

**GUIDE PÉDAGOGIQUE**

# HIGHSPOT

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# UNIT 1

## Let's Chat!

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

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

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

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

### SPOTS / FINAL TASK

	Les activités	Les bonus à télécharger	Training / Sounds Good!
<b>SPOT 1 Spare Time Activities</b> Parler de ses goûts (EOC – A2)	Deux activités courtes (A et B) pour amener les élèves à réussir la tâche intermédiaire	<b>WORD CARD Hobbies</b> Cette fiche illustrée permet de mémoriser d'autres noms de loisirs.	Training ex. 2 et 3 page 12
<b>SPOT 2 First Contact Online</b> Demander ou donner des informations personnelles (EOI – A2)	Deux activités courtes d'entraînement à l'oral (C et D) pour amener les élèves à réussir la tâche	<b>ONLINE TRAINING</b> Introductions An Interview Presenting a VIP	Sounds Good! page 13 Prononciation /s/, /z/ et /iz/ Training ex. 4 et 5 page 13
<b>SPOT 3 A Fashion Blogger</b> Se présenter sur un blog (EE – A2)	L'étude d'un texte court sert de modèle aux élèves pour rédiger leur présentation et celle d'une personne qu'ils/elles apprécient. (Activity E)		Training ex. 1 page 12 et ex. 6, 7 et 8 page 13
<b>SPOT 4 New Country New Life!</b> Comprendre un reportage sur un adolescent (CO – A2)	Début de la fiche Video page 11.  Vidéo disponible via : - le flash code - l'URL - sur le compte YouTube des éditions Foucher	Fiche VIDEO TIME complète <b>U01_Niels_ANG:</b> avec consignes en anglais <b>U01_Niels_FR:</b> avec consignes en français <b>U01_Niels_CORR:</b> corrigé  Corrigé et script page 11	
<b>FINAL TASK 1</b> <b>Play a Speed Meeting Game</b> (EOI – A2)	Cette tâche finale sera réalisée en petits groupes étape par étape.	FTF10.doc	

### CCF PREP

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

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

## Page 7 – Ouverture de l'unité

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

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

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

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

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

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

#### CDI Track 1

- |  |  |
|--|--|
| a. I watch videos on <b>YouT<u>u</u>be</b> .                               | e. I chat with my Australian friends on <b>Sk<u>y</u>pe</b> .            |
| b. I post photos on <b>Insta<u>g</u>ram</b> and <b>Snap<u>ch</u>at</b> .   | f. I play games on <b>Face<u>b</u>ook</b> .                              |
| c. I send and receive messages on <b>Teen<u>ch</u>at</b> .                 | g. I listen to music on <b>YouT<u>u</u>be</b> and <b>Dee<u>z</u>er</b> . |
| d. I post comments on <b>Twit<u>te</u>er</b> and <b>Face-<u>b</u>ook</b> . |  |

## Page 8 – SPOT 1 Spare Time Activities

### ACTIVITY A / Beauty and the Geek

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

#### CDI Track 2

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

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

**Journalist:** Now, listen to our first Beauty:

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

#### Réponses possibles :

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

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

## 2 Listen again and complete with the verb you hear.

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

## ACTIVITY B / My Favourite Social Media

### 3 Listen and complete with the words from the list.

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

#### CDI Track 3

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

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

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

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

### 4 What's the English for...?

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

## SPOTLIGHT

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

Les verbes soulignés sont conjugués au *présent simple*.

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

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

## TASK 1

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

*Réponse possible :*

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

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

## Page 9 – SPOT 2 First Contact Online

### ACTIVITY C / A Skype Conversation

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

##### CDI Track 4

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

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

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

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

**Isabel:** My surname is Perez.

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

**Isabel:** I'm 20 years old.

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

**Isabel:** I live in Spain, in Cadaques.

**Will:** What part of Spain?

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

**Will:** What do you study?

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

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

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



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

- 1

a. How are you?
- 5

d. What part of Spain?
- 6

b. What do you study?
- 2

e. What's your surname?
- 4

c. Where do you live?
- 3

f. How old are you?

ACTIVITY D / Hobbies and Studies

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

CD 1 Track 5

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

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

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

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

SPOTLIGHT

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

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

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

TASK 2

10 Work in pairs. Choose a role; then ask and answer questions with your partner (Appendix 115-116)

Questions/ débuts de réponses possibles :

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

### ACTIVITY E / First Post

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

**Name:** Frank                      **Age:** 16                      **Place of living:** New York, USA  
**Sisters and brothers:** 2 sisters                      **Pets:** one dog  
**Hobbies:** baseball and shopping                      **Love life:** a girlfriend, Anna  
**Favorite outfit:** beanies, sunglasses, hoodies, jeans and casual shoes

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

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

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

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

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

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

#### 4 Answer the questions about Anna and her brother.

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

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

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

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

### SPOTLIGHT

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

Il faut rajouter un -s au verbe à la 3<sup>e</sup> personne du singulier.

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

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

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

### TASK 3

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

*Réponse possible :*

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

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

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

## Page 11 – SPOT 4 New Country New Life!

### VIDEO TIME Niels

#### PART 1-2

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

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

#### PART 1-3

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

#### PART 1-4

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

#### PART 1-5

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

### PART 1 Watch the whole video.

#### 1 Select the correct answer corresponding to what you understand.

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

### PART 2 Watch the video up to 0:28.

#### 2 Complete the script.

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

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

#### 3 Say if the statements are true or false.

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

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

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

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

**5 Answer the questions.**

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

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

- b. Are American kids good at soccer?

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

- c. How many goals did he score?

He scored 12 goals.

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

**6 Tick the words you hear.**

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

**7 True or false?**

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

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

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

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

**PART 6 Express Yourself**

**9 Answer the questions.**

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

*Réponses possibles :*

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

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

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

*Réponses possibles :*

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

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

## Pages 12/13 - TRAINING

### 1 Associez chaque illustration à la matière correspondante.

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

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

### 2 Complétez les énoncés avec les mots suivants.

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

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

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

### 4 Choisissez le mot interrogatif qui convient.

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

### 5 Trouvez les questions qui correspondent aux réponses.

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

### 6 Conjuguez les verbes au présent simple.

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

### 7 Choisissez « his » ou « her ».

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

### 8 Présentez cet acteur célèbre à partir des informations fournies.

Réponse possible :

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

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

SOUNDS GOOD!

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

CDI Track 6

he likes / he plays / he dances

**B Écoutez et classez les verbes. Puis répétez.**

CDI Track 7

a. he likes

b. she prefers

c. he works

d. he watches

e. she hates

f. he loves

g. she plays

h. he comes

i. she starts

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

Page 14 – CCF PREP 1 Parties 1 et 2

Partie 1 Introduire le sujet de son exposé

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

CDI Track 8

a. Today, I will speak about Beyoncé.

b. She is a famous American singer.

c. She was born on September 4, 1981.

d. She lives in the USA.

e. She is married to Jay-Z and they have two children.

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

*Réponse possible :*

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

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

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

### CD1 Track 9

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

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

**4 Formulez des réponses complètes à partir des éléments proposés.**

Réponses possibles :

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

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

### CD1 Track 10

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

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

## Page 15 – CCF PREP 2 Partie 3

### Partie 3 Comprendre un article sur une célébrité

**Répondez aux questions.**

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

## **Page 16 – FINAL TASK 1 Play a Speed Meeting Game**

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

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

*Cette fiche reprend les rubriques de la fiche page 16 du manuel mais est beaucoup plus détaillée, ce qui facilitera le travail des élèves :*

*Nom du fichier : FTF01.doc*



# UNIT 2

## Special Events

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

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

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

### SPOTS / FINAL TASK

	Les activités	Les bonus à télécharger	Training / Sounds Good!
<b>SPOT 1 Tomorrowland Festival</b> Demander ou donner des informations sur un événement (EOI – A2)	Deux activités courtes (A et B) pour amener les élèves à réaliser un court dialogue.	<b>WORD CARD</b> Events Cette fiche illustrée permet de mémoriser d'autres noms d'événements	Training ex. 6 page 23 et ex. 7 page 23
<b>SPOT 2 Minnesota Renaissance Festival</b> Présenter un événement à partir d'un flyer (CE, EOC – A2)	Deux activités courtes d'entraînement à l'oral (C et D) pour amener les élèves à présenter sommairement un événement culturel.	<b>ONLINE TRAINING</b> Celebrations	Sounds Good! page 23 Prononciation /θ/ et /ð/ Training ex. 2 page 22 et ex. 3 page 23
<b>SPOT 3 Invitation to a Premiere</b> Comprendre et rédiger un message d'invitation (CE, EE – A2)	Un travail progressif de compréhension (activités E et F) d'un message électronique d'invitation qui amènera l'élève à rédiger par mimétisme un autre message d'invitation.	<b>ONLINE TRAINING</b> A Professional Email	Training ex. 4 et 5 page 23
<b>SPOT 4 Celebrating a Public Holiday</b> Comprendre une vidéo sur une fête nationale (CO – A2)	Début de la fiche Video page 21. Vidéo disponible via : - le flash code - l'URL - sur le compte YouTube des éditions Foucher	<b>ONLINE TRAINING</b> Saint Patrick's Day Fiche VIDEO TIME complète <b>U02_Apprentice_ANG:</b> avec consignes en anglais <b>U02_Apprentice_FR:</b> avec consignes en français <b>U02_Apprentice_CORR:</b> corrigé  Corrigé et script page 21	Training ex.1 p.22
<b>FINAL TASK 2</b> Present an Event (EE et EOC – A2)	Cette tâche finale sera réalisée en petits groupes ou individuellement étape par étape.	FTF02.doc	

### CCF PREP

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

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

## Page 17 – Ouverture de l'unité

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

### 1 Match the documents with the corresponding sentences.

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

## Page 18 – SPOT 1 Tomorrowland Festival

### ACTIVITY A / Going Out

#### 1 Look at the photo and select the correct answers.

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

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

##### CDI Track 11

**Terry:** Hello!

**Victoria:** Hello, this is Victoria.

**Terry:** Hi Victoria, how are you?

**Victoria:** Fine, thanks. What about you?

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

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

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

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

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

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

**Terry:** OK! What about choosing that one?

**Victoria:** Yes, for sure!!

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

**Victoria:** OK! Great! Where can we meet?

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

**Victoria:** At what time is it?

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

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

**Terry:** Bye!

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

## SPOTLIGHT

Ces questions servent à inviter.

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

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

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

### ACTIVITY B / Inviting a Friend

Questions et réponses possibles :

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

*Student B: Yes, I'd love to.*

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

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

*Student A: It's on July 26th.*

*Student B: What time is it?*

*Student A: It's at 8 pm.*

*Student B: Where can we meet?*

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

### TASK 1

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

Réponses libres.

## Page 19 – SPOT 2 Minnesota Renaissance Festival

### ACTIVITY C / The Flyer

**5 Match the parts of the flyer and the titles.**

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

The activities are described in the middle of the flyer.

The practical information are at the bottom of the flyer.

### ACTIVITY D / The Event

**6 Read the flyer and choose the correct answers.**

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

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

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

## 8 True or False.

- a. False                      b. True                      c. False                      d. False

## TASK 2

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

*Réponses possibles :*

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

## Page 20 – SPOT 3 Invitation to a Premiere

### ACTIVITY E / Receiving an Invitation by Email

**1 Read the email and find the following information.**

- |   |  |
|---|--|
| a. Jasmine Stuart   | f. Thursday October 17th                                       |
| b. <a href="mailto:jasmine.stuart@gaumont.com">jasmine.stuart@gaumont.com</a> | g. from 2pm to 6pm   |
| c. Mr Martin  | h. Gaumont event, then a dinner.                               |
| d. <a href="mailto:n.martin@free.uk">n.martin@free.uk</a>                     | i. Grand Hotel in London                                       |
| e. Gaumont event  | j. presentation of the latest block-busters films and services |

**2 Read the email again and find the English equivalents:**

- |                            |                              |                            |
|----------------------------|------------------------------|----------------------------|
| a. our best customers (§2) | c. please find attached (§3) | e. we look forward to (§3) |
| b. an opportunity (§2)     | d. an agenda (§3)            | f. available (§4)          |

## SPOTLIGHT

WILL indique que le verbe est conjugué au futur.

NEXT MONTH est le marqueur de temps du futur.

### ACTIVITY F / Gaumont Event

**3 Find the English equivalents in document B.**

- |               |                 |               |              |
|---------------|-----------------|---------------|--------------|
| a. screenings | b. transferable | c. admittance | d. recording |
|---------------|-----------------|---------------|--------------|

**4 Answer the questions.**

- a. It is a personal invitation to the Gaumont event.  
b. The cinema opens at 1:30 pm.  
c. The cinema is located at Leicester Square in London.  
d. No, you can't.  
e. No, you can't. It's non-transferable.

## TASK 3

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

Réponse personnelle.

## Page 21 – SPOT 4 Celebrating a Public Holiday

### VIDEO TIME Saint Patrick's Day In Belfast 2014

#### PART 1-2

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

#### PART 1-3

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

"It took about three weeks to paint the thing, and then we added all these things onto it." Hundreds thronged through the city centre as part of a carnival featuring time machines and even a flying De Lorian. Thousands watched on as the city celebrated Saint Patrick one day early.

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

#### PART 1-4

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

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

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

#### PART 1-5

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

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

#### PART 1-6

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

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

"Yeah, definitely!"

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

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

### PART 1 Watch the whole video

#### 1 Select the correct answers.

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

**2 Put the elements in the order you see them.**

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

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

**3 Complete the script.**

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

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

**4 Match the beginnings of the sentences to their ends.**

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

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

**5 True or False?**

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

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

**6 Tick the words you hear.**

nice – good weather – face painting.

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

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

**7 Answer the questions in English.**

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

## Pages 22/23 – TRAINING

**1 Associez ces dates aux fêtes correspondantes.**

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

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

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

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

3 Dites les dates suivantes en anglais.

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

4 Sélectionnez les marqueurs de temps du futur.

tomorrow – next week – soon

5 Dites en anglais.

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

6 Complétez par *in*, *at* ou *on*.

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

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

SOUNDS GOOD!

A Écoutez et répétez.

