solve it.</td>
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<tr>
<td>18.</td>
<td>Give advice about digital identity protection.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19.</td>
<td>Pay attention to intonation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20.</td>
<td>Use comparatives and superlatives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21.</td>
<td>Summarise the different ways which social media use for collecting personal data.</td>
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<td></td>
</tr>
</tbody>
</table>

3. Go! In your textbook, get started on your final project!
1. **Concept** Faites le lien entre les unités et l’axe 4 : Citoyenneté et mondes virtuels. Retirez la présentation de l’axe en p. 125 et repérez dans les unités 7, B et C ce qui s’y rapporte.


   How, in each of the studied geographical areas, is the relationship between ________________ and ________________ organised, and how has this relationship been modified by the development of ________________ tools? In a digital and ________________ world which has deeply changed the nature of ________________, how can this relationship evolve? The new ________________ seems to represent a form of progress regarding ________________, ________________ and our ________________ ...


<table>
<thead>
<tr>
<th>U.K.</th>
<th>U.S.A.</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

4. **BAC** Entraînez-vous pour le Bac. Faites le lien entre l’axe et cette image. Prenez 30 secondes pour noter des mots clés.
Opening video

The Birth of the Lightsaber

1 Get ready! Listen to the words in the word cloud. Underline the words you think you might hear in the document.

2 a. Watch the video and circle the words you actually hear.
   b. Pick out elements to fill in the following categories.

<table>
<thead>
<tr>
<th>The Jedi</th>
<th>The lightsaber</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<tr>
<td>c. What was the inspiration behind the Jedi and the lightsaber?</td>
<td></td>
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<tr>
<td></td>
<td></td>
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<tr>
<td>Let's recap! Present the concept of the Jedi and the lightsaber orally, then compare them with the medieval tradition (what is the same? different?).</td>
<td></td>
</tr>
</tbody>
</table>

Activity 1 Arthurian Legend p. 128

1 Get ready!

a. Look at the paratext. Guess why we talk about “Arthurian” legend. Explain how the adjective was built.

b. Why are there two dates (1842 and 1136) in the source?

c. Find the equivalent for the following words in the text.

1) dried (adj.) → .........................................................

2) hurry (v.) → .........................................................

3) raise upward (v.) → ..................................................

4) shocked (v., adj.) → ...............................................

5) an injury (n.) → .....................................................

6) a loud beastly sound (n.) → ....................................
2 a. Read the text. Pick out adjectives that are associated with each character of the story.

Arthur

The Giant

Other people

b. What effect do these adjectives create? Associate each character with a noun to describe their role.

c. Who do we identify with? Why?

3 a. How many parts are there to this story?

b. Give each of them a title.

Let’s recap! Recap the story. Explain the characters’ actions, remarks and behaviour. Give your personal reaction.

Challenge! Create a storyboard! You can draw, use an app or go to a website like StoryBoardThat.com.

Activity 2 A Medieval Tone p. 129

Groups 1 & 2

1 Get ready!

a. Look at the words in the word cloud. Circle the ones you expect to hear in the video.

b. Which words best describe the scene shown in the picture? Choose two and justify.

Group 1 LLS.fr/ATP129

2 Read the text. True or false? Justify with a line from the text.

1) Medievalism never has a political message. □ True □ False (l. _______________

2) Authors use medievalism to express a desire to return to the past. □ True □ False (l. _______________

3) The only way to save people is through the Jedi code. □ True □ False (l. _______________
3 a. Watch the video. Identify the key elements (who, when, where, what).

b. Which elements show that a war is about to break out (actions, setting, music, voices)?

c. What is the prophecy about?

d. Focus on the main characters (the kids). How are they portrayed (outfits, attitude, feelings, etc.)? Do they appear to believe in the prophecy? Explain.

---

---

Group 2

2 Read the text. True or false? Justify with a line from the text.

1) The past is synonymous with mythical peace for many authors. □ True □ False (l._______________)

2) Authors used places to symbolise elements like redemption. □ True □ False (l._______________)

3) Evil must be opposed by courageous knights. □ True □ False (l._______________)

3 a. Watch the video. Select two adjectives that best describe the atmosphere and justify.

    tense    lighthearted    sad    gloomy    threatening    hopeful    peaceful    mysterious    pessimistic

b. Pick out sentences in the trailer that show we are on the edge of war. What is the effect on the viewer?

c. Focus on the characters. Who are the heroes? What elements (clothes, accessories, actions, words they say) make them appear heroic?

---

Groups 1 & 2 Let’s recap! Recap your documents. How come most medieval fantasy heroes are war heroes? Why does war appear to be the only solution when it comes to defeating evil?
A. **Grammar at Work** Les subordonnées de cause et de but p. 132

1. Observe and deduce!

   a. Soulignez les conjonctions de cause et de but dans les citations suivantes.

   “Many that live deserve death. And some that die deserve life. Can you give it to them? Then do not be eager to deal out death in judgement. For even the very wise cannot see all ends.” — Gandalf

   “I have waited on faltering feet long enough. Since they falter no longer, it seems, may I not now spend my life as I will?” — Eowyn


2. **Practise!** Classez les conjonctions dans le tableau ci-dessous.

   | as | so | so that | because | in order that | since | so as | for | in order to |

<table>
<thead>
<tr>
<th>Conjonctions de cause</th>
<th>Conjonctions de but</th>
</tr>
</thead>
<tbody>
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<td></td>
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</tbody>
</table>

D. **Vocabulary in Progress** p. 133

3. Rédigez les définitions pour chacun des mots de ce mots croisés.

   1) __________
   2) __________
   3) __________
   4) __________
   5) __________
   6) __________

   1) GAUNTLET
   2) GAUNTLET
   3) SQUIRE
   4) STRUGGLE
   5) IN
   6) LONGBOW

E. **Phonology in Progress** Les phonèmes voyelles p. 133

4. Dans la liste, écoutez et identifiez le(s) mot(s) avec le même son que le premier mot.

   1) run /ʌ/  □ support □ shot □ cut □ blood
   2) head /e/  □ breach □ near □ end □ many
   3) beat /i:/  □ bit □ break □ beef □ bear
   4) axe /æ/  □ bad □ appear □ ability □ bath
   5) bruise /u:/  □ though □ bully □ few □ through
Opening video

**The Hollow Crown**

1. **Get ready!** Match each of these words from the video with the corresponding definition.

   - bosom of the Earth (exp.)
   - deposited (adj.)
   - sorrow (n.)
   - slain (v.)
   - graves (n.)

   - sadness
   - killed
   - centre of the planet
   - forced to renounce the throne
   - tombs

2. **Watch the video once without sound.** Note down information about the following topics.

<table>
<thead>
<tr>
<th>Type of video</th>
<th>Characters</th>
<th>Plot / Storyline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Place and time</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. **Watch the video again.**

   **a.** Select three words among the following and explain how they are related to the trailer.
   - rivalry
   - war
   - kingdom
   - betrayal
   - inheritance
   - monarchy
   - crime
   - rebellion
   - honour
   - family

   **b.** What is the objective of this video? Is it effective?

**Let’s recap!** Use all the information you have gathered from the video in order to introduce the TV series *The Hollow Crown*. Be as specific as possible.
Activity 1 Game of Shadows p. 140

Group 1 LLS.fr/ATP140

1 Get ready! Look at and listen to this word cloud. Then, match each phonetic transcription with the correct word from the word cloud. Listen again to check.

1) /ˈswɪə/ ................................................................. 2) /ˈblɛɪm/ .................................................................
3) /ˈfraɪ/ ................................................................. 4) /ˈblʌd/ .................................................................
5) /ˈvɑːtələns/ .............................................................. 6) /ˈdeaɪ/ .................................................................

violation power swear blood masculine desire courage fear hesitate persuade traits murder attitude scared dare blame

2 Present the main theme of the video using at least four words from the following list.

comparison violence shame ignorance characters parallels compare themes deal with

3 Read and listen to Lady Macbeth’s speech. Then fill in this table.

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Act, scene</th>
<th>Character(s)</th>
</tr>
</thead>
</table>

Group 2 LLS.fr/ATP140

1 Watch the video, then fill in this table with as many details as possible.

<table>
<thead>
<tr>
<th>Richard III</th>
<th>Ramsay</th>
<th>Character(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>His deformity is...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He murders...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He is... (find three adjectives)</td>
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</tr>
</tbody>
</table>

2 Why does Richard III want to avenge himself? Against whom or what?

3 a. Divide the speech into three or four parts and give each one a title.

1) (l. ___________ ) ................................................................. 2) (l. ___________ ) .................................................................
3) (l. ___________ ) ................................................................. 4) (l. ___________ ) .................................................................

b. What is the purpose of this speech?
1. Look at this word cloud. Circle two words that you think best describe Jon Snow. Justify your choice.

2. True or false? Justify with a keyword.
   1) Hamlet’s and Jon Snow’s fathers were both killed. □ True □ False
   2) Jon Snow does not die. □ True □ False
   3) The famous line “To be or not to be” was first spoken by Jon Snow. □ True □ False
   4) Both characters live in an orderly world and know themselves well. □ True □ False

3. Pay attention to Hamlet’s speech. What is the one thing that obsesses him? Why?

Groups 1, 2 & 3 Let’s recap! What have you learnt about your character and the parallels between Shakespeare and Game of Thrones?

Activity 2 “Blood Will Have Blood” p. 141

1. Read the article. Find the words or expressions corresponding to the following definitions.
   1) long and large blade (n.) → .........................................................
   2) kill by fire in public (exp.) → .........................................................
   3) basic (adj.) → .........................................................
   4) continue (v.) → .........................................................

2. True or false? Justify with the relevant line from the text.
   1) The Bard is a nickname for Shakespeare. □ True □ False (l. ..........................)
   2) Shakespeare was never criticised for writing violent deaths. □ True □ False (l. ..........................)
   3) The author of the article finds some of the deaths by Shakespeare superb. □ True □ False (l. ..........................)
   4) Cleopatra dies of thirst. □ True □ False (l. ..........................

3. Does the author believe that Game of Thrones is the most gory piece of work ever made? Rephrase her opinion.
1. Find the English equivalent of these French words and expressions in the chart.

1) chagrin → ........................................ 2) enterrés vivants → ........................................ 3) étouffés avec un oreiller → ........................................
4) décapités → ........................................ 5) tomber raide mort → ........................................ 6) honte / mortification → ........................................
7) poignardés → ........................................ 8) morsure de serpent → ........................................ 9) changés en tourte → ........................................
10) pendaison → ........................................ 11) mort de faim → ........................................ 12) privation de sommeil → ........................................

2. Select from the chart two causes of death corresponding to these characteristics. Be ready to justify your choices.

1) Caused by a weapon: ........................................ 2) Caused by animals: ........................................
3) Caused by emotions: ........................................ 4) Could look natural: ........................................
5) Unusual: ........................................

3. What are the four most common causes of death in Shakespeare’s plays? Remembering that his plays were staged, why do you think these are the most common? ........................................