CD1 Track 12

there – birthday

B Écoutez et classez les mots suivants.

CD1 Track 13

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

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

## Page 24 – CCF PREP 3 Parties 1 et 2

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

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

### CDI Track 14

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

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

*Présentation possible :*

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

Partie 2 Faire des réponses courtes

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

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

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

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

## Page 37 – CCF PREP 4 Partie 3

Partie 3 Comprendre un article sur un lieu d'exception

**Répondez aux questions.**

- a. Il s'agit d'un article sur le musée Louis Vuitton.
- b. Ce bâtiment se trouve dans le Jardin d'Acclimatation dans la banlieue de Paris. Ce musée de 11 706 m<sup>2</sup> est composé de onze galeries.
- c. Non, ce lieu pourra aussi accueillir divers événements.
- d. Selon lui, il ressemble à un nuage de verre et à des voiles.
- e. La première exposition portera sur le développement du musée et elle se tiendra jusqu'au 5 janvier 2015.



## **Page 26 – FINAL TASK 2 Present an Event**

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

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

*Cette fiche reprend les rubriques de la fiche page 26 du manuel mais est beaucoup plus détaillée, ce qui facilitera le travail des élèves :*

*Nom du fichier : FTF02.doc*

# Culture Blog

## Pop Art and Street Art

### Page 27

#### 1. Frank Shepard Fairey (1970-)

##### CDI Track 15

##### Frank Shepard Fairey

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

Listen and complete the information card.

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

#### 2. Andy Warhol, the Prince of Pop Art

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

a. Andy Warhol was an impressionist painter.

Wrong. He was the Prince of Pop Art.

b. His paintings mainly represented nature.

Wrong. He painted realistic pictures of everyday items.

c. Painting was not his only passion.

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

### Page 28

#### 3. Street Art Forms

Read the definitions and match the words to the photos.

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

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

**3. street installation:** 3D objects that are installed in streets or parks like sculptures. **Picture c**

**4. video projection:** projection of images or messages on building walls. **Picture a**

#### 4 A Mysterious Artist

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

Expression personnelle.

#### QUIZ

##### **CD1 Track 16**

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



# UNIT 3

## Job Profiles

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

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

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

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

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

### SPOTS / FINAL TASK

	Les activités	Les bonus à télécharger	Training / Sounds Good!
<b>SPOT 1 Jobs and Tasks</b> Comprendre des informations sur des activités professionnelles (CO – A2)	Deux activités courtes (A et B) pour amener les élèves à réussir la tâche intermédiaire	<b>WORD CARD Jobs</b> Cette fiche illustrée permet de mémoriser d'autres noms de métiers et propose des exercices supplémentaires.	Training ex. 2 page 34 et ex. 3 page 35
<b>SPOT 2 Job Details</b> Demander ou donner des informations sur des activités professionnelles (EOI – A2)	Deux activités courtes d'entraînement à l'oral (C et D) pour amener les élèves à réussir la tâche	ONLINE TRAINING Work Places	Sounds Good! page 35 Pronunciation /h/ et /w/ Training ex. 1 page 34 et ex. 4 page 35
<b>SPOT 3 Choosing a Career</b> Comprendre une fiche métier (CE – A2+)	Un travail progressif de compréhension d'une fiche métier authentique (Activity E)	ONLINE TRAINING Qualities and Skills ONLINE TRAINING Jobs and Tools	Training ex. 5 et 6 page 35
<b>SPOT 4 My Apprenticeship</b> Comprendre une présentation professionnelle simple (CO – A2)	Début de la fiche Video page 33.  Vidéo disponible via : - le flash code - l'URL - sur le compte YouTube des éditions Foucher	Fiche VIDEO TIME complète <b>03 Apprentice_ANG:</b> avec consignes en anglais <b>03 Apprentice_FR:</b> avec consignes en français <b>03 Apprentice_CORR:</b> corrigé  Corrigé et script page 34 de ce guide.	
<b>FINAL TASK 3</b> Create a Job Description Flyer (CE et EE – A2+)	Cette tâche finale sera réalisée en petits groupes ou individuellement étape par étape.	FTF03.doc	

### CCF PREP

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

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

## Page 29 – Ouverture de l'unité

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

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

A = electrician

B = shop assistant

C = dog groomer

### 2 Listen and match their names and their jobs.

#### CDI Track 17

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

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

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

Caroline is an electrician.

Rick is a shop-assistant.

Jess is a dog groomer.

### 3. Find the English for.

a. install

b. wash

c. sell

d. shave

e. advise

## Page 30 – SPOT 1 Jobs and Tasks

### ACTIVITY A / Job Profiles

#### 1 Match the jobs and the corresponding profiles.

Job A: dressmaker = Profile 3

Job C: beautician = Profile 4

Job B: plumber = Profile 1

Job D: prop maker = Profile 2

#### 2 Find the English for.

a. create realistic looking objects

c. create made-to-measure clothing

b. carry out treatments

d. service and repair water pipes

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

**CDI Track 18**

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

**Lynn:** Yes, OK.

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

**Lynn:** I'm a sports coach.

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

**Lynn:** I work for UK All Sports.

**Reporter:** Where do you work?

**Lynn:** I work in a leisure centre in Manchester.

**Reporter:** What does your job consist of?

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

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

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

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

**Job title:** sports coach

**Company:** UK All Sports

**Location:** leisure centre in Manchester

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

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

## TASK 1

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

#### CDI Track 19

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

**Bradley:** Oh, yes! Go ahead!

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

**Bradley:** I'm a satellite TV technician.

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

**Bradley:** I work for London Satellite Systems.

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

**Bradley:** I work in the City of London.

**Reporter:** What does your job consist of?

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

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

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

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

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

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

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

**Le nom de son entreprise :** London Satellite Systems

**Son lieu de travail :** le centre de Londres

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

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

## Page 31 – SPOT 2 Job Details

### ACTIVITY C / What Do They Do?

### 5 Match questions and answers. Then listen and check.

#### CDI Track 20

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

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

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

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



ACTIVITY D / Interviewing Workers

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

*Questions/ réponses possibles :*

What do you do? I'm a shop assistant / a DJ.

Where do you work? I work in a commercial centre in NYC / in a local radio station in Miami.

What company do you work for? I work for JackRabbit sports / for Big Time Radio.

What does your job consist of? I serve and advise customers / I broadcast music and commercials...

SPOTLIGHT

*Does* est utilisé à la 3<sup>e</sup> personne du singulier au présent.

La réponse b se traduit « Je suis opérateur régleur. » Il n'y a pas d'article indéfini en français alors qu'en anglais, on utilise *a* ou *an* pour dire son métier (*I'm a machinist.*).

TASK 2

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

*Questions/ débuts de réponses possibles :*

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

Page 32 - SPOT 3 Choosing a Career

ACTIVITY E / Careers Advice

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

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

**2 Find the English for:**

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

**3 Answer the questions.**

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

SPOTLIGHT

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

### TASK 3

**4 Read the document page 116 and complete the form in French to help a friend who is interested in the job.**

- a. Métier :** vendeur en pièces détachées (pièces de rechange et accessoires) pour automobiles.
- b. Responsabilités essentielles :** vente de pièces détachées (pièces de rechange) à des particuliers ou des garages. Conseils, préparations de commandes et livraisons.
- c. Qualités requises :** être patient, méticuleux. Avoir de bonne connaissance en mécanique automobile et des compétences en TIC.
- d. Expérience demandée :** aucune, mais une expérience dans le secteur automobile serait appréciée.
- e. Formation possible :** apprentissage
- f. Horaire hebdomadaire :** 37 à 40 heures par semaine
- g. Salaire :** 14 000 Livres Sterling par an et plus (= environ 19 700 euros)

## Page 33 – SPOT 4 My Apprenticeship

VIDEO TIME Ebony Cera – Apprentice Electrician

### PART 1-2

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

### PART 1-3

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

### PART 1-4

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

### PART 1-5

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

### PART 1 Watch the whole video

#### 1 Answer the questions.

What does she do? She is an apprentice electrician.

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

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

#### 2 Select the correct answer according to what you see.

She works in a factory.

This company produces clothes.

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

**3 Fill in her personal information.**

Name: Ebony

Age: 19

Job: electrician

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

**4 Tick true or false.**

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

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

**5 Tick the sentences corresponding to what she explains.**

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

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

**6 Select the correct words.**

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

Everybody is extremely supportive of **females**.

**7 Find the English expression that means:**

*dominé par les hommes* : male-dominated

*soutenir quelqu'un* : be supportive of

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

**8 Answer the questions.**

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

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

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

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

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

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

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

*...et vous poursuivez vos rêves.*

**10 Complete her last sentence.**

It's great, **fantastic**!

**PART 6 Give your opinion.**

**11 Answer these questions personally.**

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

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

*Réponses libres*

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

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

Métiers à retrouver :

← Policeman

→ Plumber

→ Actor

← Electrician

← Coach

← Painter

↓ Teacher

↑ Welder

↑ Mechanic

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

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

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

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

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

- He **creates** websites. He is a web designer.
- He **installs** and **services** satellite systems. He is a satellite TV technician
- She **takes** payments. She is a cashier.
- She **advises** and **serves** customers. She is a shop assistant.

## 4 Choisissez le mot interrogatif qui convient.

- Where** do you work? I work in a factory.
- What** do you do? I work as a maintenance technician.
- What** does your job consist of? I service and repair production machines.
- How much** do you earn per year? I earn about \$19,500 per year.

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

- A big company **could offer** you a work placement.  
*Une grande entreprise pourrait vous offrir un stage.*
- Your manager and you **could visit** other companies.  
*Votre patron et vous pourriez visiter/ rendre visite à d'autres entreprises.*
- You **could improve** your chances to find a job.  
*Vous pourriez améliorer vos chances de trouver un emploi.*
- That **could be great!** *Cela pourrait être génial!*

## 6 Mettez ces énoncés à la forme négative.

- I **don't like / do not like** working with the public.
- He **doesn't need / does not need** a job.
- They **don't work / do not work** in the same firm.
- She **doesn't want / does not want** to be a prop maker.

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

SOUNDS GOOD!

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

CD1 Track 21

how – what

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

CD1 Track 22

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

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

Page 36 – CCF PREP 5 Parties 1 et 2

Partie 1 Présenter un métier

1 Écoutez et complétez la présentation du métier de croupier.

CD1 Track 23

Job title: Croupier

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

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

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

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

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

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

Présentation possible :

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

A greenkeeper looks after sports grounds.

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

They work from 37 to 40 hours per week.

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

## Partie 2 Identifier une demande et formuler une réponse pertinente

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

#### CDI Track 24

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

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

b. Where does a make-up artist work?

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

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

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

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

A make-up artist usually works in the evenings.

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

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

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

### 4 Écoutez et répondez aux questions.

#### CDI Track 25

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

b. Where does a window fitter work?

c. How much does a window fitter earn?

d. When does a window fitter usually work?

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

*Réponse possible :*

A window fitter installs new or replacement windows.

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

S/he earns about £14,000 per year.

Window fitters generally work on weekdays.

S/he works about 40 hours per week.

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

*Questions et réponses libres.*

## Page 37 - CCF PREP 6 Partie 3

### Partie 3 Comprendre un article sur un métier

#### Répondez aux questions.

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

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

3. Quelles sont les contraintes de ce métier ? Il faut souvent travailler le soir ou pendant les week-ends. Il faut s'attendre à travailler de 40 à 60 heures par semaine. On passe la plupart du temps sur la route, parfois au milieu d'une circulation intense.
4. Quelles sont les qualifications et documents nécessaires pour exercer ce métier ? Aucune qualification spécifique n'est requise. Cependant, il faut avoir une licence d'exploitation, avoir un casier judiciaire vierge et souvent réussir un examen pour vérifier vos connaissances en géographie.

### **Page 38 - FINAL TASK 3 Create a Job Description Flyer**

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

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

*Cette fiche reprend les rubriques de la fiche page 38 du manuel mais est beaucoup plus détaillée, ce qui facilitera le travail des élèves :*

*Nom du fichier : FTF03.doc*





# UNIT 4

## New Horizons

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

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

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

### SPOTS / FINAL TASK

	Les activités	Les bonus à télécharger	Training / Sounds Good!
<b>SPOT 1 Australian Outlook</b> Comprendre un message pour compléter une fiche sur un pays. (CO – A2+)	Deux activités courtes (A et B) écrites et orales pour amener les élèves à repérer les caractéristiques simples et des informations chiffrées sur un pays.	<b>WORD CARD Countries and Nationalities</b> Cette fiche illustrée permet de mémoriser des noms de pays et les nationalités correspondantes	Training ex. 2 page 44 3, 4, 5 page 45  Sounds Good! page 45 Prononciation de "ty" et "teen" – Accentuation des syllabes
<b>SPOT 2 Australia Inside Out</b> Demander ou donner des informations sur un pays (EOI – A2+)	Deux activités courtes d'entraînement à l'oral (C et D) pour amener les élèves à comprendre et donner des informations sur un pays	<b>ONLINE TRAINING</b> Ex.10 American Specials Ex.11 English-speaking Countries (1) Ex.12 English-speaking Countries (2)	Training ex. 6 et 7 page 45
<b>SPOT 3 American Specials</b> Comprendre un article sur une manifestation spécifique à un pays et en rendre compte en français (CE – B1)	Un travail progressif de compréhension des informations essentielles pour permettre une restitution la plus complète possible en français (Activity E)		
<b>SPOT 4 Jamaica</b> Comprendre un reportage sur un pays (CO – B1)	Début de la fiche Vidéo page 43.  Vidéo disponible via : - le flash code - l'URL - le compte YouTube des éditions Foucher	<b>Fiche VIDEO TIME complète</b> <b>04_Jamaica_ANG:</b> avec consignes en anglais <b>04_Jamaica_FR:</b> avec consignes en français <b>04_Jamaica_CORR:</b> corrigé  Corrigé et script de la vidéo page 46	
<b>FINAL TASK 4</b> Prepare and present a poster about a country (EE et EOC – B1)	Cette tâche finale peut être réalisée individuellement (ou en binôme si l'effectif de la classe est trop nombreux)	FTF04.doc	

### CCF PREP

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

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

## Page 39 – Ouverture de l'unité

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

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

Photo en haut à gauche : A team before the match

Photo en bas à gauche : Maori Lovers

Grande photo : Turquoise sea waters

### 2 Choose the right information. Then listen and check.

#### CDI Track 26

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

## Page 40 – SPOT 1 Australian Outlook

### ACTIVITY A / Features of Australia

#### 1 Look at the map and answer the questions.

- a. Where is Australia located?

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

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

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

- d. What are the characteristics of the flag?

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

#### 2 Listen to Matt and match the different elements.

#### CDI Track 27

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

a/3. Matt's home city: Darwin

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

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

d/1. A traditional music instrument: The didgeridoo

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

CDI Track 28

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

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

Remarkable numbers, aren't they?

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

SPOTLIGHT

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

TASK 1

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

CDI Track 29

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

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

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

## ACTIVITY C / Follow Me

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

### CDI Track 30

#### AT THE TOURIST INFORMATION CENTRE

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

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

**Jude:** Where are they located?

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

**Jude:** How big is Perth?

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

**Jude:** What are the other cities famous for?

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

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

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

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

## ACTIVITY D / FAQs: See & Do

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

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

## SPOTLIGHT

Combien y a-t-il de provinces ?

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

## TASK 2

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

**Student A / Ireland** (Fiche de réponses en annexe page 117)

**Student B / Canada** (Fiche de réponses en annexe page 118)

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

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

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

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

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

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

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

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

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

## Page 42 – SPOT 3 American Specials

### ACTIVITY E / Native Americans' Pow Wows

#### 1 Choose the right information.

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

#### 2 Answer the questions.

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

## TASK 3

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

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

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

## Page 43 – SPOT 4 Jamaica

### VIDEO TIME Jamaica, Once You Go, You Know

#### **PART 1-2**

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

#### **PART 3**

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

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

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

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

#### **PART 4**

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

#### **PART 5**

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

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

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

#### **PART 6**

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

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

Once you go, you know.

## PART 1 Watch the whole video

### 1 Answer the questions.

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

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

### 2 Select the elements you can see.

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

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

### 3 Number the cities in the order they are presented.

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

### 4 Match the cities and the information given.

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

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

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

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

### 5 Circle the cities mentioned on the map.

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

### 6 Listen and circle the correct words.

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

### 7 Locate Negril on the map.

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

### 8 Underline the correct information for each subject.

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

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

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

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

### 9 Complete the script with the following words.

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

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

Réponse ouverte.

### 1 Associez chacun des pays aux informations correspondantes.

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

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

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

#### CDI Track 31

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

First sieve together **100g** plain flour and **50g** rice flour. – Add **50g** sugar and **100g** butter.

– Mix together well. Form into a flat, square cake. – Put it on a baking tray. Bake in a pre-heated oven, gas mark **3** or **160°C**, for **50-60** minutes.

### 3 Associez les nombres et leur écriture.

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

### 4 Écrivez les nombres suivants en chiffres.

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

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

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

### 6 Complétez avec le mot interrogatif qui convient.

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



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

**7 Posez des questions sur les mots soulignés.**

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

SOUNDS GOOD!

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

CDI Track 32  
30 – 13 – 19 – 90 – 50 – 15

thirty (30) – thirteen (13) – nineteen (19) – ninety (90) – fifty (50) – fifteen (15)  
Les nombres terminés en « -teen » sont accentués sur cette syllabe. Les nombres terminés en « -ty » sont accentués sur la première syllabe.

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

**B Dites les nombres suivants.**

eighty (80) – sixteen (16) – seventeen (17) – seventy (70) – sixty (60) – eighteen (18).  
ERRATUM: Dans la première édition du manuel, un deuxième « sixteen » est écrit en lieu et place de « sixty ».

**Page 46 – CCF PREP 7 Parties 1 et 2**

Partie 1 Préparer le plan d'un exposé

**1 Écoutez et choisissez les expressions que vous entendez.**

CDI Track 33  
a. I am going to present Malta.  
b. I have chosen Malta because it's not well known.  
c. I would like to visit it.  
d. I'm going to start with...

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

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

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

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

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

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

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

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

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

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

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

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

## Page 47 – CCF PREP 8 Partie 3

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

### Répondez aux questions suivantes en français.

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

## Page 48 – FINAL TASK 4 Present a Poster About a Country

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

*Cette fiche reprend les rubriques de la fiche page 48 du manuel mais elle est beaucoup plus détaillée, ce qui facilitera le travail des élèves.*

Nom du fichier : FTF04.doc

### 1. Who was Mandela?

#### CDI Track 34

##### WHO WAS MANDELA?

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

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

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

His nickname was **Madiba**.

**Listen and complete.**

### 2. What Was Apartheid?

**Select the right answers.**

**Period:** 1948 – 1994

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

**Segregation:** separate education / medical care

**Citizenship:** only white people had the right to vote.

### 3. An Apartheid Sign

**Look at the picture and answer the questions.**

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

#### 4. Mandela's Life

**Match the titles and the paragraphs.**

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

#### 5. The Flag of South Africa

##### CDI Track 35

##### The Flag of South Africa

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

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

**Red** is for the violence that led to freedom.

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

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

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

#### QUIZ

##### CDI Track 36

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

# UNIT 5

## Favourite Shops

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

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

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

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

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

### SPOTS / FINAL TASK

	Les activités	Les bonus à télécharger	Training / Sounds Good!
<b>SPOT 1 Advertising Events</b> Comprendre une annonce radio (CO – A2)	Deux activités courtes (A et B) pour amener les élèves à repérer les informations clés et les expressions caractéristiques d'une annonce	WORD CARD Corner Shops Cette fiche illustrée permet de mémoriser le nom de différents magasins de proximité. ONLINE TRAINING Ex.13 Goods and Shops permet de revoir quelques noms de magasins ONLINE TRAINING Ex.15 Prices and Discounts permet d'enrichir les expressions d'offres promotionnelles	Training ex. 4, 5, 6 et 7 page 57
<b>SPOT 2 A Unique Shopping Experience</b> Demander ou donner des informations sur un magasin (EOI – A2)	Deux activités courtes d'entraînement à l'oral (C et D) pour amener les élèves à décrire un magasin et son ambiance	ONLINE TRAINING Ex.14 Ambient Factors permet de repérer et d'appareiller des facteurs d'ambiance	Training ex.1, 2 et 3 page 56
<b>SPOT 3 Marketing</b> Trouver des informations sur un magasin et en rendre compte en français (CE – A2+)	Un travail progressif de compréhension des informations essentielles pour permettre une restitution la plus complète possible en français (Activity E)		Sounds Good! page 57 Prononciation de "ch" et "sh"
<b>SPOT 4 Virtual Stores</b> Comprendre un reportage sur un nouveau concept de vente (CO – A2+)	Début de la fiche Vidéo page 55.  Vidéo disponible via : - le flash code - l'URL - le compte YouTube des éditions Foucher	<b>Fiche VIDEO TIME complète</b> <b>05_Tesco_ANG:</b> avec consignes en anglais <b>05_Tesco_FR:</b> avec consignes en français <b>05_Tesco_CORR:</b> corrigé  Scripts et corrigé page 59	
<b>FINAL TASK 5</b> Prepare a Flyer for a Grand Opening Event (EE et EOC – A2)	Cette tâche finale peut être réalisée en binômes, en petits groupes ou individuellement étape par étape.	FTF05.doc	

## CCF PREP

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

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

### Page 51 – Ouverture de l'unité

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

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

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

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

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

### Page 52 – SPOT 1 Advertising Events

ACTIVITY A / Grand Openings

**1 Look at the flyer and complete the event details.**

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

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

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

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

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

CDI Track 39

GRAND OPENING EVENT

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

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

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

ACTIVITY B / Discounts and Promos

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

CDI Track 40

FLASH SALE

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

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

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

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

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

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

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

SPOTLIGHT

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

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

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

## TASK 1

### 5 Listen to the announcement and complete the flyer.

#### CDI Track 41

##### SAMPLE SALE

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

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

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

**Jack Wills Fabulously British**

**Sample Sale**

Up to **60%** off on

**Shorts, Sweatshirts, dresses, T-shirts**

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

10 am – 6 pm

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

## Page 53 – SPOT 2 A Unique Shopping Experience

### ACTIVITY C / A Trendy Shop

#### 6 Look at the photos and answer the questions.

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

#### 7 Listen to Emma and Dylan and answer the questions.

#### CDI Track 42

##### CYBERDOG, A UNIQUE SHOPPING EXPERIENCE

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

**Dylan:** What products do they sell?

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

**Dylan:** How many floors are there?

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

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

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

**Dylan:** What about the staff? Are they friendly?

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

**Dylan:** What are the opening hours?

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

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



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

ACTIVITY D / The Shop Atmosphere

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

CD1 Track 43

CYBERDOG, AMBIENT FACTORS

Cyberdog is a clothes shop. They use many ambient factors.

The first one is the colours. They sell fluorescent clothes and accessories, shoes, bracelets and all sorts of fun gadgets.

The second one is the lights. Some clothes have flashing lights. Everything glows in the dark.

The third one is the music. Inside the store, it looks like a nightclub. The techno music is so loud, you feel like having a party. There are dancers at the entrance and on platforms. They have a live DJ some days.

The fourth one is the look of the staff. The staff are very eccentric. They have piercings and fluorescent dyed hair.

It is a futuristic store.

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

TASK 2

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

Student A / page 118 The Apple Store

Student B / page 120 The M&Ms Store

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

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

## Page 54 - SPOT 3 Marketing

### ACTIVITY E / Johnny Cupcakes

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

Name: **Johnny Cupcakes**

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

Type of shop: **clothes shop**

Boss: **Johnny Earle**

Creation: **2001**

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

Characteristics of the brand: **cupcake logo**

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

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

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

b. Only Londoners came for the grand opening. Wrong

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

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

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

### TASK 3

#### 3 Read the document on page 119 and sum it up in French.

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

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

**Page 55 – SPOT 4 Virtual Stores**

**VIDEO TIME Homeplus Subway Virtual Store**

**PART 1-2**

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

**PART 3**

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

**PART 4**

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

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

**PART 5**

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

**PART 1 Watch the whole video**

**1 Answer the questions.**

What's the name of the store? The name of the store is Tesco Homeplus.  
In which country is it located? It is in South Korea.  
How can people do their shopping? They can do their shopping with their smartphones.

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

### 2 Complete the question asked in the report.

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

### 3 Select the expressions you hear.

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

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

### 4 Answer the questions.

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

### 5 Number the actions in the right order.

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

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

### 6 Complete the sentences about the advantages for the customers.

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

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

### 7 Write down the numbers you hear or see.

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

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

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

## Pages 56/57 – TRAINING

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

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

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

## 2 Complétez les énoncés avec les verbes suivants.

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

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

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

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

## 4 Écoutez et choisissez le prix que vous entendez.

### CD1 Track 44

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

## 5 Écrivez les expressions chiffrées en toutes lettres.

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

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

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

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

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

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

SOUNDS GOOD!

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

### CD1 Track 45

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

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

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

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

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

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

Partie 2 Répondre à des questions sur un magasin

3 Complétez le tableau avec les mots interrogatifs suivants.

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

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

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

<b>CDI Track 46</b>	
a. Where are the staff from?	d. What is it famous for?
b. When is the store open?	e. What is Harrods’ motto?
c. How many customers are there each year?	f. Who must be well-dressed?

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

Partie 3 Comprendre un article sur un événement commercial

Répondez aux questions.

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

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

## **Page 60 – FINAL TASK 5 Prepare a Flyer for a Grand Opening Event**

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

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

*Cette fiche reprend les rubriques de la fiche page 60 du manuel mais est beaucoup plus détaillée, ce qui facilitera le travail des élèves.*

*Nom du fichier : FTF05.doc*





# UNIT 6

## Back from Training

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

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

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

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

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

### SPOTS / FINAL TASK

	Les activités	Les bonus à télécharger	Training / Sounds Good!
<b>SPOT 1 Workplaces</b> Présenter l'entreprise d'accueil. (EOC – A2+)	Deux activités A et B principalement axées sur la découverte et l'acquisition du lexique professionnel permettant aux élèves de réussir la tâche intermédiaire : présenter une entreprise à partir d'une fiche-profile.	<b>WORD CARD Work Premises and Places</b> Cette fiche illustrée permet de mémoriser d'autres noms de lieux de travail et leurs définitions.	Training ex. 2 page 66
<b>SPOT 2 First Day at Work</b> Demander ou donner des informations sur la première journée de travail. (EOI – A2+)	Deux activités C et D de compréhension et de production orales préparant les élèves à la tâche intermédiaire : échanger des informations sur un stage effectué en entreprise.	ONLINE TRAINING: Work Experience: grille de mots cachés.	Sounds Good! page 35 Prononciation de la terminaison "ed" d'un verbe régulier au prétérit. Training ex. 1 page 66 et ex. 4 page 67.
<b>SPOT 3 Feelings and Opinions</b> Comprendre des avis sur un stage (CE – B1)	Activité E. Un travail de compréhension de l'écrit comprenant deux documents : la narration de la première expérience professionnelle d'un stagiaire et la fiche d'évaluation par le tuteur de stage. La description est ici enrichie par l'expression de sentiments et d'opinions sur le stage effectué.	ONLINE TRAINING: Preterit tense – interrogative and negative clauses. ONLINE TRAINING: Important past events.	
<b>SPOT4 My Block-release Training</b> Comprendre les caractéristiques d'un Centre de Formation (CO – B1)	Début de la fiche Video page 65 Un travail progressif de compréhension orale concernant la présentation et le fonctionnement d'un authentique Centre de Formation pour Apprentis. Vidéo disponible via : - le flash code - l'URL - sur le compte YouTube des éditions Foucher	Fiche VIDEO TIME complète <b>06 Humber College_ANG</b> : avec consignes en anglais <b>06 Humber College_FR</b> : avec consignes en français <b>06 Humber College_CORR</b> : corrigé  Corrigé et script disponible page 71	
<b>FINAL TASK 6</b> Present a Work Place-ment (EE – A2+)	Cette tâche finale sera réalisée plutôt individuellement, étape par étape.	FTF06.doc	

# CCF PREP

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

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

## Page 61 – Ouverture de l'unité

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

### 1 Look, listen and repeat.

<b>CD2 Track 1</b>		
1. the company name	3. the staff	5. the trainee
2. the workplace	4. the supervisor	

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

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

### 3 Listen to Sam and complete the company profile.

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

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

## Page 62 – SPOT 1 My Workplaces

### ACTIVITY A / General Presentation

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

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

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

##### CD2 Track 3

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

### ACTIVITY B / Detailed Presentation

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

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

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

##### CD2 Track 4

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

### TASK 1

#### 5 Go to page 117 and present orally the company Quick Fix PC Repairs.

##### *Suggestion*

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

## Page 63 – SPOT 2 First Day at Work

### ACTIVITY C / Oliver's First Contacts

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

#### CD2 Track 5

##### FIRST CONTACTS

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

**Oliver:** It was fine.

**Amelia:** Did you arrive late, as usual?

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

**Amelia:** Were you scared?

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

**Amelia:** Who was there to welcome you?

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

**Amelia:** Did she give you any work to do?

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

**Amelia:** And how did they react?

**Oliver:** Everybody was friendly and welcoming.

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

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

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

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

**7 Answer the same questions personally.**

Expression personnelle.