Groups 1 & 2 Let’s recap! Recap orally what you have found and account for the multiple causes of death in Shakespeare’s plays.

Useful vocabulary: In Shakespeare’s plays, many people die of / from... Compared to Game of Thrones, Shakespeare’s plays are... I think the most... is...

Activity 3 A Game of Queens p. 142-143

1. Watch the video, focusing more on what you see than on what you hear. Describe:

<table>
<thead>
<tr>
<th>Lady Macbeth’s body language and attitude towards her husband</th>
<th>Macbeth’s reactions, gestures and eyes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

2. Watch the video again and fill in the gaps in Lady Macbeth’s speech. Use the information from the table above for help.

What 1) ____________ was there that made you break this enterprise to me? And when you 2) ____________ do it, then you were a 3) ____________. I have given suck and I know how tender it is to 4) ____________ the babe that milks me. I would, while it was smiling in my face, have plucked my nipples from his boneless gums, had I 5) ____________ as you have done to this. [...] We 6) ____________? But screw your 7) ____________ to the sticking place, and we’ll not 8) ____________.
1 Present your document. (Who? What? Where? When?)

2 Match each sentence below with its equivalent from the text.
1) Be doomed you who felt like killing my husband.
2) Go away now!
3) You hateful, ugly monster!
4) Earth, I command you to swallow him, please.

3 Pick out all the references to murder in Queen Anne's speech and guess how her husband was killed.

4 What is the mood of her speech? Pick out two adjectives and justify. vengeful  determined  grieving  disgusted  heart-broken

Group 3

Find an equivalent in the text for each of the following words.
1) berceau (n.) → 2) jument (n.) →
3) s’interroger (v.) → 4) trahie (adj.) →
5) être important (v.) → 6) souillée (adj.) →

2 True or false? Justify with the corresponding line of the text.
1) Robert killed a baby girl. ☐ True  ☐ False  (l. ________________ )
2) She had to stay away from her own country. ☐ True  ☐ False  (l. ________________ )
3) Daenerys has been humiliated many times. ☐ True  ☐ False  (l. ________________ )
4) She is a believer / religious. ☐ True  ☐ False  (l. ________________ )

3 Pick out two words from the toolbox on p. 143 to describe Daenerys and justify by quoting the text.

Groups 1, 2 & 3  Let's recap! Present your queen. Then choose two questions to ask the other groups in order to find out more about their queens.

1) What is her speech about?  2) What are her reasons for speaking out?
3) How powerful is she?  4) How would you react if she was talking to you?
A. Grammar at Work Les propositions subordonnées relatives p. 146

1. Observe and deduce!
   a. Entourez les pronoms relatifs dans la bande-dessinée ci-dessous.
   
   ![Image of a comic strip with a character saying, "I appreciate your support.
   
   Grand Avenue, Mike Thompson, 2000.
   
   b. Complétez la règle suivante d'utilisation des pronoms relatifs.
   Une proposition subordonnée relative est introduite par un pronom relatif. Lorsque l'antécédent de ce pronom est un humain on utilise .......................... Pour le reste, on utilise .........................., .......................... ou .......................... Un pronom relatif peut occuper les fonctions grammaticales de .......................... ou d' .......................... dans la relative.

2. Practise! Complétez le texte suivant avec les pronoms relatifs adéquats.
   Macbeth, 1) .......................... was written in 1606, deals with the rise and fall of Macbeth, an honest but ambitious soldier 2) .......................... became a murderer. It all began with three witches 3) .......................... are called the Weird Sisters. They voiced a prophecy according to 4) .......................... Macbeth would be King of Scotland. Macbeth, 5) .......................... wife Lady Macbeth is even more ambitious than him, was very intrigued. Lady Macbeth later urged him to commit the murders 6) .......................... would haunt him throughout the play.

D. Vocabulary in Progress p. 147

3. Trouvez des synonymes de ces mots dans la mind map p. 139.
   1) bad → .......................... 2) opponents → .......................... 3) courageous → ..........................
   
   4) kill → .......................... 5) warlike → .......................... 6) deceitful, hypocritical → ..........................
   
   7) govern → .......................... 8) bloodbath → .......................... 9) honest → ..........................

E. Phonology in Progress La prononciation de -ed p. 147

4. Écoutez puis notez la prononciation du -ed des mots en gras. /t/ /d/ /d/ /d/ /d/ /d/

   Ophelia was Hamlet’s beloved .......................... She drowned .......................... herself in a brook and thus escaped .......................... Hamlet’s vengeful madness. He failed .......................... to save her from death as he busied .......................... himself to avenge his deceased .......................... father. Ophelia started .......................... to lose hope as soon as she noticed .......................... Hamlet couldn’t be stopped .......................... From then on, she no longer cared .......................... The Hamlet who composed .......................... poems no longer .......................... existed .......................... He only plotted .......................... and killed .........................., manipulated .......................... and ruminated ..........................
   “To be or not to be?” he asked .......................... What for indeed, when all living things are doomed .......................... to die?
Get Ready for the Final Project p. 134-135 et 148-149

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

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 in 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 person from group 3... Then, share your findings to fill in a mind map of the unit 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.

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

I must...

1 Make notes on the pronunciation of difficult words.
2 Pay attention to the pronunciation of vowels.
5 Use interaction expressions.
6 Organise my text by using link words.
   Précis de communication p. 258
9 Practice to make sure I can talk about dates and events.
10 Write a story taking place in one of the works of fiction mentioned in the units.
13 Use relative clauses.
14 Use subordinate clauses of cause and aim.

I may...

3 Give my opinion and illustrate it with personal examples.
7 Proofread my text.
11 Talk about the screen adaptations that I liked and why.
15 List the similarities and differences between Shakespeare’s plays and Game of Thrones.
16 Compare two works of medieval fiction.
17 Research Shakespeare’s inspirations in real events.

I shouldn’t...

4 Use vocabulary seen in the unit.
8 Make references to elements I studied in the unit.
12 Copy an existing work of medieval fiction and include a cliffhanger.
18 Invent a unique world.
19 Use an unusual type of hero/heroin.
20 Make references to British medieval history.

Go! In your textbook, get started on your final project!
Get Ready for the Bac!

**1 Concept** Faites le lien entre les unités et l’axe 5 Fictions et réalités. Relisez la présentation de l’axe en p. 153 et repérez dans les unités 8 et 9 ce qui s’y rapporte.

**2 Langage** Enrichissez votre vocabulaire. Créez un jeu vidéo.
Les créateurs d’un nouveau jeu vidéo font appel à vous. Le jeu sera à propos d’un personnage shakespeareien vivant dans un univers de médiéval fantastique. Suivez les étapes ci-dessous afin d’établir votre premier scénario de jeu.


4) Faites un compte rendu écrit de votre travail aux créateurs du jeu.

**3 Culture** Améliorez vos connaissances culturelles. Héros fictifs vs héros réels.


Uncle Sam  Stephen Hawking  Henry VIII  William Wallace  Pocahontas  William Shakespeare  Alan Turing  Mae Jemison  James Bond  Sherlock Holmes  Mark Watney

b. Quelles qualités lui sont attribuées ? Correspond-il / elle à votre idée d’un héros ? Pourquoi / pourquoi pas ?

c. Ce héros est-il réel ou fictif ? Cela change-t-il votre perception à son égard ? Quel impact cela peut avoir sur son histoire ou son mythe ?

**4 Bac** Entraînez-vous pour le bac. Faites le lien entre l’axe de l’unité et cette image. Prenez 30 secondes pour noter des mots clés.
Unit 10
Breaking the Code

Opening video

The Enigma Machine Explained

1. Get ready!
   a. With the help of the phonetic transcription or by listening to the recording, find the following words in English.
   1) /krɪpˈtɒɡrəfɪ/  2) /ˈtɛlɡrɑːf/  3) /mæθəˈmætɪks/
   4) /ˈsætəns/  5) /ˈmæsɪdʒɪz/  6) /ˈprɪvəsɪ/  7) /ɪnˈkripʃən/  8) /ɪntəˈseptəd/  9) /ˈwɔːʃ/

   b. With the help of the words above and the picture on p. 154, imagine what the video is about.

2. a. Watch the video. Write down everything you understand in the video about the context.

<table>
<thead>
<tr>
<th>Historical context</th>
<th>Countries or nationalities</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

   b. Pick out elements in the video to fill in these categories.

<table>
<thead>
<tr>
<th>Cryptography</th>
<th>The machine</th>
<th>Importance of encryption</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Let's recap! Present the role played by cryptography during the war.

Useful vocabulary: This document is a... It explains how... Cryptography was... It enabled to...
Activity 1 A Visionary Leader p. 156

1 Get ready! Pick out an equivalent from the text for each of the following words.

1) services secrets (exp.) → ................................................. 2) champs de bataille (n.) → .................................................
3) pénuries (n.) → ................................................................. 4) exhorter (v.) → .................................................................
5) financement (n.) → ................................................................. 6) long (adj.) → .................................................................
7) concevoir (v.) → ................................................................. 8) accélérer (v.) → .................................................................

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

3 a. What do these dates correspond to?

<table>
<thead>
<tr>
<th>1941</th>
<th>10th May 1940</th>
<th>6th September 1941</th>
<th>21st October 1941</th>
</tr>
</thead>
<tbody>
<tr>
<td>........................................</td>
<td></td>
<td></td>
<td></td>
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<td>........................................</td>
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<td></td>
</tr>
</tbody>
</table>

b. Who are these people?

Churchill → ................................................. John Martin → .................................................
Gordon Welchman / Stuart Milner-Barry / Alan Turing / Hugh O’D. Alexander → .................................................

c. True or false? Justify with a line from the text.

1) Secret intelligence did not have a prominent role during World War II.
   ☐ True ☐ False (l. .........................)

2) Enigma was widely used by Germans during the war.
   ☐ True ☐ False (l. .........................)

3) The activities at Bletchley Park were top secret.
   ☐ True ☐ False (l. .........................)

4) Turing did not believe his discovery could help win the war.
   ☐ True ☐ False (l. .........................)

4 What is the objective of this document? denounce inform criticise entertain .................................................

Let’s recap! What was the role of cryptographers during the war? Why can Churchill be called a visionary leader?

Useful vocabulary: Cryptographers had a leading role... Churchill can be called a visionary leader insofar as...
Activity 2 Hidden Figures p. 157

Group 1

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

1) approfondi (adj.) → 2) câblage (n.) →

3) révolutionnaire (adj.) → 4) extrêmement (adv.) →

2 a. How did Turing die? Why?

b. Why were many cryptanalysts not credited for their role during World War II?

3 What is the goal of the article? Justify. inform | denounce | entertain | raise awareness | commemorate

Group 2

1 Get ready! Listen to the following words and use them to guess what the video is about. Bletchley Park

break Enigma code | colleague | Alan Turing

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

<table>
<thead>
<tr>
<th>Joan Clarke’s action in the war</th>
<th>Her relationship to Alan Turing</th>
<th>Women’s emancipation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. What did Keira Knightley have to do to play her role accurately?