### ACTIVITY D / Oliver's First Day Programme

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

#### CD2 Track 6

##### FIRST DAY PROGRAM

**Amelia:** And next? What did you do?

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

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

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

**Amelia:** And then? Did you finally start working?

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

**Amelia:** What time did you leave?

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

**Amelia:** Are you satisfied?

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

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

9 Listen again and select what Oliver did.

a – e – f – g – h

SPOTLIGHT

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

TASK 2

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

Suggestion

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

Page 64 – SPOT 3 Feelings and Opinions

ACTIVITY E / Remembering My First Work Experience

1 Read the document and find the following information.

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

2 Find in the document the English for:

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

3 Answer the questions about Jeremy’s work experience.

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

**4 Read the assessment document and find the English for:**

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

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

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

Domains to improve: initiative taking – time management

**TASK 3**

**6 Read Milo's experience page 119 and sum it up in French.**

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

### VIDEO TIME Block-Release Training

#### Humber College Culinary Cook Apprentice Program

##### PART 2

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

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

##### PART 3

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

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

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

##### PART 4

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

##### PART 5

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

##### PART 6

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

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

#### PART 1 Watch the whole video

##### 1 Select the right statements.

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

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

### 2 Select what information appear on the screen.

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

### 3 Answer the questions.

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

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

### 4 select the statement corresponding to what you hear.

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

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

### 5 Answer the questions.

- What do these numbers represent?
  - 500: There are over five hundred culinary students at Humber.
  - 50%: Their classroom training includes 50% theory.
  - 50%: The training also includes 50% practical.

- What’s the English for?

*L'alimentation* : nutrition      *La nouvelle cuisine* : Contemporary cuisine

*Boulangerie et pâtisserie* : Bakery and pastry

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

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

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

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

### 7 Select James Bodanis’s actions.

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



## Pages 66/67 – TRAINING

### 1 Associez les images aux énoncés.

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

### 2 Associez les mots aux définitions.

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

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

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

### 4 Répondez aux questions par oui ou par non.

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

### 5 Complétez les questions.

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

### 6 Répondez aux questions.

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

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

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

## SOUNDS GOOD

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

#### CD2 Track 7

I worked – we arrived – he needed

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

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

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

Page 68 – CCF PREP 11 Parties 1 et 2

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

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

CD2 Track 9

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

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

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

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

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

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

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

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

### *Réponses possibles :*

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

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

#### *Suggestions :*

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

## **Page 69 – CCF PREP 12 Partie 3**

### Partie 3 Comprendre des recommandations officielles.

#### **Répondez aux questions.**

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

## **Page 70 – FINAL TASK 6 Present a Work Placement**

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

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

*Cette fiche reprend les rubriques de la fiche page 70 du manuel mais est beaucoup plus détaillée, ce qui facilitera le travail des élèves.*

*Nom du fichier : FTF06.doc*

# Culture Blog

## Top Women

### Page 71

#### 1. The Arts

##### CD2 Track 10

- A. Long after her death, Marilyn Monroe remained a Hollywood movie star, a legendary sex symbol and a fashion icon. However, her love life was a disaster.
- B. Discovered in an amateur contest, Ella Fitzgerald became the American top female jazz and blues singer for more than 50 years. She was the first African-American woman to win 14 Grammys throughout her career.
- C. J.K. Rowling is a world-famous British novelist who created the *Harry Potter* fantasy series. Those seven novels have been translated in 65 languages and have sold over 400 million copies.

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

##### 2. Listen again and answer the questions

- a. Did Marilyn have a happy love life? No, she didn't. Her love life was a disaster.
- b. How long was Ella famous? For over 50 years.
- c. How many Grammys did she win? She won 14 Grammys.
- d. How many languages have the Harry Potter novels been translated into? In 65 languages.
- e. How many copies have been sold? Over 400 million.

#### 2. Working for Humanity

**Read the documents and answer the questions.**

- a. She was a scientist.
- b. She received two Nobel prizes for her works on radiation and she was the first woman to become a university professor.
- c. No. She was a humanitarian sister in India.
- d. She created dispensaries and hospices for ill people. She also created orphanages and schools.
- e. She received the Nobel Peace prize.

### Page 72

#### 3. The Youngest Ever Nobel Peace Prize Winner

**Read Malala's personal information and present her orally.**

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

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

#### 4. More Information about Malala

**Read more about Malala and answer the questions.**

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

#### QUIZ

##### **CD2 Track 11**

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

# UNIT 7

## Coach Me!

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

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

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

### SPOTS / FINAL TASK

	Les activités	Les bonus à télécharger	Training / Sounds Good!
<b>SPOT 1 My Best Performances</b> Présenter des performances sportives (EOC – B1)	Deux activités courtes de compréhension orale (A et B) pour amener les élèves à comprendre des performances sportives.	<b>WORD CARD Sports</b> Cette fiche illustrée permet de mémoriser d'autres noms de sports et propose des exercices supplémentaires.	Training ex. 6 page 79
<b>SPOT 2 Healthy Routines for Athletes</b> Demander ou donner des informations sur les habitudes pour une bonne hygiène de vie (EOI – A2+)	Deux activités courtes (C et D) pour préparer les élèves à l'expression orale en interaction de la tâche intermédiaire.	<b>ONLINE TRAINING Comparing</b>	Sounds Good! page 79 Prononciation /a:/, /æ/, /ei/ et /ə/ Training ex. 3 p.79
<b>SPOT 3 Tips for Teenagers</b> Comprendre et rédiger des conseils (CE, EE – A2+)	Un travail progressif de compréhension (activités E et F) qui amènera l'élève à rédiger par mimétisme des conseils.	<b>ONLINE TRAINING Giving Advice</b>	Training ex. 4, 5 et 7 page 79
<b>SPOT 4 Eating Habits</b> Comprendre une vidéo sur les habitudes alimentaires des adolescents (CO – B1)	Début de la fiche Video page 77.  Vidéo disponible via : - le flash code - l'URL - sur le compte YouTube des éditions Foucher	<b>ONLINE TRAINING Fruit and Vegetables</b>  Fiche VIDEO TIME complète <b>U07_Eating habits_ANG:</b> avec consignes en anglais <b>U07_Eating habits_FR:</b> avec consignes en français <b>U07_Eating habits_CORR:</b> corrigé  Corrigé et scripts page 84	Training ex.1 et 2 p.78
<b>FINAL TASK 7</b> <b>Create and Present a Poster about Health (EE et EOC – A2+)</b>	Cette tâche finale sera réalisée en petits groupes ou individuellement étape par étape.	FTF07.doc	

### CCF PREP

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

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

## Page 73 – Ouverture de l'unité

### 1 Choose the best definition of “personal trainer”.

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

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

a. Robert

b. Teresa

c. Tim

## Page 74 – SPOT 1 My Best Performances

### ACTIVITY A / A Fitness Tracking App

#### 1 Read the document and answer the questions.

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

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

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

##### CD2 Track 12

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

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

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

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

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

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

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

c. You were more energetic last Friday.

d. That's better for a longer distance.

e. You should keep up this pace.

### SPOTLIGHT

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

Comparatifs d'infériorité : *less energetic*.

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

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

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

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



## ACTIVITY B / Comparing Performances

### 3 Listen and select what you hear.

#### CD2 Track 13

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

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

**Jack:** Well, not bad...

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

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

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

**Jack:** Of course, that was a sprint!

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

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

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

#### TASK 1

#### 4 Compare Jake's performances last Tuesday and Friday.

*Réponses possibles :*

Jake burnt more calories on Friday.

His pace was faster on Friday.

He ran for a longer time on Friday.

He ran for a longer distance on Friday.

## Page 75 – SPOT 2 Healthy Routines for Athletes

### ACTIVITY C / The Eatwell Plate of an Athlete

#### 5 Read the document and find the English equivalents for:

a. *de la viande* : meat

b. *des produits laitiers* : dairy food

c. *des haricots* : beans

d. *du pain* : bread

e. *des légumes* : vegetables

#### 6 True or False for a healthy diet.

a. True

b. True

## 7 Listen and select the correct answers.

### CD2 Track 14

Listen to our tips for a healthy diet:

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

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

ACTIVITY D / At The Training Sports Centre for Young Athletes

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

### CD2 Track 15

**Lizzie:** Hello!

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

**Lizzie:** Yes.

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

**Lizzie:** Really?

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

**Lizzie:** Volleyball. I play volleyball.

**Sports Coach:** Do you take part in competitions?

**Lizzie:** Yes, once or twice a month.

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

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

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

**Lizzie:** Well, about 7 hours per night.

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

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

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

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

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

**Lizzie:** Er, yes, I'll try.

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

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

## TASK 2

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

*Réponses possibles :*

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

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

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

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

What are his eating habits? He likes eating junk food, sugary food and sodas / meat, potatoes, energy drinks and he doesn't eat dairy products.

## Page 20 – SPOT 3 Tips for Teenagers

### ACTIVITY E / Online Medical Advice

**1 Read the document and match the pictures with the names.**

Andrea = b

Ian = c

Sofia = a

**2 Find the English equivalents in the document.**

a. strain the muscle (§1)

b. be in severe pain (§1)

c. nurses (§2)

d. get physical exercise (§3)

e. support (§2)

f. light (§3)

**3 True or False. Justify with elements from the document.**

a. False. Keep your ankle relaxed and try not to walk too much.

b. False. It's important to talk about your problem.

c. False. You can find help in an alcohol advice centre.

d. False. It may be good for you to have a light dinner, to take a warm bath and to relax in the evening.

e. True. It is absolutely essential not to use your computer, tablet or mobile phone after dinner.

### SPOTLIGHT

Les expressions soulignées sont suivies d'un verbe à l'infinitif.

TO introduit l'infinitif.

Pour la forme négative, on place NOT devant l'infinitif en TO.

## TASK 3

**4 Read the message and write at least two different pieces of advice.**

Réponse personnelle.

### VIDEO TIME Teenagers and Food

#### **The Top 5 Food Mistakes Most Teens Make and How to Fix Them**

##### **PART 2**

“Nutrition isn’t really important to me because I’m only fifteen.” – “It’s hard to have self-control when there’s that much junk food available to me.” – “I’m usually busy with being outside, playing sports and nutrition is really out my mind.” – “I’ve never looked at a nutrition label once in my life.” – “I don’t usually look at the nutrition labels.” – “I buy fast food two, maybe three times a week.” – “I don’t eat healthy.” – “I think I’m sort of healthy but I can – I could do better.”

##### **PART 3**

- Deciding what to eat: it’s something we think about every single day of our lives, at breakfast, lunch and dinner and with various snacks throughout the day. What to eat? It’s a complicated question.

Why is it complicated? Because teens aren’t making smart choices about what they eat. The average teenager eats way too many overly processed foods and not enough healthy wholefoods.

- Bad food choices can lead to big health problems: obesity, diabetes, heart disease and more. Your health, good or bad, starts with what you eat.

##### **PART 4**

- That’s what this program is all about: understanding the top five food mistakes most teens make and how to fix them.

- It’s especially important for teenagers to make healthy eating choices. Your bodies are still developing and you’re working hard to get good grades and perform your best athletically. Good food will boost your energy for schoolwork, athletics, and just plain life.

##### **PART 5**

- Let’s get started. What’s the first mistake teens make when it comes to food? Not getting enough healthy stuff like fresh fruits and vegetables.

“No, I don’t like broccoli.” – “I do not like broccoli at all.” – “Spinach is all right.” – “I hate spinach, I really really hate spinach.” – “I don’t really like spinach in general but when I do I just kind of close my eyes and hope for the best.” – “The last time I had vegetables was probably, like, lettuce on my burger two or three days ago.”

- Research shows that most teens aren’t getting enough servings of healthy items like fresh fruits and vegetables.

- That’s a problem because fruits and veggies pack tons of important vitamins, minerals, nutrients and fiber.

- It’s really important for teens to eat a lot more fresh fruits and vegetables than they’re eating because they really can get a lot of their nutrients, their vitamins, their minerals, their antioxidants and it will help them feel more full when they’re eating more of those things than some of the other more calorie-dense or calorie-rich foods that they might be having. So how do you fix mistake number one? It’s simple really: add more fruits and vegetables to your daily diet.

**PART 1 Watch the whole video**

**1 Select the correct answers.**

- a. The video is about teenagers’ eating habits.
- b. The video explains teenagers’ bad eating habits but also gives them some advice.
- c. The video gives advice about the variety of food.

**2 Put the elements in the order you see them.**

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

**PART 2 Watch the video from the beginning to 0:31**

**3 True or False.**

	True	False
a. The teenagers think that nutrition is very important for them.		X
b. Some of them admit that they never look at nutrition labels.	X	
c. One of them says that he eats fast food once or twice a week.		X

**PART 3 Watch the video from 0:32 to 1:30**

**4 Tick the correct answers.**

- a. The average teenager’s diet is processed food.
- b. The consequences of bad eating habits can be health problems.
- c. The program is about identifying the food mistakes of teenagers and suggesting solutions.