3 a. What is the goal of the document?  

☐ inform  ☐ denounce  ☐ condemn  ☐ commemorate  ☐ raise awareness

b. What is Keira Knightley’s opinion on Joan Clarke?

Groups 1 & 2 Let’s recap! Present the heroine / hero of your document and her / his action during the war. Explain why they were not credited for their role during World War II.

Useful vocabulary: On the one hand, women were not... On the other hand, some cryptanalysts were in danger as... It was a question / matter of..
Language in Progress p. 160-161

A. Grammar at Work Les articles p. 160

1. Observe and deduce!
   a. Entourez les noms du cartoon et soulignez les articles qui les définissent.
   b. Complétez le tableau suivant. a an the
      - indénombrable
      - dénombrable singulier
      - dénombrable pluriel

<table>
<thead>
<tr>
<th>Article</th>
<th>Nom</th>
<th>Type de nom</th>
<th>Défini / indéfini</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

2. Practise! Traduisez les phrases suivantes en faisant attention aux articles.
   1) Alan Turing était un homme exceptionnel avec un esprit brillant.
   2) Joan Clarke n’était pas la seule femme à travailler à Bletchley Park.
   3) Le projet de code Navajo commença dans les années 1940.

D. Vocabulary in Progress p. 161

3. Complétez les mots croisés puis trouvez le mot secret et écrivez sa définition.

   Down
   1) convert a text written in code back into normal language
   2) a person employed to secretly obtain information

   Across
   3) unintelligible speech or writing
   4) one of the most simple and widely known encryption system
   5) highly confidential

   Secret word ➔

E. Phonology in Progress La prononciation du -s final p. 161

4. Écoutez ces mots et placez-les dans la colonne correspondant à la prononciation du -s final.

<table>
<thead>
<tr>
<th></th>
<th>/s/</th>
<th>/z/</th>
<th>/iz/</th>
</tr>
</thead>
<tbody>
<tr>
<td>Americans</td>
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<tr>
<td>officers</td>
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<td>techniques</td>
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<td>spies</td>
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<td>Allies</td>
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</tbody>
</table>
Opening video

**Hawaii 2040: The Changing Climate**

1. Get ready! Listen to the words of the word cloud. Use them with the title of the video to guess what the video could be about.

2. **a. Watch the video and fill in the following table.**

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>part 1</td>
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<td></td>
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<tr>
<td>part 2</td>
<td></td>
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</tr>
</tbody>
</table>

**b. Pick out the following information.**

1. 2040 → when and when

2. Questions this raises: ?

3. What people from *Civil Beat* plan to do:

**3. What are the communication strategies in the document?**

1. Source: □ official □ unofficial □ personal □ scientific □ social network

2. Tone of the speakers: □ light □ concerned □ excited □ ironic □ bossy

3. Aim of the video: □ to denounce politicians □ to present a project □ to promote new ideas

4. Target audience: □ the readers of a news website □ politicians □ teenagers □ YouTubers

**Let’s recap!** Present the “Hawaii 2040: The Changing Climate” project. If necessary, use the Internet to find out what *Civil Beat* is.

**Useful vocabulary:** It is a one-year-long project carried out by... It aims at...

According to... 2040 could actually be... It ends on a positive note, as...
Activity 1 Local Initiatives... p. 168

Group 1

Find the words in the text corresponding to the following definitions.

1) make sure (v.) → ................................................................. 2) suffer the main part of (v.) → .................................................................
3) a heavy load that you carry (n.) → ................................................................. 4) size, dimension (n.) → .................................................................
5) put into effect / carry out something that has been planned (v.) → .................................................................

Spot and correct the mistakes in the following sentences.

1) L.A.'s “Green New Deal” is the city's first ever sustainability plan. .................................................................
2) The plan focuses on ambitious environmental goals only. .................................................................
3) Garcetti's “Green New Deal” remains unfair: it leaves out people who cannot afford sustainable housing and clean transportation. .................................................................
4) The plan is going to exacerbate social inequalities. .................................................................

Group 2

Pick out the numbers in the video and find what they correspond to.

2

a. Who are the key political figures associated with the Green New Deal in the video? Why? Use different colors to match them with their political party and role.

Franklin Delano Roosevelt • • • Green • • • a moderate member of Congress
Alexandria Ocasio-Cortez • • • Democrat • • • the President who invented the New Deal
John Lewis • • • Republican • • • a progressive US representative

b. What are the two main (and simultaneous) objectives of the Green New Deal? Add details if you can, like how to achieve these goals for example.


c. Who criticizes the Green New Deal? What are the main arguments used against it?

Groups 1 & 2 Let's recap! Present what you have learnt about L.A.'s “Green New Deal”.

Useful vocabulary: The journalist might be slightly biased insofar as...
A bold initiative... It is lacking full support because... On the grounds that...
Activity 2 ...Spreading Nationwide p. 169

1. Get ready! Label the elements using the phonetic transcriptions.
   Then listen to check.
   Tip: Did you know that words beginning with “helio-” come from a Greek word meaning sun and those beginning with “hydro-” involve water?
   /əˈhelioʊˈhelioʊ.ˈhiːdriəl ˈhelioʊ/ →
   /ˈhelioʊ.ˈhelioʊ ˈhelioʊ.ˈhiːdriəl ˈhelioʊ/ →
   /ˈhelioʊ.ˈhelioʊ ˈhelioʊ.ˈhiːdriəl ˈhelioʊ/ →
   /ˈhelioʊ.ˈhelioʊ ˈhelioʊ.ˈhiːdriəl ˈhelioʊ/ →
   /ˈhelioʊ.ˈhelioʊ ˈhelioʊ.ˈhiːdriəl ˈhelioʊ/ →

2. a. Watch the video [LLS.fr/ATP169]. Pick out elements from the video to fill in this form.

   1) Film director: 
   2) Genre: 
   3) Setting: 
   4) Scenario: ☐ road trip ☐ conference ☐ personal story
   5) Topic: ☐ the development of renewable energies in the U.S.
   ☐ the actions carried out by environmental activists in Northern America
   ☐ the role of companies in switching from fossil fuels to renewables

   b. True or false? Justify with keywords from the video.

   1) The filmmaker and narrator thinks his country has started moving towards 100% renewable energy. ☐ True ☐ False

   2) He chose to turn the spotlight on the role of politicians rather than scientific innovations. ☐ True ☐ False

   3) Internet tech companies employ more people than the solar industry. ☐ True ☐ False

   4) Some big companies are already 100% powered by clean energy. ☐ True ☐ False

   5) The tone of the film is very optimistic as it suggests everyone is moving in the same direction. ☐ True ☐ False

   6) The aim of the film is to show that more and more Americans are working on producing and using cleaner sources of energy and that everyone can and should work at it. ☐ True ☐ False

Let’s recap! Present the trailer. What image of the U.S. does it give?

Useful vocabulary: Although..., there still are some obstacles such as...
The overall message is full of hope... A complete change is... It can seem unexpected...
It is somewhat surprising... It sharply contrasts with...
Activity 3 Pioneer States? p. 170-171

**Group 1**

1. a. Find an equivalent for each of the following words in the document.
   1) une (mesure) politique (n.) → ..............................................
   2) une loi (n.) → .................................................................
   3) voter (une loi) (v.) → ...........................................................
   4) un scrutin, vote (n.) → .......................................................  

   b. Pick out other words linked to political action. Why does the text contain so many words from this lexical field?

2. What actions have been taken by the State of California to fight climate change?

**Group 2**

1. What does this acronym correspond to? Use the internet if necessary.
   GDP →

2. Watch the Culture note video. Give two examples of “green” policies and comment on their impact on the economy and the environment.

**Group 3**

1. a. What type of magazine is it? Tick the correct answers.

   - local
   - national
   - international
   - weekly
   - monthly
   - trade & professional
   - travel
   - business & finance
   - news & politics

   b. What is depicted? What is the link with climate change?

2. Does the artist present Hawaiians as fighting climate change actively in this document? Why (or why not)?

**Groups 1, 2 & 3** Let’s recap! Present your document and the actions it describes. How can people act as citizens to fight climate change?
A. Grammar at Work  Les verbes à particules p. 174

1 Observe and deduce! Lisez la citation suivante. Repérez les verbes à particules et utilisez le contexte pour en proposer une traduction.

“We are like tenant farmers chopping down the fence around our house for fuel when we should be using Nature’s inexhaustible sources of energy—sun, wind and tide. I’d put my money on the sun and solar energy. What a source of power! I hope we don’t have to wait until oil and coal run out before we tackle that.”

Thomas Edison, 1931.

1) ...................................................... → .................................................................
2) ...................................................... → .................................................................
3) ...................................................... → .................................................................

2 Practice! Look est l’un des verbes qui peut être associé à un grand nombre de particules différentes. Complétez ces phrases avec l’une d’entre elles en utilisant les définitions entre parenthèses.

1) I am looking ......................... trying his brand new electric bike! (= await with excitement)
2) If politicians don’t, who will look ......................... the planet? (= take care of)
3) Scientists are looking ......................... new solutions. (= try to find)
4) Look ........................., it’s boiling hot! (= be careful)
5) It looks ......................... a new heatwave is starting. (= resemble / appear likely to happen)

D. Vocabulary in Progress  p. 175

3 Complétez ce texte à l’aide des mots suivants. bring down  carpooling  cost-efficient  cutting-edge  inspiring  level  local  crucial  lying  procrastinating

“Let’s face it, the environmental challenge .................................................. ahead of us is the biggest we have ever known. We must stop ..................................................; it is .................................................. to rethink our ways of life right now. Everybody, at his or her own .................................................. can, and must, do something so that we manage to .................................................. our emissions. We don’t need .................................................. technology to make a difference. We can start with little things: using .................................................. devices, .................................................. or biking when we can, buying .................................................. and seasonal foods, etc. And there are many .................................................. initiatives all over the world.”

E. Phonology in Progress  Les consonnes muettes p. 175

4 a. Soulignez les 13 consonnes muettes dans les phrases suivantes.
1) Foreign people are often unaware that Hawaii is actually a group of islands.
2) I doubt it, but could I get a receipt for this pack of almonds, please?
3) Listen up! He designed a new sign last Wednesday, and you know what? It’s glistening!

b. Écoutez l’enregistrement pour vérifier vos réponses puis prononcez chaque phrase à voix haute.
Opening video

Asteroid Mining p. 1

1. Get ready! Listen to the words in the word cloud and make sure you can pronounce them correctly.

2. Listen to the video. Complete these categories with keywords from the video.

   Origins
   Location
   Resources Used

   Types of asteroids:
   __________
   __________
   __________

Let's recap! Using all the elements you have gathered here and the word cloud above, record yourself speaking for two minutes about asteroid mining. What are the two valuable elements found in asteroids? Why could they be useful?

Activity 1. Nations Exploring Space p. 3

Group 1  LLS.fr/ISS  LLS.fr/Visitors

1. Go to LLS.fr/ISS to find information about the International Space Station.
   a. When was the ISS created?
   b. Which nation sent the first part?
   c. When did the first crew arrive?
   d. Which nations have laboratory modules on the ISS?

2. Go to LLS.fr/Visitors and look at the statistics on crew members who have visited the ISS.
   a. Which nation has contributed the most ISS crew members by far?
   b. Does this match the figures you saw about components and modules?
1. Watch the video and pick out as many words as you can, then use them to answer the next questions.

b. Pick out figures (date, number, amount of money...) and be ready to say what they correspond to.

2. a. For what reasons is India investing in space? Quote at least three.

b. Why is India called a “low-cost space power”?

c. What is the main criticism of Indian space exploration? Why?

Let’s recap! Meet up with someone from the other group and present your document. Discuss the pros and cons of sending several nationalities into space.

Useful vocabulary: I don’t believe... I reckon that... What I think is... What’s important to me is... Did you know that... I don’t know whether... I’m not sure about...

Activity 2 What on Earth Can Space Teach Us? p. 4

1. Get ready! Listen to the recording and find the word corresponding to each of the following definitions.

1) long stick (n.) →  
2) studying / calculating (v.) →  
3) action of shaking (n.) →  
4) deep understanding (n.) →  
5) center / heart (n.) →  
6) sensor (n.) →  
7) information (n.) →  
8) cloud of gas (n.) →  

2. Watch the video LLS.fr/ATD3. Pick out as many words as possible to explain the basic idea of InSight.
3. Pick out words for each element to explain its purpose.

1) Seismometer: ........................................................................................................
.................................................................................................................................
2) Heat flow and physical properties probe: .................................................................
.................................................................................................................................
3) Wind and thermal shield: ........................................................................................
.................................................................................................................................

4. Pick out elements about Mars:

What we know...
What we don't know...
What we could learn...

5a. Why does Jaime Singer compare InSight to "playing the claw game on Mars with no joystick"?
.................................................................................................................................
.................................................................................................................................

5b. Why is InSight "much much more than a Mars mission"?
.................................................................................................................................
.................................................................................................................................

Let's recap! What do you believe that InSight can teach us about Planet Earth?
Useful vocabulary: InSight can teach us... InSight is important because...

Activity 3. What's Next? p. 5-6

1. Here is an automatic translation made online. Read the text, underline and correct the mistakes.

"Envoyer des humains sur Mars a changé le passé de l'espèce humaine d'une façon que nous ne comprenons pas encore. Ça a résolu plusieurs de nos problèmes immédiats sur Terre, et ça nous a donné de nouvelles perspectives, et nous a fait regarder à la fois vers le haut et vers le bas. Je crois que l'avenir à court terme de l'espèce humaine doit être Mars, et que ça représente une assurance-vie importante pour notre survie future, car cela pourrait empêcher la dispersion de l'humanité en colonisant d'autres planètes."
Group 2

1. What is the slogan of the Artemis Generation?

2. Who was Artemis?

3. a. What does the Artemis Generation want to achieve?

   b. Why do the people in the video use the words “inspire”, “wonder” and “dream”?

Group 3

Watch the video and read the Mars One FAQ at [Mars-One.com/faq](http://Mars-One.com/faq). Then answer the questions.

1. Give five reasons why Mars is the best planet to colonize.

2. Present the project in a few sentences.

3. Where will the astronauts come from and what language will they speak?

Group 4

1. Read the full article at [LLS.fr/GenesisRobots](http://LLS.fr/GenesisRobots). Present Project Genesis in a few sentences.

2. What does the creator of Project Genesis mean by “If we give planets the opportunity to fast forward evolution, we can give them the chance to have their own Cambrian explosions”?

3. a. Which planets are the prime candidates, and why?

   b. What kind of organisms would be sent, and how?

Let’s recap! Recap the issues raised in your document. Give your opinion: should we colonize other planets? Would you like to move to another planet?
A. Grammar at Work La possibilité

1. Observe and deduce!
   a. Soulignez dans ce cartoon les deux manières d’exprimer la possibilité. Laquelle exprime une plus forte probabilité?

   - Could it be possible that...
   - What if nobody...
   - I definitely don’t know how to...
   - Probably nobody does...
   - Whether people know how to... or not...
   - It could..., couldn’t it?

2. Practice! Reformulez ces phrases en utilisant une expression de probabilité de la liste ci-dessous.

   - maybe
   - it is likely that
   - it is highly unlikely that
   - probably
   - might
   - may
   - it is impossible

   1) Space exploration / save / the human race.  
   2) I wonder / alien life / exist.  
   3) India / become / one of the leading nation of space exploration.  
   4) In a few years / spaceships / be able to / travel at the speed of light.  
   5) We / find / another habitable planet like the Earth.

D. Vocabulary in Progress

3. Écoutez ces phrases présentant des moyens mnémotechniques pour mémoriser l’ordre des planètes depuis le soleil. Notez une des phrases puis énumérez les planètes dans l’ordre.

   - Phrase : “”
   - Ordre des planètes :

E. Phonology in Progress La prononciation de th

4. Écoutez l’enregistrement. Soulignez en bleu les th qui se prononcent ð et en rouge les th qui se prononcent θ.

Robotic missions equipped with gene factories (or cryogenic pods) could be used to distribute microbial life to ‘transiently habitable exoplanets’. The purpose of the Genesis Project is to offer terrestrial life alternative evolutionary pathways on those exoplanets that are potentially habitable but yet lifeless.

Get Ready for the Final Project  p. 162-163, p. 176-177 et LLS.fr/ATUnitDP12

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

10 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.

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

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

10 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.

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

I must...

1 Make notes on the pronunciation of difficult words.
5 Discuss the initiatives taken by US States regarding climate change.
11 Copy and paste content I found online.
17 Make references to elements I have studied in the unit.

2 Pay attention to the pronunciation of th.
6 Use vocabulary seen in the unit.
12 Imagine the future of humanity and the planet.
18 Practice to make sure I can talk about dates and events.

3 Make sure to smile and look at my partners.
7 Use interaction expressions.
13 Pay attention to articles.
19 Give my opinion on space travel, space tourism and space colonisation.

4 Give my opinion and illustrate it with personal examples.
8 Organise my text by using link words.
14 Use probability sentences.
16 Refer to movies or series dealing with the subject.
20 Copy what a classmate has written.

I may...

9 Question the issues behind communication during WWII.
15 Use phrasal verbs.
10 Proofread my text.

I shouldn’t...

11 Copy and paste content I found online.
17 Make references to elements I have studied in the unit.
18 Practice to make sure I can talk about dates and events.
19 Give my opinion on space travel, space tourism and space colonisation.
21 Pay attention to the pronunciation of -s at the end of words.

Go! In your textbook, get started on your final project!
Get Ready for the Bac!

1 Concept Faites le lien entre cette unité et l’axe 6 Innovations Scientifiques et Responsabilité. Relisez la présentation de l’axe en p. 181 et repérez dans les unités 10, 11 et D ce qui s’y rapporte.

2 Language Enrichissez votre vocabulaire. Associez chaque item aux mots numérotés lui correspondant grâce à un code couleur de votre choix. Utilisez ensuite ces informations afin de présenter un des items de l’axe.

1) Conquest
   - scientific progress
   - global warming
   - ethics
   - awareness
   - concerns
   - groundbreaking

2) Survival
   - decipher
   - save
   - ingenious
   - conscience
   - green
   - water
   - asteroids
   - manned
   - message

3) Secret
   - carbon footprint
   - hidden
   - legacy
   - mathematics
   - honor
   - memory
   - revolution
   - explore

4) Visionary
   - dangerous
   - environment
   - solution
   - find
   - solve
   - change
   - defeat
   - history
   - commitment

3 Culture Améliorez vos connaissances culturelles.


1) Entourez les mots utilisés pour définir l’usage de l’espace, puis utilisez-les pour faire un récapitulatif de ce que vous avez appris. NASA, peaceful, war, civilian, money, knowledge, power, useful, boring, safe, dangerous, vehicles, useful, spaceships, spacecraft, Europe, USA, leader, military

2) Dans quelle mesure les innovations scientifiques en lien avec la conquête de l’espace ont eu un impact sur la vie sur Terre ?

3) Révisez vos connaissances sur l’exploration de l’espace grâce à ce jeu interactif: [LLS.fr/SpaceGame].

b. Apprenez-en plus sur la communication pendant la deuxième guerre mondiale [LLS.fr/SecretCodes].

c. Calculez votre empreinte carbone [LLS.fr/CarbonFootprint] et définissez les gestes que vous pourriez faire pour la réduire au quotidien [LLS.fr/Reduce].

4 iBAC Entraînez-vous pour le Bac. Faites le lien entre l’axe de l’unité et cette image. Prenez 30 secondes pour noter des mots clés.

The relation of ethics and technology, Paul Ostwald, 2019.
Opening video

The treaty of Waitangi [video]

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

2. Watch the first video.
   a. Pick out figures and say what they refer to.

   b. True or false? Justify with keywords if you can.

   1) The British Empire wanted to colonise New Zealand.
   
   2) There were only Brits and Maori in New Zealand at that time.
   
   3) The Maori asked the British Empire for protection against increasing disorder.
   
   4) There were translation problems in the treaty.

3. Watch the second video.
   a. To what extent is New Zealand different from the other Commonwealth countries?

   b. Circle the adjectives you hear. What does it reveal about the tone of the speaker? optimistic different sad

unique proud disappointed

Let’s recap! Prepare a timeline to be presented orally, explaining how the Treaty of Waitangi contributed to the foundation of the nation. Define the terms “Pakeha” and “Maori”.

[LLS.fr/WBTP68]
Activity 1 Our People, Cultures and Languages p. 184

1. Get ready! Look at the title of the activity, which is the motto of New Zealand. What do you think the video will be about?

2. Watch the video [LLS.fr/ATP184].
   a. Circle the words you hear in the video. Maori future fear dance culture appear revival school sad language disappointed colonise identity renewal Haka
   b. True or false?
      1) The traditional Maori dance is the Joonba. □ True □ False
      2) The New Zealand government wants to implement Maori language classes in schools. □ True □ False
      3) Ella Henry is disappointed with the government reform. □ True □ False

3. a. Pick out the numbers you hear in the video. What do they refer to?

b. Pick out other information and classify it in this table.

<table>
<thead>
<tr>
<th>Past</th>
<th>Present</th>
<th>Future</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

4. What message does the journalist want to convey? What is his tone?

Let’s recap! Can the government influence the culture of a country and inspire unity amongst its population?

Useful vocabulary: I think the most important role of the government is... I believe governments have a great/no impact on how people... Unity within a population is a matter of... In New Zealand, for example, the government...
Activity 3 Celebrating Living Together p. 186-187

Group 1

1. Focus on line 2 to 6: pick out the number and medium mentioned. What do they correspond to?

b. Focus on line 5 to 10: when is it held and what types of performances take place on that day?

c. Focus on line 10 to 14: where are the art performances held?