**PART 4 Watch the video from 1:31 to 1:41**

**5 Complete with the missing words.**

Your bodies are still developing and you’re working hard to get good grades and perform your best athletically. Good food will boost your energy for schoolwork, athletics and just plain life.

**PART 5 Watch the video from 1:42 to 2:17**

**6 Select the produce they are talking about.**

Broccoli, spinach and lettuce.

**PART 6 Watch the video from 2:18 to the end.**

**7 Answer the questions.**

- a. Because they pack lots of important vitamins, minerals, nutrients and fiber.
- b. They will feel more full.
- c. No, it hasn’t.

**PART 7 Express Yourself**

**8 Talk about your daily diet and say if you eat enough fruit and vegetables.**

Réponse personnelle.

## Pages 78/79 - TRAINING

### 1 Associez les mots aux parties du corps correspondantes.

ankle (6) – fingers (4) – neck (1) – head (2) – leg (8) – feet (7) – hand (3) – arm (5)

### 2 Associez les problèmes de santé (a-f) aux images correspondantes (1-6).

- a. a sore eye = 2                      b. a broken arm = 1.                      c. a swollen nose = 5  
d. a headache = 3                      e. a sprained ankle = 6                      f. a stomachache = 4

*Pour aider les élèves à acquérir davantage de lexique dans le domaine des sports, téléchargez la fiche illustrée Sports.*

### 3 Utilisez les éléments suivants pour faire des énoncés au comparatif.

- a. A hamburger is fattier than a salad.  
b. A bike is slower than a car.  
c. A village is less polluted than a city.  
d. A broken arm is more annoying than a sprained wrist.

### 4 Complétez ces conseils pour une vie saine avec *should* ou *shouldn't*.

- a. You shouldn't eat too much sugar.  
b. You shouldn't eat fatty meals in the evening.  
c. You should eat more vegetables.  
d. You should have regular walks.  
e. You shouldn't sit and watch TV all day long.

### 5 Complétez avec 'd better, should ou shouldn't et un des verbes.

- a. He shouldn't eat crisps every day.  
b. You'd better walk for thirty minutes every day.  
c. My mother shouldn't drink so much coffee.  
d. My father is exhausted. He should sleep for seven or eight hours every night.  
e. My parents are tired. They shouldn't work seven days a week.

### 6 Répondez de façon personnelle.

Réponses libres.

### 7 Rédigez des conseils en utilisant les éléments donnés.

- a. She should exercise regularly and eat healthy food.  
b. He'd better stop working at weekends and spend more time with the family.  
c. She should eat less sugary food and walk more often.

*Téléchargez trois exercices supplémentaires (ONLINE TRAINING exercices 19, 20 et 21) pour aller plus loin et varier vos activités. Travail en autonomie possible. Utilisable dans le cadre d'une pédagogie différenciée.*

SOUNDS GOOD!

A Écoutez et répétez.

#### CD2 Track 16

father – calories – headache – stomach

**B Classez les mots suivants selon la prononciation de la lettre “a”.**

CD2 Track 17

a. bath

c. practice

e. distance

g. teenager

b. advice

d. duration

f. alcohol

h arm

/a:/	/æ/	/ei/	/ə/
bath – arm	practice – alcohol	duration, teenager	advice – distance

**Page 80 – CCF PREP 13 Parties 1 et 2**

**Partie 1 Utiliser des mots-outils pour structurer le discours**

**1 Écoutez et sélectionnez ce que vous entendez.**

CD2 Track 18

a. For me the poster is about friendship.

b. There are eight speech bubbles on the poster explaining how to make and keep friends.

c. The poster is colourful.

**2 Associez ces mots-outils avec leurs équivalents anglais.**

a4 / b6 / c1 / d2 / e3 / f5

**3 Utilisez les mots-outils pour présenter cinq conseils de l’affiche que vous trouvez essentiels.**

Réponse personnelle.

**Partie 2 Identifier le type de questions et exprimer son point de vue**

**4 Lisez les questions. Votre interlocuteur souhaite-t-il que vous donniez des détails ou que vous exprimiez votre point de vue ?**

- a. Question qui demande un point de vue.
- b. Question qui demande des détails.
- c. Question qui demande un point de vue.
- d. Question qui demande des détails.

**5 Associez les questions aux réponses. Écoutez et vérifiez.**

CD2 Track 19

a. Do you think that you must always listen carefully to your friends?  
Yes, I think that listening to our friends is essential.

b. For you, is a good friend always there?  
In my opinion, a good friend should always be there.

c. Do you agree with tip number 7?  
Well, I’m not sure about that... Honesty is not always necessary.

d. I disagree with tip number 5. What about you?  
Personally I agree with this tip.

**6 Répondez aux questions de façon personnelle.**

Réponses libres.

Partie 3 Comprendre un article sur une activité sportive inédite

**Répondez aux questions.**

1. Il s'agit d'un article sur des cours de yoga.
2. C'est un cours d'une heure pour les adultes et leurs chiens.
3. Oui.
4. Ses cours ont commencé le dimanche précédent.
5. Ils ont lieu tous les dimanches à 9 heures le matin.
6. Non, Isabel Chamberlin peut prêter des chiens.

## Page 82 – FINAL TASK 7 Create and Present a Poster about Health

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

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

*Cette fiche reprend les rubriques de la fiche page 82 du manuel mais est beaucoup plus détaillée, ce qui facilitera le travail des élèves.*

*Nom du fichier : FTF07.doc*



## Looks and Trends

Cette unité est une unité sur les styles vestimentaires, la mode et les modes.

Dans les sections « Habillement », elle pourrait aussi être utilisée dans le cadre d'un **travail interdisciplinaire** (enseignement professionnel – anglais).

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

- Vivre et agir au quotidien (vêtements, styles vestimentaires) ;
- Reconnaître et prononcer les sons /i/, /ə:/ et /ai/ dans les mots ayant la lettre « i » ;
- Décrire (adjectifs – présent en –ING) ;
- Relater (marqueurs du passé – prétérit en –ING).

## SPOTS / FINAL TASK

	Les activités	Les bonus à télécharger	Training / Sounds Good!
<b>SPOT 1 Special Styles</b> Comprendre une description de styles vestimentaires (CO – A2+)	Deux activités courtes (A et B) orales et écrites pour amener les élèves à repérer le lexique lié aux vêtements et les expressions caractéristiques liées à la description de styles vestimentaires.	<b>WORD CARD Clothing and Colours</b> Cette fiche illustrée permet de mémoriser de nouveaux noms de vêtements  <b>ONLINE TRAINING</b> Ex.22 <b>Captions</b> Exercice à cocher qui permet de revoir les temps en -ING  Ex.23 <b>Midday in London</b> Exercice d'appariement  Ex.24 <b>Colours</b> Exercice ludique, à cocher sur les couleurs	Training ex. 1,2 page 88          Training 5, 6 et 7 page 89  Sounds Good! page 89 Prononciation de la lettre « i »
<b>SPOT 2 From Styles to Styles</b> Donner des informations sur des styles vestimentaires (EOC – A2+)	Deux activités d'entraînement à l'oral (C et D) pour amener les élèves à parler des styles vestimentaires du passé et d'aujourd'hui.		
<b>SPOT 3 Fashion only</b> Écrire un commentaire et un article sur un blog. (EE – B1)	Un travail progressif de compréhension des informations essentielles d'un blog pour pouvoir écrire un commentaire et un court article en réponse. (Activity E)		
<b>SPOT 4 Streetwear</b> Comprendre un reportage sur des styles vestimentaires (CO – B1)	Début de la fiche Vidéo « Street Style Brick Lane. » – Page 87  Vidéo disponible via : - le flash code - l'URL - le compte YouTube des éditions Foucher	Fiche <b>VIDEO TIME</b> complète <b>U08_Brick Lane_ANG:</b> avec consignes en anglais <b>U08_Brick Lane_FR:</b> avec consignes en français <b>U08_Brick Lane_CORR:</b> corrigé  Corrigé et script page 94	
<b>FINAL TASK 8</b> <b>Create a fashion slide show (EE et EOC – B1)</b>	Cette tâche finale peut être réalisée individuellement, en binôme (ou en petits groupes éventuellement) étape par étape.	FTF08.doc	

## CCF PREP

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

		Supports utilisés
CCF PREP 15	<b>Partie 1</b> Décrire une photo Repérer les différentes informations et les ordonner pour décrire une photo de défilé de mode.	Audio + Photos
	<b>Partie 2</b> Répondre à des questions sur une photo Répondre aux questions pour donner ses sentiments/ impressions sur une photo.	photo
CCF PREP 16	<b>Partie 3</b> Comprendre un article sur un fait historique lié à la mode Répondre aux questions de compréhension et acquérir une démarche pour comprendre l'article.	Texte : First Women to Wear Pants

## Page 83 – Ouverture de l'unité

Cette page permet de faire découvrir certains adjectifs en rapport avec les styles vestimentaires et de sensibiliser les élèves aux évolutions de ces styles.

**1 Match the dates and the photos of Jenny's album. Listen and check.**

### CD2 Track 20

Photo D was taken in the early 1900s.

Photo B was taken in the 70s, photo A in the 20s and photo C in the late 50s.

In the early 1900s (d) – in the 20s (a) – in the late 50s (b) – in the 70s (b).

**2 Listen and complete with the correct adjectives from the list below.**

### CD2 Track 21

a. These people are my great-great-grandparents. The photo was taken at the photographer's in the early 1900s. They are really **elegant** but they look so **strict**.

b. Now, my great-uncle and -aunt with friends, at the Ascot horse race, in London in the 20s. They are wearing **smart** clothes. They are very **chic**.

c. Jane and Arthur are my cousins. It was in the late 50s. They were rock "n" roll fans and their style was **simple** but **nice**.

d. Well! Granny and Grandad... In the 70s! At that time, they were hippies, into Flower Power. Their clothes were very **colourful**.

**3 Say which photo and style of clothes you prefer and why.**

*Réponse libre.* On peut attendre deux adjectifs dans la réponse.

## Page 84 – SPOT 1 Special Styles

ACTIVITY A / Punk Generation

**1 Listen and match the names of clothes and accessories with the numbers on the photo.**

### CD2 Track 22

Let's see the typical clothes and accessories for punks.

Number 1 is dyed hair, number 2 is for their piercings. A leather jacket is number 3.

Number 4 is torn jeans; number 5 is for the boots. Chains are number 6 and tattoos is number 7.

**2 Listen, look at the picture and describe the boy using the following prompts.**

### CD 2 Track 23

a. He is wearing a black leather jacket. He is also wearing jewellery and chains with ripped jeans and red boots,

b. He has tattoos and many piercings on his face; he has dyed hair; he has a strange hairstyle too.

In this picture:

- a. He is wearing a leather jacket and jewellery; he is also wearing chains, ripped jeans and black boots.
- b. He has tattoos, piercings, dyed hair. He has a strange hairstyle.

### 3 Answer the questions.

- a. When and where was the Punk movement born? In the 70's, in England.
- b. What was their motto? (It was) "No Future".
- c. Which music band influenced these young people? The English group/band "Sex Pistols".

## ACTIVITY B / Rockabilly

### 4 Listen and choose the correct information.

#### CD2 Track 24

- a. Rockabilly was a fashion trend **in the fifties**.
- b. Look at the picture; the girls were wearing **colourful** dresses or skirts, with flowery or **checked** patterns.
- c. The dresses or skirts were very flared and down to the **knees**.
- d. Boys had straight **jeans** and tight T-shirts.
- e. Rockabilly enjoyed an important revival **in the early 1980s** with the Stray Cats.

## TASK 1

### 5 Listen to the report and correct the journalist's errors about the Show "Fashion through the Times". The photos are on page 120.

#### CD2 Track 25

Our show "Fashion Through the Times" is now coming to an end.

The female model is wearing a short orange dress. She has got elegant black boots and has a small black cap on her head.

As for the male model, he is wearing a black sweatshirt with the name AC/DC printed on it. He has got black jeans. He is wearing black boots. There are chains on his boots.

#### Photo 1

I see: a mini (short) red dress – black shoes / I hear: a short orange dress – black boots – a black cap on her head

#### Photo 2

I see: black jeans – black and white shoes – a white T-shirt with a pattern – a necklace / I hear: a black sweatshirt with a pattern on it (AC/ DC) – black jeans – black boots with chains.

## Page 85 – SPOT 2 From Style to Style

### ACTIVITY C / A Party Wear

6 Listen to Mandy and Charlene and choose the correct information.

#### CD2 Track 26

##### Party Wear

**Charlene:** Hi Mandy. How are you doing? It's been such a long time...

**Mandy:** Hi Charlene. Yes. Well, I am fine, thank you. You didn't go to Helen's birthday party, did you?

**Charlene:** No...I didn't know about the party. When was it?

**Mandy:** Err. Three weeks ago. Yes. That's right. Three weeks ago.

**Charlene:** I wasn't here anyway. I was in San Diego.

**Mandy:** Oh! Lucky you! When did you get back?

**Charlene:** I came back four days ago. Was it a nice party?

**Mandy:** Yes. It was really super. There were lots of people. It was very different from last year...

**Charlene:** Really? I remember, last year it was a theme party: the 70s. Casual and simple.

**Mandy:** But not this year. It was a formal party: no jeans, no trainers. Jeans and trainers were not permitted at all. Everyone was very, very smart.

**Charlene:** What were you wearing?

**Mandy:** I had my new miniskirt and a nice red top.

**Charlene:** Were you wearing a new pair of shoes? I suppose so...

**Mandy:** Yes. Black shoes, very elegant, very trendy. You'll like them, for sure...

- a. The birthday party was **three weeks ago**.
- b. Charlene came back from San Diego **four days ago**.
- c. Last year, the theme of the party was **the 70's**.
- d. Last Saturday, the party was **casual**.

ERRATUM: remplacer par "The party was casual".

#### 7 Listen again and answer the questions.

- a. What clothes were not permitted? Trainers and jeans (were not permitted).
- b. What clothes was Mandy wearing? She was wearing a miniskirt and a nice top.
- c. What colour was her top? (It was) red.
- d. Did she have new shoes? Yes, she did.
- e. What sort of shoes are they? Black, elegant and trendy shoes.