2. True or false? Justify using a quote and rephrasing in your own words.

1) Poetry Day is popular in New Zealand. ☐ True ☐ False

2) The event is meant to be accessible to everyone. ☐ True ☐ False

Group 2

1. On what day is the competition held?

b. Pick out adjectives. What are the qualities required to participate in this competition?

Adjectives: 

Qualities required: 

2. What is the aim of the competition?

Group 3

1. True or false? Justify using a quote and rephrasing in your own words.

1) Newcomers are warmly welcomed in New Zealand. ☐ True ☐ False

2) Welcoming people is something new in New Zealand. ☐ True ☐ False

3) New Zealanders think that welcoming immigrants is a way to build bridges. ☐ True ☐ False
b. What are the “Welcoming Committees”? What kind of people do they welcome?


c. Explain in your own words the notion of Manaakitanga.


2. What is the aim of the text? Is it objective?


Groups 1, 2 & 3

LLS.fr/ATP186  LLS.fr/ATP186  LLS.fr/ATP187

3. Now that you have studied the text, watch the video and pick out as much information as you can.

   Who? 
   What? 
   Where / When? 
   What for?


4. a. Which lexical fields are developed in this video?


   b. Are they critical or praising?


5. a. What is the message conveyed through this video?


   b. Who is the message aimed at? Circle the right answer and explain. 
      foreigners  Maori people  the government
      all New Zealanders


   c. How is it similar to or different from the message of the text you studied?


Groups 1, 2 & 3

Let’s recap! Do you think art can be a medium of / for unity? Explain.

Useful vocabulary: To my mind, art can be a way to express... As far as I am concerned, art alone cannot lead to unity because... As for me...

LLS.fr/LaboDeLangues
A. **Grammar at Work** L’avenir p. 190

1. **Observe and deduce!** Observez les verbes exprimant le futur dans les phrases suivantes. Quelles notions expriment-ils ?
   - Prédiction sûre
   - Intention
   - Futur proche
   - Action prévue

1) Jacinda Ardern plans to unite the country around common human values. →  
2) National Poetry Day will be held next March. →  
3) The newcomers are going to be invited to the welcoming ceremony tomorrow evening. →  
4) The pupils who choose to do so will learn Maori at school next year. →  
5) The Prime Minister’s speech will partly be made in Maori. →  

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

1) Auckland deviendra une ville de plus en plus multiculturelle dans les dix prochaines années. →  
2) Regarde ! Robin White va faire son discours pour le Race Relations Day. →  
3) Ils vont visiter Christchurch en juin. →  
4) Les All Blacks vont chanter l’hymne national au prochain match. →  
5) Les Néo-Zélandais se souviendront des moments difficiles passés. →  
6) Je vais au concert de Stan Walker demain soir ! →  

D. **Vocabulary in Progress** p. 191

3. Trouvez les mots suivants extrait de la mind map p. 183.

   1) **EBGNOL** (v.) →  
   2) **IMERPE** (n.) →  
   3) **VAUSLE** (n.) →  
   4) **NAHOTINDOO** (n.) →  
   5) **IARF** (adj.) →  
   6) **NYUIT** (n.) →  
   7) **TRYTAE** (n.) →  
   8) **DRRSESE** (v.) →  
   9) **ETLM** (v.) →  

E. **Phonology in Progress** La prononciation du **h** p. 191

4. Écoutez cet enregistrement et notez les mots que vous entendez.

1) →  
2) →  
3) →  
4) →  
5) →  
6) →  

Précis grammatical p. 273
Précis phonologique p. 262
Opening video

The Making of a Black President

1. Get ready! Look at this word cloud and listen to the pronunciation of the words. Then, use the words to make suppositions about the video.

2. a. Watch the video. Say whether these statements are true or false. Justify with keywords.

   1) Obama thought he only had a 20-25% chance of winning the election. □ True □ False ........................................
   2) Obama knew it would be difficult to get white support. □ True □ False ........................................
   3) It is easier for Obama to be around white people than it is for his wife, Michelle. □ True □ False ........................................
   4) Obama thought his age may harm his chances of election. □ True □ False ........................................
   5) Obama has never left the United States. □ True □ False ........................................

   b. Pick out people mentioned in the video. Why does he refer to them?

<table>
<thead>
<tr>
<th>Family members</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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3. What is the goal of this video? Justify with elements from the video. convince testify denounce

Let’s recap! Sum up the video in your own words. What made Obama an exceptional candidate for this job?

Useful vocabulary: The video under study deals with... We have learned that... It is interesting to note that...
Activity 2 The Fight for Social Justice p. 199

1 Get ready! Listen to and note down these words from the video. Use the phonetic transcriptions as a guide.

1) /ˈsauθ/ ............................................ 2) /ˈsærnz/ ........................................... 3) /ˈsɛɡræɡətɪd/ ...........................................
4) /ˈhjuːmən/ ........................................ 5) /ˈdʒæksən/ ........................................... 6) /ˈsʌdən/ ...........................................
7) /ˈhɪpəkrɪts/ ...................................... 8) /ˈstɛt/ ............................................... 9) /ˈnɪrba/ ...........................................
10) /ˈlʌnt/ ........................................... 11) /ˈkɑːstəma/ ........................................ 12) /ˈkɑːntə/ ...........................................

2 Watch the video [LLS.fr/ATP199] once and identify the following key elements.

1) Historical time period: ...........................................
2) Time of day: ........................................
3) City and state: ........................................
4) People involved: ........................................

3 a. Pick out keywords to fill in the table below.

<table>
<thead>
<tr>
<th>Important information about the sit-in</th>
<th>People participating</th>
<th>Weapons</th>
<th>Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>...........................................</td>
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</tr>
</tbody>
</table>

b. Say whether these statements are true or false.

1) White and black people could not hang out together in cafes.  □ True □ False

2) A “five and dime” store did not have a restaurant counter.  □ True □ False

3) After protesting on the picket line, protestors would go and have a coffee together.  □ True □ False

c. Why does Joan T. Mulholland say “the Civil Rights Movement should not be reduced to Martin Luther King Jr. and Rosa Parks only”? Rephrase it in your own words. ...........................................

Let’s recap! Recap the content of this video and discuss its message.

| Useful vocabulary: I agree with her... I disagree with her... As a student, I think that... |
|                                                                                         |
Activity 3 A Silence that Speaks Volumes p. 200

**Group 1**

1. Get ready! Match each definition to the right phonetic transcription.
   1) /vɪtsˈfɑːr/ • causing disagreement, problematic
   2) /kɔntrəˈvɜːrəl/ • a person who is good at sports
   3) /ˈæθətɪk/ • viciously criticize

2. Watch the video. Say whether these statements are true or false.
   1) Tommie Smith was at ease on the stand when he was protesting. □ True □ False
   2) The fact that their action was hated at the time was a good thing. □ True □ False
   3) Their action was honored nearly 15 years later by President Barack Obama. □ True □ False
   4) Their gesture was a stepping stone to the following movements. □ True □ False
   5) The new generation of athletes is more aggressive in their demonstrations. □ True □ False

**Group 2**

1. Get ready! Listen to the recording and note down the words you hear. Use the phonetic transcriptions as a guide.
   1) /ˌsædəlæn/ 2) /ˈdʒɛstʃəl/ 3) /nɪˈlʊn/ 4) /mɑːrnərəts/ 5) /ˈkwɔːl/ 6) /rɪˈtɛlərɪn/ "Let's recap! To what extent did these silent gestures have an impact on the nation?"

2. a. Pick out the following information.
   1) Type of document: ___________________________________________ 2) Time: ___________________________________________
   3) Place: ___________________________________________ 4) Source:

   b. Watch the video and take notes on the following topics.

<table>
<thead>
<tr>
<th>Kaepernick's gesture</th>
<th>Negative consequences</th>
<th>Positive consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>____________________</td>
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</tbody>
</table>

   c. What is the tone of the video? Whose side does it support? ___________________________________________
Activity 4 An Unfulfilled Dream? p. 201

Group 1

1. This song describes a specific event. Pick out key words to figure out what the event could be.

b. Research this event online, then get ready to present it orally without notes.

2. What is the aim of this text? Choose between the following verbs and justify your choice.
   - testify
   - describe
   - denounce
   - tell
   - influence

Group 2

1. This song describes a specific event. Pick out key words to figure out what the event could be.

b. Research this event online, then get ready to present it orally without notes.

2. What is the tone of this text? Choose between the following adjectives and justify your choice.
   - inspiring
   - respectful
   - degrading
   - empowering
   - demeaning

Group 3

1. These African-American women speak about being free from their oppressors. Who were their oppressors? Why?

2. What are the aim and the tone of these quotes? Choose two words from the following and justify your choice.
   - denounce
   - inspiring
   - describe
   - demeaning
   - testify
   - empowering
   - respectful

Groups 1, 2 & 3 Let’s recap! You are a journalist. You sum up your findings to write a short oral presentation about your document. Conclude by answering the following question: Are black Americans still oppressed today? Explain why or why not.
A. Grammar at Work  Les modaux et expressions modales p. 204

1. Observe and deduce!
   a. Entourez les modaux et expressions modales dans la citation suivante, puis soulignez les formes verbales qui les suivent.
   “If you can’t fly, then run; if you can’t run, then walk; if you can’t walk, then crawl; but whatever you do, you have to keep moving forward.” — Martin Luther King Jr.

   b. Expliquez leur sens.

2. Practise! Faites des phrases en utilisant un modal ou une expression modale.
   1) Back then / African-American people / not / vote.
   2) No one / be / judged / on the color of their skin.
   3) Everyone / to stand up for what they feel is right.

D. Vocabulary in Progress  p. 205

3. Complétez cette grille de mots croisés avec des mots de la mind map p. 197.

   Down
   1) a person who takes action to achieve social change
   2) officially remember an action or a person
   3) represent, personify

   Across
   4) the process of gaining power and freedom
   5) people considered as a group because of their common interests
   6) make a public expression to denounce something

E. Phonology in Progress  L’accentuation des mots grammaticaux p. 205

4. Écoutez cet enregistrement. Déterminez la nature des that en gras et déduisez l’accentuation.

   “There’s no doubt that .......... Colin Kaepernick is the face of the new civil rights movement. By first sitting and then kneeling last season, he drew attention to the oppression of black people and people of color in the U.S. As a result of that .........., he risked his career and is now an unemployed quarterback. At a rally that ..........is scheduled for Wednesday at NFL headquarters in New York City, others will stand up for him. Organizers of the “United We Stand Rally for Colin Kaepernick”, a joint effort of many civil rights organizations and activists hope to apply pressure to top decision-makers in the league that .......... has shut out his career after his peaceful and impactful political protest. They will do that .......... to help Kaepernick get back in the game, and become game-changers.”

   Adapted from TheUndefeated.com, 2017.
Get Ready for the Final Project p. 192-193 et p. 206-207

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 in 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 person from group 3... Then, share your findings to fill in a mind map of the unit 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.