#### SPOTLIGHT

Les formes verbales encadrées = « Be » (au présent ou au prétérit) + V-ing.

L'imparfait en français = « was / were » + V-ing.

Dans les années 50 – Il y a trois semaines.

« ago » est placé après l'expression de temps, contrairement au français.

#### ACTIVITY D / Special Looks

8 Look at the photo and imagine where Andrew was before he meets David.

*Réponses possibles :* Andrew was in an office, at work, at a catwalk, for a job interview...

## 9 Listen to Andrew and David and answer the questions.

### CD2 Track 27

**David:** Hi Andrew! How smart you are!

**Andrew:** Hi David. Err, well, I'm just back from an interview...

**David:** An interview?

**Andrew:** My interview for the position at the Tourist Information Centre. I'd like to work there next summer.

**David:** Do you really have to wear a suit for a job interview?

**Andrew:** Yes... and a tie... and a shirt! A white shirt, or a pale blue one, or a striped one... In fact, you must wear the right clothes. You must be smart.

**David:** You mean. I can't apply for a job with these clothes?

**Andrew:** No, I am afraid, not... Converse sneakers, an NBA jersey...

**David:** ...And have you got the job, Mister Elegant?

**Andrew:** I don't know yet. I'll get a letter next week...

- Where was the interview? At the Tourist Information Centre.
- When does he want to work over there? (He wants to work there) next summer.
- What clothes are not permitted for a job interview? Jersey, sneakers, jeans...
- When will Andrew know if he is accepted or not? Next week.

### 10 Describe David's attire or Andrew's attire.

*Réponses possibles :* Andrew is wearing a suit, a shirt and a tie, with black shoes.

David is wearing baggy jeans, a jersey shirt, a cap and Converse shoes...

## TASK 2

### 11 Present Scarlet's different looks: Her look today and her look at the party last Saturday. See pictures page 120.

*Réponses possibles :*

Last Saturday, at the party, Scarlet was very smart; she was wearing pale blue leggings with black high-heeled shoes. She had a navy blue mini-skirt with a pale blue top. She was also wearing a short blue jacket. Her hair was tied up and she had large earrings.

Today, Scarlet is wearing boots and trendy brown jeans. She has a striped scarf with a brown pullover on her shoulders. Her hair is loose. It's very trendy.

## Page 86 – SPOT 3 Fashion Only

### ACTIVITY E / Ollie's Blog

#### 1 Choose the right information.

- a. The document comes from: **the Internet.**      b. It's about: **Summer fashion.**

#### 2 In the document find out the English words for:

- a. amazing – b. loose – c. flat shoes – d. airy

### 3 Answer the questions.

- a. Who is Olie? She is a fashion blogger.
- b. What is her favourite colour? black.
- c. What adjectives does she use about this colour? super stylish, elegant, mysterious.
- d. What type of clothes does she suggest wearing? denim shorts, a loose black shirt, flat shoes. Airy clothes: shirts, shorts, dresses.
- e. What comparison does she make? She makes a comparison with blackbirds.

### 4 Say if the following information is true or false. Correct it when it's false.

- a. Summer means tight clothes for Olie. → False: a loose black shirt, airy clothes.
- b. "Sanja" and "allbeauty talks"'s comments are positive. → True.

### TASK 3

#### 5 Send Olie a comment about her article and write about your favourite attire.

*Réponses possibles :*

Comment : "A great look! I love it". / "Black is super"/ "The perfect model for summer fashion"

Article : Réponse ouverte.

## Page 87 – SPOT 4 Street Wear

### VIDEO TIME Street Style Brick Lane

#### PART 1-2

**Racquel Stewart:** I am here in East London on Brick Lane famous for its unique urban fashion. Let's have a look at some street styles.

**Girl with the fur coat:** A fur coat from H&M, a dress kind of skirtish, kind of thing from River Island, shoes from "Office" and a bit of everything you know, a kind of mix and match.

**Racquel Stewart:** I am loving your hair as well. Amazing.

**Girl with the fur coat:** Thank you. I am loving yours!!

**Girl with the black jacket:** I'm looking quite basic today but let's roll with it. I've got a Top Shop jacket on, jeans from I can't remember where, "Office" shoes, and my "Fiorelli" bag.

**Racquel Stewart:** Amazing.

#### PART 1-3

**Girl with a bun:** Um, I am wearing a vintage jacket; my jumper is from Top Shop; jeans are from Top Shop and shoes are from ASOS.

**Racquel Stewart:** Okay, so you're a kind of, like you're a big "Top Shop" fan I see.

**Young man with a cap:** Eh, I actually work at "Ben Sherman". Pretty much everything I am wearing right now is Ben Sherman.

**Black young man:** A bit of vintage little boutiques and bit of High street just a mixture really.

**Racquel Stewart:** Amazing! You look absolutely brilliant.

#### PART 1-4

**Young man:** This was from a charity shop a few days ago. I got this shirt on eBay, it was “Alexander Wang”. It’s supposed to be £250.

**Racquel Stewart:** How much did you get it for?

**Young man:** I got it for £10.

**Racquel Stewart:** Amazing! A bargain finder. I love that. OK.

**Girl with a jumper:** This is off eBay; a lot of stuff is off eBay. The jumper is from eBay, The jumper and the shirt and these leggings and some socks that my friend tie-dyed for me and Creepers.

**Racquel Stewart:** Okay. Where do you like to shop?

**Girl with a jumper:** Um, Top Shop... I went to Camden Market and I got this jumper and all sorts of places really, like the Internet.

#### PART 1-5

**Girl:** Eh, I’m wearing “American Apparel” disco pants, and a cream shirt from a charity shop and a “Barbour” jacket which is also from a charity shop.

**Racquel Stewart:** Amazing; OK and yourself?

**Girl:** I am wearing a velvet shirt and I got it from a little vintage market in Falmouth – I went there for the weekend – and “fishnets” and scruffy boots which...

**Racquel Stewart:** Love it. Where did you get your bag from?

**Girl:** Eh, this is from ASOS.

**Girl in sunglasses:** I got this jumper in a shop in Shoreditch High Street, it’s just like a boutique store, um, shirt’s from “Reiss”. Jeans are from Top Shop, desert boots.

#### PART 1-6

**Racquel Stewart:** So, Okay, I can tell you guys you aren’t from London? Where are you guys from?

**Group of 3 young men:** We’re from Denmark.

**Racquel Stewart:** Ooh Denmark, we love that. Okay and is the fashion cool in Denmark? Is it as cool as in London? Or is it? Or is it not really?

**Group of 3 young men:** Yeah. You can check our style.

**Racquel Stewart:** Well I do. Exactly you’re “roughing it” for Denmark.

**Young man:** I like very small boutique store that they make their own, you know, products and have their own independent view on what fashion entails.

**Racquel Stewart:** Amazing.

### PART 1 Watch the whole video

#### 1 Tick the correct information.

- a. The document is about **fashion in the streets**.
- b. Racquel Stewart, the reporter, is interviewing **young people**.
- c. The reporter is **in London**.

### PART 2 Watch the video from 0:01 to 0:49

#### 2 Listen and complete the beginning of the script with some of the following words.

“I am here in East **London** on Brick Lane famous for its unique **urban** fashion.  
Let’s have a **look** at some street **styles**.”

**3 Number the people's portraits in the order you see them.**

- a. young man (2)                      b. two blond girls (3)                      c. two black girls (1)

**4 Match the black girls' clothes and the brands**

Clothes

- a. a fur coat  
b. a dress  
c. shoes  
d. a jacket  
e. a bag

Shops or brands

5. H&M  
4. River Island  
1. Office  
2. Top Shop  
3. Fiorelli

**PART 3 Watch the video from 0:50 to 1:12**

**5 Match the people and their favourite brands or shopping places.**

People

- a. The girl with a bun  
b. The young man with a cap  
c. The girl with a fur hat

Shopping places

3. Top Shop  
1. Ben Sherman  
2. Little boutiques

**6 Listen to Racquel's last comment and choose the right phrase.**

- b. "Amazing! You look absolutely brilliant!"

**PART 4 Watch the video from 1:13 to 1:51**

**7 Say if it is true or false.**

- a. The boy got his shirt on eBay.  
b. He paid £80 for it.  
c. The girl with the yellow bag buys many things in charity shops.  
d. The second girl likes to shop in Top Shop, Camden Market and the Internet.

**PART 5 Watch the video from 1:52 to 2:24**

**8 Listen and complete these parts of the script with the following words.**

- "Eh, I'm wearing 'American Apparel' disco pants, and a cream shirt from a **charity shop**.  
A 'Barbour' **jacket** which is also from a charity shop".

Racquel "**Amazing!** OK and yourself?"

- "I am wearing a **velvet shirt** and I got it from a little vintage market in Falmouth – I went there for the weekend – and 'fishnets' and scruffy **boots** which..."

Racquel "Love it.

Where did you get your **bag** from?"

- "Eh, this is from **ASOS**".

**PART 6 Watch the video from 2:25 to the end**

**9 Choose the right information.**

- a. The first boys Racquel is interviewing are **three**.  
b. They are from **Denmark**.  
c. Racquel is asking them if fashion is **cool**.  
d. The boys have got a **trendy style**.



**10 Listen to the last young man and circle the right words.**

Very **small** boutique stores where they **make** their own, you know, products and have their own independent view on what **fashion** entails.

**11 Select Racquel's favourite words and expressions when she is interviewing the different people**

Amazing – I love it

**PART 7 Express yourself**

**12 Choose the outfit you like best in the whole video and describe it.**

Réponse ouverte.

**Pages 88/89 – TRAINING**

**1 Décrivez Harry et Sally en complétant les phrases suivantes**

- a. Sally's wearing a large **hat** and a tight blue **jacket**.
- b. Harry's got a very long **coat**. His flared **jeans (pants)** are too short.
- c. Sally isn't wearing a dress; she's wearing an orange **skirt** and a white **top (blouse / T-shirt)**.
- d. Sally's **boots** and **bag** are brown.
- e. **Harry's wearing a jumper (sweatshirt) under his pullover and he's got a cap on his head.**

**2 Entourez l'intrus dans chacune de ces séries de mots.**

- a. a scarf – a sock – a shoe
- b. a pullover – a jacket – a pair of pants
- c. shorts – pants – shirts
- d. stilettoes – belts – trainers
- e. a bag – a hat – a cap

*Pour aider les élèves à acquérir davantage de lexique sur les vêtements et accessoires, téléchargez la fiche illustrée Clothing and Colours.*

**3 Répondez aux questions suivantes.**

- a. What is your favourite clothes style? *Réponses ouvertes.*
- b. What were you wearing yesterday?
- c. What do you usually wear for parties?
- d. When did you last go to a party?

**4 Associez les styles et les vêtements correspondants.**

- a. a formal wear / **4.** smart clothes for work or formal events
- b. beachwear / **1.** swimming suits and bikinis
- c. streetwear / **5.** teenagers' trendy clothes, unusual, unique
- d. casual wear / **2.** everyday and ordinary clothes
- e. sportswear / **3.** technical clothes for leisure and sports activities

**5 Complétez les énoncés par les marqueurs de temps demandés.**

- a. Meryem and Ken were models for a fashion agency **three years ago**.
- b. Because it was too hard, Jimmy stopped the job **six months ago**.
- c. Fashion was very flashy **in the 70's**.
- d. **Today** they are working in a communication agency.
- e. They will go to the States **next year**.

6 Dites ce que chacun est en train de faire en ce moment.

- b. The girl is running / is jogging.
- c. They are watching television in the lounge.
- d. He is getting dressed.
- e. She is listening to music with her headset, on her bed.

7 Complétez les énoncés avec les formes verbales proposées, conjuguées au présent ou au prétérit en fonction du contexte.

- a. We didn't go out last night because it **was raining**
- b. I think his English **is improving**; he attends evening classes regularly.
- c. Come and help me, Jaimie! I **am preparing** a room for you.
- d. Jane and John **were having** dinner in a restaurant when they heard the terrible new.
- e. When there was the accident, Pierce **was watching** the news on TV.

Téléchargez deux exercices supplémentaires (ONLINE TRAINING exercices 22 et 23) pour aller plus loin et varier vos activités. (= travail en autonomie possible ; utilisables dans le cadre d'une pédagogie différenciée).

SOUNDS GOOD!

A Écoutez la prononciation de la lettre « i » dans les mots suivants : music, skirt, attire.

CD2 Track 28

music – skirt – fire

B Écoutez ces mots et classez-les dans la colonne qui convient. Puis, répétez-les.

CD2 Track 29

nice – shirt – strict – tie – third – birthday – fifties – tight – fit

	nice	shirt	strict	tie	third	birthday	fifties	tight	fit
/i/ music			x				x		x
/ə/ skirt		x			x	x			
/ai/ fire	x			x				x	

Page 90 – CCF PREP 15 Parties 1 et 2

Partie 1 Décrire une photo

1 Observez la photo puis complétez-en la description à l'aide des éléments fournis. Écoutez et vérifiez.

CD2 Track 30

- a. This photo is about a **fashion show** inside a building, with **black** walls and stairs.
- b. In the middle and in the foreground, I see **a model** with a red **outfit** and a hat; she is walking along a grey catwalk.
- c. In the background, there is another model wearing a **pale blue** dress and white gloves. She is at the top of **the stairs**.
- d. On the right, there is one part of the audience; the people are **watching** the show.
- e. On the left, the other part of **the audience** is also watching the show or **writing** in notebooks.

## 2 Décrivez la photo ci-dessous.

a. This photo is about a catwalk in a coloured area.

b. In the foreground, I see many reporters with their cameras; they are shooting the models.

c. *Réponses possibles :*

In the middle, there are two lines of models walking on the catwalk. They are wearing colourful clothes. / On the left and on the right, the audience is clapping their hands. In the background, there is a green wall.

## PARTIE 2 Répondre à des questions sur une photo

### 3 Répondez aux questions suivantes.

a. What do you see on the left of the photo? I see reporters shooting a smart lady / taking photos of a smart lady.

b. What else do you see? I see other reporters in the background, on the right. I see a house in the background.

c. Why is the person in the middle being photographed? Because she is famous / she may be a film star or a top model.

d. Do you like this photo? *Réponse ouverte*

e. What are your impressions? I think it is...

*Réponse ouverte : On attend une réutilisation des adjectifs utilisés dans l'unité. Il sera possible d'utiliser un dictionnaire pour trouver de nouveaux adjectifs d'appréciation.*

## Page 91 – CCF PREP 16 Partie 3

### Partie 3 Comprendre un article sur un fait historique lié à la mode

#### Répondez aux questions suivantes en français.

1. Il s'agit d'un article sur les premières femmes qui ont osé porter un pantalon.

2. E. Miller a aidé les femmes américaines à obtenir le droit de vote et elle a été une des premières femmes à porter un pantalon.

3. Elle portait des corsages amples, avec des pantalons et des robes qui s'arrêtaient aux genoux.

4. Car elle portait un pantalon et que c'était la première fois qu'une femme osait mettre un pantalon à la Chambre des Représentants des États-Unis.

5. Les pantalons sont devenus populaires dans les années 50.

## Page 92 – FINAL TASK 8 Create a Fashion Slide Show

*Cette tâche finale sera réalisée individuellement étape par étape. En cas d'effectif trop nombreux dans la classe, cette tâche peut être réalisée par groupe de deux ou trois élèves.*

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

*Cette fiche reprend les rubriques de la fiche page 92 du manuel mais est plus détaillée.*

*Nom du fichier : FTF08.doc*

Page 93

1. Are You an NBA Fan?

Do the matching in less than one minute.

a. Basketball	•	•	1. a professional basketball league
b. NBA	•	•	2. a process to allocate players to teams
c. All-Star Game	•	•	3. a sport played by 2 teams of 5 players
d. Draft	•	•	4. an exhibition game with the best players

2. Team Locator

Match the names of my favorite teams and their logos on the map.

- a. Los Angeles Lakers: à gauche sur la carte (California).
- b. Chicago Bulls: en dessous des lacs (Illinois).
- c. San Antonio Spurs (Texas): au-dessus du Rio Grande.
- d. New York Knicks (State of NY): à droite sur la carte.
- e. Miami Heat (Florida): en bas à droite sur la carte.

3. Are You a Real Basketball Expert?

Fill in the exact height and diameter of the basket to complete the description.

Diameter of the ring: 18 inches / 46 cm.

Height from the ring to earth: 10 feet / 3.05 meters.

Page 94

4. NBA All Star Game

Match the pictures and the corresponding paragraphs. Then explain in French what you have understood about the NBA All-Star Game.

The All-Star game is an exhibition match between the star players from the Eastern Conference to their counterparts from the Western Conference.

→ Photo terrain de basketball lors du *All-Star Game*

Millions of fans vote to select five players from each conference. NBA offers the possibility to vote in three languages (English, Spanish and Chinese). NBA coaches vote for the reserves; they are not allowed to vote for their own players.

→ Affichette *Vote for your All-Star Team*

The game begins like a gigantic party with fanfares, dance music and pyrotechnics. At half-time, concerts are performed by very popular artists such as Elton John, Beyoncé, Shakira, OutKast, Alicia Keys and Rihanna.

→ Photo feux d'artifice

5. My Top 3 NBA Players

CD2 Track 31

**James LeBron**

My favorite basketball player is James LeBron. He is number 23 with the Cleveland Cavaliers. He is excellent! He is the forward in his team.

He was born in 1984. He is very tall, that's to say 6 feet, 8 inches or 2.03 meters.

He was ten times NBA All-Star between 2005 and 2014.

His current statistics are very good: he has an average of 27.1 points!

**Kevin Durant**

My second favorite basketball player is Kevin Durant. He is number 35 with the Oklahoma City Thunder. He is amazing too! He is also the forward in his team.

He was born in 1988. He is 6 feet, 9 inches or 2.06 meters tall.

He was 5 times NBA All-Star between 2010 and 2014.

His current statistics are incredibly good: he has an average of 32 points!

Listen to my podcast and find the information about my 2 top-favorite NBA players.

James LeBron n°23 – Cleveland Cavaliers Position: Forward Born: 1984 Listed height: 6 ft 8 in (2.03m) 10 × NBA All-Star (2005-2014) Current season stats: 27.1	Kevin Durant n°35 – Oklahoma City Thunder Position: <b>Forward</b> Born: 1988 Listed height: 6 ft 9 in (2.06 m) 5 × NAB All-Star (2010-2014) Current season stats: 32
--	---

Search the Internet to find the information about my third-favorite NBA player.

**Joakim Noah**  
N° 13 Chicago Bulls  
Position: **Centre-Forward**  
Born: 1985  
Listed height: 6 ft 11 in (2.11m)  
Listed weight:232 lb (105 kg)  
2x NBA All-Star (2013-2014)  
Current season stats: 12.6

QUIZ

CD2 Track 32

1. A basketball game is played in four 10-minute parts.
2. The NBA All-Star Weekend is in February.
3. The NBA team from Canada is the Toronto Raptors.
4. Tony Parker plays with the San Antonio Spurs.
5. The greatest basketball player of all time is Michael Jordan.



# UNIT 9

## Brands & Products

Cette unité en lien avec la publicité et la consommation pourra être mise en œuvre pour que les élèves s'expriment à propos de leurs produits et marques préférés.

Elle pourrait aussi être utilisée dans le cadre d'un **travail interdisciplinaire** en EGLS (Enseignement Général Lié à la Spécialité) et/ou avec l'enseignant(e) d'arts appliqués pour réaliser la tâche finale.

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

- *Vivre et agir au quotidien* (pour la présentation des produits de consommation) ;
- *S'informer et comprendre* (par l'intermédiaire de la publicité) ;
- *Reconnaître et prononcer la prononciation de la terminaison* "-est" au superlatif de supériorité ;
- *Décrire* (nommer, caractériser, qualifier et comparer).

### SPOTS / FINAL TASK

	Les activités	Les bonus à télécharger	Training / Sounds Good!
<b>SPOT 1 Tips for a New Phone</b> Donner son avis sur un produit (EE – A2+)	Deux activités courtes (A et B) pour amener les élèves à réussir la tâche intermédiaire.	<b>WORD CARD Advertising</b> Cette fiche illustrée permet de mémoriser d'autres noms de supports publicitaires.	Training ex. 2 et 3 page 100 et ex.4 et 5 page 101
<b>SPOT 2 My Favourite Sports Brand</b> Comprendre des informations sur une marque (CE – A2+)	Deux activités courtes d'entraînement à l'oral (C et D) pour amener les élèves à réussir la tâche.	ONLINE TRAINING Advertising Vocabulary Product Reviews Needs	Sounds Good! page 101 Prononciation de la terminaison "-est"
<b>SPOT 3 The Best Adverts!</b> Décrire un document publicitaire (EOC – A2+)	L'étude d'une image publicitaire sert de modèle aux élèves pour décrire une publicité. (Activity E)		Training ex.1 page 100 et ex. 6 et 7 page 101
<b>SPOT 4 Competitive Advertising</b> Comprendre un document à caractère publicitaire (CO – B1)	Début de la fiche Video page 99.  Vidéo disponible via : - le flash code - l'URL - sur le compte YouTube des éditions Foucher	Fiche VIDEO TIME complète <b>09_Samsung Commercial_ANG:</b> avec consignes en anglais <b>09_Samsung Commercial_FR:</b> avec consignes en français <b>09_Samsung Commercial_CORR:</b> corrigé Corrigé et script page 108	
<b>FINAL TASK 9</b> <b>Create an Ad for a Product</b> (EE – B1)	Cette tâche finale sera réalisée en groupes étape par étape.	FTF09.doc	

### CCF PREP

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

		Supports utilisés
<b>CCF PREP 17</b>	<b>Partie 1</b> Justifier un choix Aider l'élève à expliquer pourquoi il/elle a choisi le thème présenté à l'oral.	Écrit
	<b>Partie 2</b> Répondre à des questions sur une marque à partir d'une <i>mindmap</i> Donner des informations sur une marque dans les conditions de l'épreuve du CCF.	Écrit : <i>mindmap</i> Audio : Questions enregistrées susceptibles d'être posées au cours de l'examen
<b>CCF PREP 18</b>	<b>Partie 3</b> Comprendre un article sur un nouveau produit. Répondre aux questions de compréhension et acquérir une démarche pour comprendre l'article.	Texte : Softjox Plush are Cuddly, Personalized Friends

## Page 95 – Ouverture de l'unité

Cette page est une présentation d'objets innovants dans des domaines différents (mode, architecture, musique...). Les mots proposés sont intéressants parce qu'ils sont faciles à comprendre/traduire mais difficiles à prononcer.

### 1 Look, listen and repeat.

#### CD2 Track 33

- |              |                 |                       |
|--------------|-----------------|-----------------------|
| 1. Fashion   | 3. Music        | 5. Digital Innovation |
| 2. Furniture | 4. Architecture | 6. Transport          |

### 2 Match the description and the domain.

- |  |                                     |
|--|-------------------------------------|
| a. the most impressive building (4)            | d. the most unusual sound-maker (3) |
| b. the healthiest school chairs (2)            | e. the quickest eye-test app (5)    |
| c. the cheapest futuristic-looking vehicle (6) | f. the most amazing collection (1)  |

## Page 96 – SPOT 1 Tips For a New Phone

### ACTIVITY A / At the Phone Shop

#### 1 Look at the picture and answer the questions.

Réponses possibles :

- a. The scene takes place in a phone shop.      b. The man wants to buy a new mobile.

#### 2 Listen and select the right telephone. Then answer the questions.

#### CD2 Track 34

##### At the Phone Shop

**Shop assistant:** Hello! Can I help you?

**The customer:** Yes, please. I want to buy a new mobile. I need it to make calls but I don't have to use it for photos.

**Shop assistant:** These three models are the best ones: Samsung, Apple and Google phone.

**The customer:** OK. Which one has the most storage?

**Shop assistant:** Apple: 128GB.

**The customer:** Which is the cheapest one?

**Shop assistant:** We have a discount on Google phones this month.

**The customer:** Errr... Which one is the most powerful?

**The shop assistant:** Samsung.

**The customer:** OK. Which one is the best?

**Shop assistant:** Samsung is definitely the best pick.

**The customer:** All right. I'll take it!

	Samsung	Apple	Google
a. Which one has the most storage?		x	
b. Which is the cheapest one?			x
c. Which one is the most powerful?	x		
d. Which one is the best?	x		



Réponses possibles :

a. **Apple** has the most storage.

b. **Google** phone is the cheapest one.

c. **Samsung** is the most powerful phone.

d. **Samsung** is the best mobile.

## ACTIVITY B / The Best Tablet

### 3 Find the English for:

a. *le poids* : weight

c. *l'autonomie* : battery life

e. *La vitesse* : speed.

b. *la taille* : size

d. *l'écran* : screen

### 4 Use the chart to select the right adjective. Listen and complete the sentences.

#### CD2 Track 35

a. Asus has **the slowest** processor.

b. Apple has **the largest** screen.

c. Samsung's processor is **the most powerful**.

d. Samsung is **the lightest** tablet: only 331 grams!

e. Samsung is definitely **the best** tablet.

## SPOTLIGHT

The most powerful: *le plus puissant* – the quickest: *le plus rapide*.

Ces expressions servent à exprimer le superlatif de l'adjectif pour classer le produit comme le meilleur de sa catégorie. Le superlatif se forme ainsi :

- the most + adjectif pour les adjectifs longs ;

- the + adj-est pour les adjectifs courts.

*Don't have to* sert à exprimer l'absence d'obligation. *Need* sert à exprimer le besoin. *Can* sert à exprimer la possibilité.

## TASK 1

### 5 Write 5 sentences about your phone or the one you would like to have (page 120).

Réponses possibles :

I would like to buy Samsung Galaxy S5. For me, it is definitely the best mobile phone. It has the quickest processor. The screen is the largest one. It has also the most powerful battery.

## Page 97 – SPOT 2 My Favourite Sports Brand

## ACTIVITY C / Just Do It!

### 6 Match the elements (1-6) and the corresponding words.

a. le directeur/dirigeant

c. les couleurs principales

e. l'année de création de l'entreprise

b. Le nom de la marque

d. le slogan

f. le logo.

## ACTIVITY D / A Success Story

### 7 Read the NIKE success story and say if the statements are true and false.

- a. False. It was created in 1971.
- b. False. They sold shoes only.
- c. False. Swoosh is the logo's name.
- d. True.
- e. True.
- f. False. They create sportswear for both men and women.

## TASK 2

### 8 Read the text on page 121 and sum it up in French.

*Réponse possible :*

Reebok International Limited est une entreprise spécialisée dans la vente de vêtements et de matériel de sports. Cette société a été créée en Angleterre en 1895 par M Foster. C'est lui qui a conçu la première paire de chaussures à pointes. Aujourd'hui, Reebok fait partie du groupe allemand Adidas.

Leur logo a évolué au cours des années. Au début, il représentait le drapeau britannique et le mot Reebok qui désigne une antilope en Afrique du sud. De nos jours, un triangle rouge remplace le Union Jack. Jay-Z est la première personne célèbre, non issue du monde sportif, à avoir donné son nom à une paire de chaussures Reebok.

## Page 98 – SPOT 3 The Best Adverts!

## ACTIVITY E / Let's Play Games!

### 1 Match the words and the numbers.

- a. The product: 6
- b. The brand-name: 2
- c. The slogan: 1
- d. The background/the setting: 4
- e. The text: 3
- f. The price: 5

### 2 Listen and fill in the description of the ad with the information you hear.

#### CD2 Track 36

This document is an **advert** promoting a console game. On the right, you can read the **text** in different colours. It indicates the goals of the game. When you read it and when you see the character standing in the middle of the poster, you conclude that the **target audience** must be girls and young women. Just above the text, there is the **slogan**: "Play With Life".

The **setting or background** is green, yellow and white. There are also some illustrations of the characters in some scenes of the game as described in the text. At the top, on the left, you can see the **name of the game**: SIMS3.

On the right, at the bottom, we focus on the **product**. There is also the **logo**: EA Electronic Arts – which is the name of the company that sells the game. On the left, the **price** is given: £29.99.

ERRATUM: 1b et avant-dernier paragraphe, il s'agit du nom du jeu et non de la marque.