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

I must...

1. Make notes on the pronunciation of difficult words.
2. Pay attention to the pronunciation of that.
3. Give my opinion and illustrate it with personal examples.
4. Use vocabulary seen in the unit.
5. Use interaction expressions.
6. Organize my text by using link words.
7. Proofread my text.
8. Make references to elements I studied in the unit.
9. Practice to make sure I can talk about dates and events.
10. Speak in a low voice, make sure to look at my audience.
11. Talk about the history of immigration in New Zealand.
12. Explain what Black History Month is.
13. Translate depuis correctly.
14. Use modals in my sentences.
15. Talk about an important Civil Rights event in the history of the U.S.
16. Use words referring to diversity and inclusion.
17. Use different ways of expressing the future.
18. Talk about an iconic figure.
19. Give advice about actions to promote cultural diversity.
20. Use present tenses.
21. Pay attention to the pronunciation of the letter h.
22. Translate the word on correctly.
23. Imagine the future.

I may...

I shouldn’t...

3 Go! In your textbook, get started on your final project!
Get Ready for the Bac!

1 Concept Faites le lien entre les unités et l’axe 7 Diversité et inclusion. Relisez la présentation de l’axe en p. 211 et repérez dans les unités 12 et 13 ce qui s’y rapporte.


1) native (n.) ≠ ....................................................... 2) dependence (n.) ≠ ....................................................... 3) rejection (n.) ≠ ....................................................... 4) despotic (adj.) ≠ ....................................................... 5) uniformity (n.) ≠ ....................................................... 6) individual (n.) ≠ ....................................................... 7) biased (adj.) ≠ ....................................................... 8) belong (v.) ≠ ....................................................... 9) barbarianism (n.) ≠ ....................................................... 10) resemblance (n.) ≠ .......................................................  

3 Culture Améliorez vos connaissances culturelles.
   a. Create a timeline with significant events introduced in units 12 and / or 13. ....................................................... 

   b. Make a list of different iconic figures introduced in units 12 and / or 13. ....................................................... 

4 BAC Entraînez-vous pour le bac. Faites le lien entre l’axe et cette image. Prenez 30 secondes pour noter des mots clés.

---

“LET US BUILD BRIDGES RATHER THAN BARRIERS.”
- Dr. Martin Luther King Jr.

Poster for the Celebration of Human Rights Week, The University of Iowa, United States, 2020.
Unit 14

Lighting Up Africa

Opening video

#CommonwealthAfricaSummit

1. Get ready! Read the title of the video then circle in the word cloud the words you expect to hear.

2. Watch the video and pick out elements for each category.

<table>
<thead>
<tr>
<th>Commonwealth</th>
<th>Commonwealth Africa Summit</th>
</tr>
</thead>
<tbody>
<tr>
<td>In the past:</td>
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<td>Today:</td>
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</table>

3. True or false?

1) The Commonwealth of Nations represents a platform for trade and business agreements. ☐ True ☐ False

2) Brexit will not change the relationship between the Commonwealth countries and the U.K. ☐ True ☐ False

Activity 1 Looking Back and Forward p. 214

1. Circle in the word cloud the words you expect to hear in the video.

2. According to Mr Khoza, what is the necessary process for decolonising education in South Africa?

3. a. Pick out adjectives which define the future of South Africa, according to Mr Khoza.

   ____________________________
   ____________________________
   ____________________________

   b. In his opinion, what must still be done?

   ____________________________
   ____________________________
   ____________________________
1. Choose the word(s) that correspond(s) best to the message conveyed by the title of the text.
   - change
   - pride
   - fear
   - opposition
   - revival
   - emancipation

2. Focus on the first paragraph. Pick out information related to the past and to the present.

<table>
<thead>
<tr>
<th>Past</th>
<th>Present</th>
</tr>
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<tbody>
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</table>

3. Choose the best definition of the word “afropolitan”.
   - An African person who lives in a different African country than the one they were born in.
   - People with African roots identifying as citizens of the world rather than of a particular country.
   - People with dual citizenship, born in Africa but living in a different country (for example, a person born in Ghana who lives in the United States).

4. To what extent does the author Chimamanda Adichie represent the notion of afropolitanism?

Group 3

1. Watch the video. Note down as much information as you can pick out.

2. a. Pick out the main information about:

<table>
<thead>
<tr>
<th>People</th>
<th>Places</th>
<th>Jobs</th>
</tr>
</thead>
<tbody>
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</table>

   b. True or false?
   1) The young African designer copies western designs. □ True □ False
   2) Nigerian designers feel the need to reconcile their traditional heritage with current global culture. □ True □ False
   3) Capitalizing on traditional culture is economically beneficial to the country. □ True □ False

Groups 1, 2 & 3

Let's recap! To what extent are Commonwealth countries looking both backward and forward in order to be successful?

LLS.fr/LaboDeLangues
Activity 2 African Sheroes p. 215

1. Get ready! Circle in the word cloud the words you expect to hear in the video.

2. Watch the video [LLL.fr/ATP215]. Write as much information as you can pick out.

3. First part: 0:00 - 0:20
   a. Which lexical field is developed here?

   b. What message is conveyed regarding the continent and its population?

4. Second part: 2:53 - 5:16 Pick out words to fill in these categories.

   - Verbs related to women
   - Jobs and fields in which women are involved
   - Adjectives and adverbs related to women

   b. Using the information above, circle the adjectives that best describe the women featured in the video. Justify.

   - determined
   - inspiring
   - submissive
   - anxious
   - lively
   - resourceful
   - needy
   - dynamic
   - passive

5. From all the information you have gathered, how would you define the aim of this video?
   □ Show what women have achieved and how they need to promote their actions.
   □ Show that women need to be more politically active.
   □ Show how women need to be more united to fight discrimination.

Let’s recap! You are representing P.A.W.O. (Pan African Woman Organisation) at the U.N.
Use what you learnt in this video to explain how women have always been a major force in the development of the African continent.
A. **Grammar at Work** Les temps du passé et du bilan p. 218

1. **Observe and deduce!**
   
   a. Lisez les phrases suivantes et soulignez les formes verbales.

   "Every African man I have ever encountered in an academic setting excelled. I haven't met a single lazy African student."

   "I never understood the dysfunctions of Africa. As a young man, I assumed it was ignorance."

   "Needless to say I was wrong, as I've noted."

   Extracts from *Ghana Must Go*, Taiye Selasi, 2013.

   b. Surprenez les indices qui justifient l'emploi du prêtérit ou du présent perfect.

   c. Expliquez l'utilisation du prêtérit puis du présent perfect dans la troisième phrase.

2. **Practise!** Conjuguez les verbes entre parenthèses au temps qui convient : (Prêtérit ? Prêtérit continu / be + v-ing ? Present perfect ?) Entourez les éléments qui justifient votre choix.

   1) Chimamanda Ngozi Adichie (publish) Americanah in 2013.
   2) I (never read) any book by Kopano Matlwa.
   3) you ever (be) to Ghana?
   4) I (see) impalas when I (go) to Zambia last year.
   5) I (meet) Oluwaseun Ayodeji Osowobi when I (stay) in Nigeria.

D. **Vocabulary in Progress** p. 219

3. Retrouvez à quel mot ou expression de la mind map p. 213 correspondent les définitions ci-dessous.

   1) escape from imprisonment (exp.) → .................................................
   2) the result or effect of an action (n.) → .................................................
   3) close connection (n.) → .................................................
   4) grow, develop or be successful (adj.) → .................................................
   5) become larger (v.) → .................................................
   6) succeed in reaching an aim (v.) → .................................................
   7) give power to (v.) → .................................................
   8) independent (adj.) → .................................................
   9) the line that divides one country from another (n.) → .................................................

E. **Phonology in Progress** La prononciation du r p. 219

4. **Entraînez-vous à prononcer ces virelangues.**

   1) Reed Wade Road.
   2) Real rock wall, real rock wall, real rock wall.
   3) A loyal warrior will rarely worry why we rule.
Unit 15  American Vibes  p. 224–237

Opening video

America’s Music Journey Trailer

1. Get ready!  Listen to the words from the word cloud, then use them to anticipate the content of the video.

2. a. Watch the video. What do you learn about the history of American music?
   b. What is America’s Musical Journey? Why is the name Aloe Blacc mentioned?

3. a. What is the goal of the document?
   b. What can be said about the tone? What verbs and adjectives reinforce this effect?

Let’s recap! You have just watched America’s Musical Journey: tell a friend about the film.

Activity 1  An Era of Transgression  p. 226–227

Group 1

1. Pick out elements to fill in these categories.

<table>
<thead>
<tr>
<th>People interviewed</th>
<th>History of America and Woodstock Nation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

2. Outline the structure of the article.

1) ................................................................. 2) .................................................................

3) ........................................................................ 4) ........................................................................

3. Is this article biased or unbiased?  ........................................................................
Group 2

1. a. Watch the video, then put these words in the right category. Add other keywords from the video. defined by their job  eastern philosophy  conformity  war  criticize  rebel  stoner  communal living
   
<table>
<thead>
<tr>
<th>What happened in the 50s</th>
<th>What happened in the 60s</th>
<th>The hippie culture</th>
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</table>

   b. Pick out the name of a person, one date and two places. What do they correspond to?
   1) Person →  
   2) Date →  
   3) Places →  

2. Outline the structure of the video.  

3. What can be said about the tone of the narrator?

[Mediation]

Groups 1 & 2  Let's recap! Use everything you learned to present and sum up your document.

Activity 2  A Means of Telling Stories p. 228-229

Group 1

1. a. Pick out numbers, places and names to present the document (where? when? theme?).  

   b. Who are the speakers? What do they have to say? Why?

<table>
<thead>
<tr>
<th>Person 1</th>
<th>Person 2</th>
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<tbody>
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</tbody>
</table>

2. What can you notice about the organization of the interview?  

3. What is the objective of this interview? Pick out two words to prepare your answer. informative  convincing  denouncing  patriotic  historical  objective  subjective  humorous
1. What does this article report on?

b. What definition is given to rap music?

c. Who are the speakers?

2. Come up with an appropriate title for each paragraph.

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

3. What does this article aim at doing? informing denouncing convincing making fun raising awareness

Group 3


2. a. Focus on the lyrics. Pick out as many words as possible and classify them according to their endings.

<table>
<thead>
<tr>
<th>-e</th>
<th>-a</th>
<th>-u</th>
<th>-o</th>
<th>other</th>
</tr>
</thead>
<tbody>
<tr>
<td>..........................................................</td>
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</tbody>
</table>

b. Who is P!nk addressing?

3. a. What are the sentences repeated throughout the song? What effect does it produce?

b. What is P!nk calling for in the lyrics? sadness patriotism tolerance solidarity love action

Groups 1, 2 & 3: Let's recap! How does American music use storytelling to convey a political message? Give examples.

LLS.fr/LaboDeLangues
A. Grammar at Work Les subordonnées de temps p. 232

1. **Observe and deduce!** Repérez les subordonnées de temps.
   

   b. Reformulez-la en utilisant une autre conjonction de temps.

2. **Practice!** En tant que journaliste engagé(e), faites part de vos résolutions en utilisant ces conjonctions de temps.
   
   1) when
   2) as soon as
   3) until
   4) as long as

D. Vocabulary in Progress p. 233

3. Révisez le lexique de la séquence, choisissez au moins un mot et créez un acrostiche.

   1) A
   2) M
   3) V

   E
   R
   I
   C
   A

E. Phonology in Progress Les diphtongues et les triphtongues p. 233

4. Écoutez et rayez l'intrus.

   1) /æi/ → rhyme - time - vibes - memory - testify
   2) /əi/ → voice - choice - denounce - destroy - join
   3) /ɛi/ → convey - today - entertain - change - hear
   4) /aɪ/ → wire - bias - mine - admire
   5) /au/ → piano - note - social - open - allow
Get Ready for the Final Project p. 220-221

1 Ready... Go through what you have seen so far. Group work
   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 person from group 3... Then, share your findings to fill in a mind map of the unit 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.

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

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

1 Make notes on the pronunciation of difficult words.
2 Pay attention to the pronunciation of diphthongs and triphthongs.
3 Give my opinion and illustrate it with personal examples.
4 Use vocabulary seen in the unit.
5 Use interaction expressions.
6 Organise my text by using link words. Précis de communication p. 258
7 Proofread my text.
8 Make references to elements I studied in the unit.
9 Practice to make sure I can talk about dates and events.
10 Mention artists who challenged America to break the rules.
11 Personalize my work by quoting lyrics.
12 Make references to the history of protest songs in America.
13 Pay attention to the pronunciation of the letter r.
14 Research the history of one African country mentioned and its relationship with its double heritage.
15 Present an African artist, politician or entrepreneur.
16 Know how and when to use past tenses.
17 Refer to some movies about the topic of the unit.

3 Go! In your textbook, get started on your final project!
Get Ready for the Bac!

1. **Concept** Faites le lien entre les unités et l’axe 8 Territoire et mémoire. Relisez la présentation de l’axe en p. 239 et repérez dans les unités 14 et 15 ce qui s’y rapporte.

---

2. **Language** Enrichissez votre vocabulaire. Utilisez les mots du nuage pour définir les idées clés de l’axe p. 239.

---

3. **Culture** Améliorez vos connaissances culturelles.
   1) Placez tous les pays du commonwealth sur cette carte interactive : [LLS.fr/MapQuiz](http://LLS.fr/MapQuiz).
   2) Lisez cet article et résumez : [LLS.fr/ThingsAboutCommonwealth](http://LLS.fr/ThingsAboutCommonwealth).
   b. Créez une playlist de cinq morceaux dont le titre serait « American Territory and Memory ». Justifiez vos choix.
   1)
   2)
   3)
   4)
   5)


---

Mural celebrating American black music, San Francisco, United States, 2011.
Les attentes de compréhension orale et écrite

La grille d’évaluation officielle est la même pour la compréhension orale et la compréhension écrite car les stratégies mises en œuvre sont similaires. L’examineur repère à quel niveau de compétence la production de l’élève correspond, ce qui lui permet de calculer le nombre de points-score atteints. Ensuite, elle / il utilise la grille de conversion pour obtenir la note finale. Pour un même total de points-score, on obtiendra une note finale différente si on est en Première (E3C1 ou E3C2) ou en Terminale (E3C3), en LVA ou LVB...

1. Observez attentivement la grille d’évaluation officielle.
Retrouvez la grille d’évaluation officielle sur LLS.fr/Eduscol.

2. a. Pour chacune de ces définitions, trouvez le mot ou l’expression qui correspond dans ce nuage de mots.

1) Mots dont le sens est évident car ils ressemblent à leur équivalent en français → 

2) Qui est virtuellement contenu dans une proposition, un fait, sans être formellement exprimé → 

3) Ce que l’on peut gagner ou perdre dans une action quelconque, ce que l’on recherche → 

4) Type (interview, extrait de roman, reportage...) → 

5) Personne qui raconte l’histoire → 

6) Ordre des événements → 

7) Circonstances dans lesquelles une histoire est racontée → 

8) Manière de s’exprimer qui révèle une intention, un point de vue → 

9) Logique interne → 

10) Personne qui a réalisé le document → 

b. En vous aidant de la grille LLS.fr/Eduscol, associez chacun de ces éléments à un niveau de référence.

1) “This is an excerpt from the book by Paul Auster entitled Winter Journal, published in 2012.” → 

2) Ce document vise à informer la population à propos des innovations en terme de recyclage. → 

3) “As the narrator uses first person pronouns, we can guess that it is an autobiographical narrative.” → 

4) L’action se déroule aux USA, le journaliste parle plus spécifiquement de Los Angeles et de New York. → 

5) Les deux personnalités interviewées ne sont pas d’accord sur l’avenir de ces dispositifs de recyclage. → 

6) “The scene takes place in New York, in the US.” → 

7) Le document se divise en trois parties : d’abord..., puis..., ensuite... → 

8) “The narrator is a bit nostalgic as he talks about the joys he experienced as a young man.” →
<table>
<thead>
<tr>
<th>Situation(s) d’énonciation</th>
<th>Réseaux de sens / structure du document</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnages:</td>
<td>Introduction</td>
</tr>
<tr>
<td></td>
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<tr>
<td>Action:</td>
<td></td>
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<td>Lieu:</td>
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<td>Temps:</td>
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<td>Thème</td>
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<td>Contexte</td>
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<td>Qui parle?</td>
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<tr>
<td>Type de narration (fiction / réalité):</td>
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<tr>
<td>Stratégies de communication</td>
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<tr>
<td>Infos sur le doc (titre, source...):</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Intention / Portée:</td>
<td>informer  dénoncer</td>
</tr>
<tr>
<td>convaincre  alerter  divertir</td>
<td></td>
</tr>
<tr>
<td>Ton:</td>
<td>gai  critique  objectif  subjectif</td>
</tr>
<tr>
<td>nostalgique  passionné</td>
<td></td>
</tr>
<tr>
<td>Implicité</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Conclusion</td>
<td></td>
</tr>
</tbody>
</table>
Sujet 1 Art in the Age of Black Power

1. Regardez le nuage de mots ci-contre et essayez de deviner le sujet de la vidéo.

2. a. Regardez l'image 1, l’arrière-plan et les informations concernant la personne.
   De quoi va-t-elle vous parler ?
   Tip: Dans les reportages comme dans les articles de presse, l’introduction vous donne toutes les informations nécessaires pour comprendre le sujet.

   b. Qu'évoque l'image 2 ?
   Tip: Certaines images peuvent vous permettre de mobiliser des connaissances culturelles.

3. a. Écoutez les 20 premières secondes et repérez les informations essentielles.

   b. Quel(s) événement(s) de l’histoire amérindienne est (sont) mentionné(s) dans le document ?
   - The Declaration of Independence (1776).
   - The Civil Rights Act (1866).

4. Écoutez le document à partir de 00:44. Comment décririez-vous l’attitude corporelle et le ton de ce locuteur ?
   Tip: Le ton des intervenants peut vous aider à percevoir l’implicite.
   - informatifs
   - pessimistes
   - enthousiastes
   - nostalgiques


   Ce document présente une ........................................ sur des ........................................ réalisées à partir des années ........................................ par des ........................................ ........................................ afin d’exprimer ........................................ de la communauté ........................................ et lui permettre de .........................................
Sujet 2 Supreme Court ruling on tracking cell phone data

1. Repérez d’abord les informations essentielles.
   a. Type de document : ☑ reportage ☑ journal d’information ☑ extrait de fiction (film/série)
      ☑ bande annonce ☑ clip vidéo ☑ publicité ☑ vidéo d’animation
   b. Relevez des noms propres de lieu.
      
   c. Écoutez les 15 premières secondes et corrigez les erreurs dans la phrase ci-dessous.
      
      Le Juge John Roberts a affirmé que la police n’avait pas besoin, dans la plupart des cas, d’un mandat pour obtenir les données d’un téléphone portable, suite à une affaire de vol à main armée dans le Minnesota.

2. Repérez quand le document parle de ce qui se passe en ce moment ou dans le passé.
   Tip: Ce reportage montre plusieurs situations d’énonciation.

<table>
<thead>
<tr>
<th>Présent</th>
<th>Passé</th>
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<tbody>
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</table>

3. a. Repérez les personnes qui parlent ou dont on parle, puis donnez pour chacun leur rôle.
   Tip: Ce reportage fait intervenir plusieurs personnes que l’on ne voit pas forcément à l’écran. Dans ce cas-là, dans votre prise de notes, vous pouvez faire des colonnes pour noter les arguments de chacun.

   Personnes présentes (qui parlent)
   
   Personnes mentionnées (référence, citations)

   b. Quelle est l’opinion du policier interviewé au début sur la possibilité d’utiliser les téléphones portables ?
   Tip: Les personnes qui interviennent ne sont pas toujours neutres.

   c. Quel sentiment et quelle réaction le spécialiste interviewé à la fin veut-il créer chez les spectateurs ?

It was late April, but the land was still black from the autumn fires. [...] The only thing left for miles around was his family house, isolated now on a little island of unburned ground. [...] The blackened earth of central Kansas was barren and sterile as the moon. [...] 

For a month now he and Maddy had been living on cornmeal mush. Every three days Aiden would take a few patties of dried cow dung out of the shrinking pile in the shed and build a tiny fire. They would huddle by the stove, enjoying the rare warmth, waiting for the water to boil, then pour a cup of cornmeal into the pot. When it was cooked, they would each eat two spoonfuls while it was warm, then pour the rest into a pan. It set when it cooled, and they would cut it into squares to eat for the next two days. [...] 

He had thought a lot about other solutions, but there didn’t seem to be any. The army wouldn’t take him until he was eighteen. He would have lied about his age—he was almost sixteen, and he knew that after four years of war, the army wasn’t picky these days—but there was still the problem of what to do with Maddy. There were no relatives to send her to, not even a sympathetic neighbor. There were no neighbors at all now. [...] 

There were other small towns, but no guarantee that anyone would be left there either, except a few desperate survivors like themselves. It was over a hundred miles to the nearest railroad in Independence, Missouri, and traveling was dangerous enough for a lone man. There were outlaws all over the state, and deserters from the war. There were leftover bushwhackers, proslavery guerilla bands who had ridden the countryside terrorizing the population. There were Indians, wolves, tornados, blizzards and lightning, an endless list of danger. 

_The Devil’s Paintbox, Victoria McKeehan, 2009._
Sujet 2 Music should have the capacity to bring us all together

▶ Axe 7 : Diversité et inclusion p. 211

I have Retinitis Pigmentosa, a genetic visual impairment that causes night blindness, tunnel vision and chronic short-sightedness. By day, you wouldn’t even know I have RP. I’ve gone years without some of my friends even knowing about it. It’s deceiving though, because when the lights are switched off and the sun sets, my eyes stop functioning as they should.

[...] My first festival was two years ago when I travelled down to Reading for five days. I’d be lying if I said I hadn’t been daunted by the thought of being packed into an 85,000 strong crowd for Arctic Monkeys or trying to get my monthly contact lenses out in the dark. I had never camped before and I certainly had no idea what sort of obstacles I would encounter at night. [...] The festival turned out to be a fantastic weekend in spite of my visual impairment. Really simple things, like the absence of stairs and obstacles, helped with the feeling that I’m not too different to the couple of hundred others crowded around a stage. Plus, the variety of stage sizes helped too. This kind of change in the make-up and composition of festivals – different stage sizes and atmospheres – makes the experience so much more diverse and diversity-friendly.

[...] Attitude Is Everything [...] improves disabled people’s access to live music by working in partnership with venues, audiences, artists and the music industry. The presence of such organisations, and the profile they raise, not only addresses the barriers people such as myself face in the music festival environment, but also encourages the general public to question our assumptions regarding disability.

"Music should have the capacity to bring us all together, even if you have a disability like mine". Munisha Lall, Independent.co.uk, 2016.

1 Aidez-vous des mots surlignés en rouge pour présenter le document.

2 a. Observez les mots surlignés en bleu. Déduisez comment la particule verbale modifie leur sens premier.

switch (changer) \(\rightarrow\) turn (tourner) \(\rightarrow\)

b. Observez les mots surlignés en vert et déduisez leur sens en vous aidant du contexte et des mots qu’ils contiennent.

short-sightedness \(\rightarrow\) diversity-friendly \(\rightarrow\)

c. Observez les mots surlignés en jaune et découpez-les afin de retrouver la racine ainsi que les préfixes / suffixes qui y sont associés.

d. Observez les mots en orange. Comment les traduiriez-vous ?

Disabled \(\rightarrow\) Disability

3 Les articles de journaux sont écrits en suivant des règles. Il y a généralement une idée par paragraphe. Lisez l’article et trouvez un titre pour chaque paragraphe.

§ 1 : § 2 :

§ 3 : § 4 :

4 Que diriez-vous du ton de cet article ?
Améliorer son expression écrite


**Sujet A** - There are many pollution problems in your city. You write to your mayor to advocate for the changes you think are necessary.

**Sujet B** - Do you think there is a point to commemorating wars?

**Sujet C** - You are a journalist covering an anti-gun activist demonstration. Imagine the conversation.

**Sujet D** - You are invited to the United Nations General Assembly to talk about gender equality. Write your speech.

**Sujet E** - A stranger arrives at Aiden and Maddy’s place. Aiden has to take a decision. Imagine the scene.

- Un essai
- Un dialogue
- Une suite
- Une lettre
- Un discours

2. a. Entourez les expressions de politesse les plus pertinentes pour commencer et finir un courrier.
   - Hello
   - Mister Mayor
   - Dear Mr Mayor
   - Dear sir
   - See you soon
   - Best regards
   - Sincerely yours

   b. En structurant votre discours, vous le rendrez plus clair. Reliez ces phrases à leur intention.

   - Let me explain why...
   - My dear fellow citizens...
   - Thank you for listening...
   - My cause for concern is...
   - Research shows...

   - Pour commencer le discours
   - Pour introduire le sujet
   - Pour expliquer ce qui motive votre discours
   - Pour justifier vos arguments
   - Pour finir votre discours

3. a. Si vous faites un récit d’imagination (imaginer une suite par exemple) vous pouvez utiliser des adjectifs pour donner le ton de votre récit. Complétez la phrase suivante afin de créer une atmosphère très différente.

   1) **Heroic** Aiden, who felt __________, took a ___________ and faced the __________ stranger.

   2) **Threatening** Aiden, who felt __________, took a ___________ and faced the __________ stranger.

   3) **Comic** Aiden, who felt ___________, took a ___________ and faced the __________ stranger.

   b. Pour donner de la clarté à votre récit, vous devez maîtriser les pronoms personnels et les adjectifs possessifs. Complétez le texte suivant avec les mots qui conviennent.

   The grin that crossed the orc’s face was almost as wide as the tunnel in which 1) __________ lived. Shuffling, 2) __________ plodded into the underground lair. Steve decided to follow. 3) __________ waited till the orc had disappeared and then 4) __________ began to follow 5) __________. Carefully, 6) __________ entered the darkness. What 7) __________ did not know was that Sharon had followed 8) __________. 9) __________ both tiptoed forwards but Steve was unaware that 10) __________ was just behind 11) __________. 12) __________ paused in the darkness and listened. 13) __________ could hear something behind 14) __________. Sharon waited, controlling 15) __________ breathing. Had 16) __________ heard 17) __________? Was 18) __________ safe? She heard 19) __________ footsteps go away. Suddenly...
Sujet 1 Do you think there is a point to commemorating wars?

Axe 8 : Territoires et mémoire p. 239

1. De quel type de sujet s'agit-il ?

2. On attend de vous que vous puissiez « traiter le sujet et produire un écrit clair, détaillé et globalement efficace, y compris en prenant appui sur certains éléments culturels pertinents ». Quels éléments culturels anglo-saxons pouvez-vous inclure dans votre production ?

3. a. Parmi ceux proposés ci-dessous, quel **plan** vous semble le plus pertinent ?
   - I. War is bad,
   - II. peace is good
   - I. War is not worth commemorating,
   - II. but we have to fight for our freedom.
   - I. War is not something to commemorate,
   - II. but we must not forget the courageous men who fought for us.

   b. On attend de vous que vous puissiez « produire un récit ou une argumentation en indiquant la relation entre les faits et les idées dans un texte bien structuré ». Cela suppose une introduction et une conclusion. À quoi votre copie doit-elle ressembler ?

4. a. Pour indiquer la relation entre les idées, vous aurez besoin d’utiliser des mots de liaison pertinents. Associez chaque mot ou expression à son équivalent.
   - thus, firstly, therefore, however, to conclude, then, in addition
   - despite, unless, actually, whereas, although

   1) c’est pourquoi → 2) premièrement → 3) tandis que → 4) donc → 5) en conclusion → 6) à moins que → 7) après, ensuite → 8) malgré → 9) bien que → 10) cependant → 11) de plus → 12) en fait →

   b. Complétez avec le mot de liaison qui convient.

   1) .................................................. 2) .................................................. war implies violence it also implies courage. 3) .................................................. we can admire those who died for our freedom. 4) .................................................. we should commemorate them. 5) .................................................. we seldom celebrate those who work for peace, 6) .................................................. they helped save lives. 7) .................................................. the fact that they appear less courageous, they sometimes had to face hardship and even persecution. 8) .................................................. we should highlight their actions hoping to inspire others to do the same. 9) .................................................. , we should commemorate peacemakers more to live in a better world.
Sujet 2 There are many pollution problems in your city. You write a letter to your mayor to advocate for the changes you think are necessary.

Axe 6 : Innovations scientifiques et responsabilité p. 181

Tips
- Dans ce sujet, vous devez définir le problème, présenter et justifier le point de vue choisi dans le premier paragraphe.
- Vous devez présenter les problèmes et convaincre le maire de mettre en œuvre des mesures qui apporteront une amélioration.
- Dans un souci de crédibilité, il vous faudra donner quelques données chiffrées. Pour cela, revoyez les règles d'orthographe des noms et les façons d'exprimer les quantités.
- On attend de vous que vous puissiez « produire un texte dont l'étendue du lexique et des structures sont suffisantes pour permettre précision et variété des formulations. »

1 Trouvez, pour chacun des mots ou expressions de la liste, des synonymes dans le nuage de mots.

1) a lot of → 2) important → 3) bad → 4) interesting → 5) big → 6) small → 7) good → 8) think → 9) idea → 10) very →

numerosous, huge, reckon, noteworthy, tiny, decisive, minor, deeply, tremendously, appropriate, thought, gripping, awful, appalling, concept

2 Vous pourrez enrichir vos phrases en ajoutant des adjectifs, des compléments ou des propositions subordonnées relatives (attention à who pour les humains et which pour tout le reste). Transposez les phrases suivantes dans ce sens en prenant soin de varier votre vocabulaire et d'utiliser des synonymes des mots ci-dessus.

1) Our town has big problems. →
2) Cars create traffic jams. They cause pollution. →
3) We need public transport and bicycle lanes. Using bikes is very dangerous. →
4) We think people have big health problems because the air is very polluted. →
5) We want new ideas. We think cities can be interesting places. →
6) New trees and new parks are important. →
7) Markets are better than supermarkets. They offer good products. →
8) New policies cost a lot of money, but pollution costs a lot too. →

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Sujet 3 You are a journalist covering an anti-gun activist demonstration. Imagine the conversation.

Tips

- Dans les dialogues, la ponctuation et la forme sont importantes. Revoyez les règles de mise en forme en anglais.
- Votre dialogue est un jeu de questions / réponses. Pensez aux auxiliaires de conjugaison en particulier au présent et au passé.
- Donnez de l’authenticité à vos dialogues en utilisant des gap fillers marquant les hésitations.
  Ex : “You see…”, “You know…”, “Well, er…”, “Actually (à dire vrai)…”, “Em…”
- On attend de vous que vous « démontrez une bonne maîtrise des structures simples et courantes. Les erreurs sur les structures complexes ne doivent pas donner lieu à des malentendus ». 

1 Après avoir revu les règles de mise en forme du dialogue en anglais, dites si les affirmations suivantes sont correctes.

1) Les dialogues en anglais sont représentés comme en français. □ Vrai □ Faux
3) On met un tiret devant chaque réplique. □ Vrai □ Faux
4) On met des guillemets au début et à la fin de chaque réplique. □ Vrai □ Faux
5) On place le sujet après le verbe introducteur (say, explain, reply…). □ Vrai □ Faux
6) Il ne faut pas rédiger une introduction qui présente la situation. □ Vrai □ Faux

2 Complétez les phrases suivantes avec l’auxiliaire conjugué qui convient.

1) “……………………………………………… you think that banning guns would stop school shootings?”
2) “……………………………………………… your father own a gun?”
3) “When ………………………………………………… you buy your first gun?”

3 Associez chaque mot à sa traduction.

- add
- enquire
- reply
- nod
- shrug
- sigh
- shake one’s head
- look up
- soupirer
- acquiescer
- ajouter
- faire non de la tête
- répliquer
- lever les yeux au ciel
- s’informer
- hauser les épaules

4 Le début de ce dialogue a besoin d’être amélioré. Regardez les remarques du professeur. Corrigez les erreurs, la ponctuation, et ajoutez des gap fillers et au moins quatre verbes introducteurs.

Good Morning I’m Kate Smith at the march for the gun control. Str, you can answer some questions? Yes, of course. Who are you? I’m Fred, I have 40. Why taking you part in this demonstration? I am worried about the shootings in the different schools in the us. My children are teenagers. I will want them to be safety at school...
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