## SPOTLIGHT

*La cible doit être des filles ou des jeunes femmes.*

*Must sert à exprimer une forte probabilité.*

### 3 What's the English for:

- a. *le produit* : the product      b. *la marque* : the brand-name      c. *la publicité* : the advert  
e. *la cible* : the target audience      d. *le fond/l'arrière-plan* : the background/the setting  
f. *le slogan* : the slogan

## TASK 3

### 4 Go to page 121 and describe the advert.

*Réponse possible :*

This document is an advert promoting a console game. The action must take place in a futuristic planet during wartime. The setting/background is blue and dark.

In the foreground, in the middle of the poster, I can see the name of the game “destiny”, and the date 09-01-14 is written in yellow. There is also a mysterious and frightening character who is wearing black clothes. We cannot see his or her face. On his/her both sides, in the background, there are two characters. They are wearing white clothes. The three of them are carrying weapons.

At the top, on the right, you can read “16” – it must be the minimum age of the players. On the right, at the bottom, we focus on the product.

And, on the left, there is also the logo and the name of the game: PS4. The target audience must be teenagers – aged 16 and more – who are interested in war games.

### VIDEO TIME Samsung Commercial

#### Script de la vidéo

##### PART 1-2

The Samsung Galaxy S4 was about to revolutionize the handset market. A phone so highly specced that it would reinvent how we communicate. It was the next big thing in smartphone technology. The only problem was: coming from us, that kind of sounded like bullshit.

##### PART 1-3

We decided the best way to launch the Galaxy s4 was to get our fans to launch it for us. So we saved them from lining up outside a store and got them to line up online. Fans joined the smartphone line through Facebook and Twitter.

Every day for the two weeks leading up to the launch we gave them features of the S4 to promote through their social media network. The more their friends liked, reposted, retweeted, commented and shared these features, the further up the line they moved. To get the first S4 in the country all they had to do was get to the front of the line.

##### PART 1-4

The smartphone line was broadcast live to a massive electronic billboard, turning the virtual queue into a real-world line. The avatars moved and reacted like a normal line would. At night they would go under blankets and into sleeping bags, and when it rained they put up umbrellas.

##### PART 1-5

“What happens is I tell my friends and family about how great the new Samsung phone is and every time I do a little speech bubble pops out and people coming down here at Aotea Square can actually see what I’m talking about: the more I share it, the closer I got to the front of the line.”

##### PART 1-6

As a result twelve thousand people queued for two weeks. They spread eighty-five thousand stories to over three million people which had an organic reach of over fifteen million people. Since the Galaxy s4 launched, market share of the premium smartphone market has grown by twelve percent. Instead of leaving our biggest fans waiting outside a store for days, we turned them into our media channel and proved that the Galaxy s4 really is the next big thing.

### PART 1 Watch the whole video

#### 1 Answer the questions.

- The video is a commercial promoting a new mobile phone.
- They are talking about Samsung.

## PART 2 Watch the video up to 0:25

### 2 Listen and complete with one of the following words.

“The **Samsung Galaxy S4** was about to revolutionize the handset market. A **phone** so highly specced that it would reinvent how we **communicate**. It was the next **big** thing in smartphone **technology**. The only **problem** was: coming from us, that kind of sounded like bullshit”.

## PART 3 Watch the video from 0:26 to 1:15

### 3 Match the numbers and the topics.

a/2                      b/3                      c/1

### 4 Say whether the statements are true or false.

a. True                      b. False                      c. False                      d. False                      e. True

## PART 4 Watch the video from 1:16 to 1:34

### 5 Complete with the missing words.

“The smart-phone line was broadcast live to a massive **electronic** billboard turning the virtual queue into a real-world line. The avatars **moved** and reacted like a normal line would. At **night** they would go under blankets and into sleeping bags, and when it **rained** they put up umbrellas”.

## PART 5 Watch the video from 1:35 to 1:49

### 6 Listen, look and choose the right element

- a. The journalist on screen is: **a young man**.
- b. He is wearing: **a blue tie and a blue shirt**.
- c. The report is presented in: **Auckland**.
- d. He is talking about: **the Samsung virtual line**.

### 7 Listen to the journalist speaking and circle the right words.

“What **happens** is that I tell my friends and family how **great** the new Samsung phone and every time I do a little speech bubble pops out, – and people coming down here at Aotea Square can actually see what I’m talking about. The **more** I share it the closer I got to the front of the line”.

## PART 6 Watch the video from 1:50 to the end

### 8 Match the figures and the facts.

- a. 12,000 / 3. people queued
- b. 2 / 4. weeks
- c. 85,000 / 2. stories
- d. 15,000,000 / 1. people concerned with the experience
- e. 12% / 5. the growth of the market share

## PART 7 Express yourself.

**Would you like to participate in this virtual queue? Why or why not?**

*Réponses possibles :*

I would like to choose to participate in this virtual queue because you can have a product for free. I think it is the funniest advertising for mobile phones. You don’t have to wait for hours at the phone shop, and that is the most positive thing for me. In my opinion, everyone must love this and would like to participate in this virtual queue.

### 1 Complétez le texte avec les éléments suivants.

Apple is the world's second-largest information technology company by revenue after Samsung Electronics. It was founded in **1976** by **Steve Jobs**. Everything started in **Cupertino**, a town located in the state of **California**. The **logo** is an apple. Two of their most famous slogans are "back to the future" and "**think different**".

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

### 2 Complétez avec les adjectifs au superlatif de supériorité.

- a. This pair of boots is **the most fashionable** for me.
- b. I bought **the most powerful** computer yesterday.
- c. This is **the smallest** cat in the world.
- d. She is one of **the prettiest** women I know.

### 3 Trouvez six adjectifs dans la grille. Choisissez-en deux pour parler de votre marque ou de votre produit de consommation préféré(e).

*Adjectifs à trouver : → trendy – simple / ← cheap / ↓ red / ↑ modern – basic.*

Réponses possibles : *Today, beanies are the trendiest hats / Yesterday, I bought the most modern phone.*

### 4 Complétez ces informations du Livre des Records à l'aide des superlatifs de supériorité.

- a. The **tallest** man is Sultan Kösen who measures 251 cm (8 ft 3 in). He lives in Turkey.
- b. Rodrigo Martin Santos won the record for the **largest** Collection of Tomb Raider Memorabilia with 2,383 items!
- c. Tom Wiberg, from Sweden, built the world's **smallest** motorcycle with a front wheel diameter of 16 mm (0.62 in) and a rear wheel diameter of 22 mm (0.86 in) in 2003.
- d. The **most tattooed** senior citizen is Isobel Varley (UK), who has covered 93% of her body with tattoos.

### 5 Retrouvez les superlatifs de supériorité des adjectifs suivants et utilisez-les dans des phrases.

- The most amazing: I think *Divergent* is **the most amazing** film in 2015.
- The biggest: Apple tablet has **the biggest** storage.
- The cheapest: In this shop, they sell **the cheapest** clothes of the town.
- The most powerful: My brother has **the most powerful** computer.
- The healthiest: **the healthiest** way of losing weight is to eat more vegetables and fruit.

### 6 Complétez ces phrases à l'aide de *can, need, must* ou *don't/doesn't have to*.

- a. It is sunny outside. You **don't have to** take your umbrella.
- b. **Can** I ask you a few questions?
- c. He **doesn't have to** pay for the party. It is free for students.
- d. I **don't have to** buy a new phone. The mobile I have is the best one!
- e. They **must** be late because of the bus.
- f. I **need** your help for my maths homework.

7 Analysez cette publicité.

Réponse possible :

This document is an ad promoting a pair of trainers. In the poster, the focus is on the product: Nike trainers. They are black, white and green. There are also a mobile phone and earphones. At the bottom, on the left, I can read the slogan and a text below. On the right, I can see the Swoosh, the logo of the brand. At the top, on the left, there is a text but I can't read it because it is too small. The target audience must be people who do sports.

Téléchargez trois exercices supplémentaires (ONLINE TRAINING exercices 25, 26 et 27) pour aller plus loin et varier vos activités. Travail en autonomie possible. Utilisable dans le cadre d'une pédagogie différenciée.

SOUNDS GOOD!

A Écoutez et répétez la prononciation de la terminaison « -est ».

CD2 Track 37  
the west / the biggest

B Classez les mots en fonction de leur prononciation. Écoutez et vérifiez.

CD2 Track 38

a. the largest	b. the quest	c. the best	d. the thinnest
e. the rest	f. the test	g. the cheapest	h. the healthiest

/est/	/əst/
The quest – the best – the rest – the test	The largest – the thinnest – the cheapest – the healthiest

Page 102 – CCF PREP 17 Parties 1 et 2

Partie 1 Justifier un choix

1 Lisez les arguments suivants concernant Abercrombie and Fitch, puis repérez les mots ou expressions qui permettent de justifier son choix.

Parce que : because / Je pense que : I think / pour ma part : as for me / par conséquent : so.

2 Indiquez les raisons pour lesquelles cet élève a choisi cette marque.

Demander aux élèves de repérer les arguments suivants dans les énoncés (a-d) :

- Les meilleurs vêtements décontractés : a
- Sa marque préférée : b.
- La marque préférée de son chanteur préféré : d
- Des vêtements à la mode qu'il aime acheter : c.

Partie 2 Répondre à des questions sur une marque à partir d'une mindmap

3 Complétez les phrases suivantes en vous aidant de la mindmap ci-dessus.

- a. A&F was founded in 1892.
- b. The first store opened in New York City, USA.

- c. Their slogan is “Casual Luxury”.
- d. Today, there are more than 836 stores in the USA.

**4 Écoutez et répondez aux questions sur Abercrombie and Fitch en vous aidant de la *mindmap*.**

**CD2 Track 39**

- |  |   |
|--|---|
| a. When was A&F founded?               | e. What is their slogan?                |
| b. Who were the founders?              | f. How many shops are there in the USA? |
| c. Where did the first store open?     | g. What kind of clothes do they sell?   |
| d. Who are their main target audience? |   |

- a. A&F was founded in 1892.
- b. The founders were David and Ezra.
- c. The first store opened in New York City.
- d. Their main target audience are young people.
- e. Their slogan is “Casual Luxury”.
- f. There are more than 836 stores in the USA.
- g. They sell casual wear.

## Page 103 – CCF PREP 2 Partie 3

Partie 3 Comprendre un article sur un nouveau produit

**Répondez aux questions.**

1. Le document parle d’une nouvelle gamme de peluches.
2. Des peluches qui représentent des sportifs.
3. La peluche est à l’effigie d’un joueur de football américain. Sur l’avant, on peut faire inscrire le prénom de son enfant et, au dos, son chiffre préféré.
4. Lena l’a prénommé “Softbox” parce que le nom de la marque est inscrit dessus. Elle pense aussi qu’il est impossible que sa peluche puisse porter le même prénom qu’elle.
5. Elle dort avec sa peluche toutes les nuits et lui fait des câlins chaque matin sur le canapé avant d’aller à l’école.
6. Le prochain produit représentera un joueur ou une joueuse de football (*soccer*) rose et mauve. La “cible” sera les petites filles.

## Page 104 – FINAL TASK 9 Create an Ad for a Product

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

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

*Cette fiche reprend les rubriques de la fiche page 104 du manuel mais est beaucoup plus détaillée, ce qui facilitera le travail des élèves :*

*Nom du fichier : FTF09.doc*



# UNIT 10 TV Series

Cette unité est en lien avec le domaine culturel. Elle peut être réalisée pendant le cours d'anglais ou bien en interdisciplinarité avec le professeur d'arts appliqués.

À travers des tâches de communication en lien avec le thème des séries télévisées, cette unité a pour objectif de faire acquérir des connaissances linguistiques, autant lexicales que syntaxiques, qui permettront aux élèves de décrire de façon plus précise et approfondie la série télévisée de leur choix. La variété des activités et des documents vise à les aider à structurer leur pensée pour réaliser une présentation la plus cohérente possible et à s'exprimer à partir d'une trame.

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

- Se cultiver et se divertir (Lexique de la description d'une série télévisée) ;
- Identifier l'accentuation (adjectifs) ;
- Décrire (voix passive) ;
- Interroger (questions en WH) ;
- Comparer (comparatifs d'infériorité, d'égalité).

## SPOTS / FINAL TASK

	Les activités	Les bonus à télécharger	Training / Sounds Good!
<b>SPOT 1 Fantasy Drama</b> Donner des informations sur une série télévisée (EOC – A2+)	Deux activités courtes (A et B) pour préparer les élèves à présenter les informations essentielles concernant la création et les personnages principaux d'une série télévisée	<b>WORD CARD Television Crew</b> Cette fiche illustrée permet de mémoriser le nom de différents métiers du cinéma.  ONLINE TRAINING Ex.28 TV Vocabulary permet de revoir quelques mots en relation avec le monde de la télévision	Training ex. 1 et 2 page 110 et ex. 6 et 7 page 111
<b>SPOT 2 Cast and characters</b> Comparer deux personnages (EE – B1)	Deux activités courtes d'entraînement à l'oral (C et D) pour amener les élèves à comparer deux personnages à l'aide de comparatif d'égalité et d'infériorité	ONLINE TRAINING Ex.29 Review permet de consolider l'utilisation du comparatif de supériorité	Sounds Good! Syllabe accentuée dans les adjectifs Training ex. 3 page 110 et ex. 4 et 5 page 111
<b>SPOT 3 Storylines and Twists</b> Comprendre le résumé d'une série télévisée et écrire une brève critique (CE et EE – A2+)	Un travail progressif de compréhension des informations essentielles pour permettre la rédaction d'un avis quelque peu nuancé (Activity E)	ONLINE TRAINING Ex.30 TV Form Exercice de rédaction de phrases à la voix passive à partir d'informations données	
<b>SPOT 4 The Walking Dead</b> Comprendre des explications sur le tournage d'une série télévisée (CO – A2+)	Début de la fiche Vidéo page 109.  Vidéo disponible via : - le flash code - l'URL - le compte YouTube des éditions Foucher	<b>Fiche VIDEO TIME complète</b> <b>U10_The Walking Dead_ANG:</b> consignes en anglais <b>U10_The Walking Dead_FR:</b> consignes en français <b>U10_The Walking Dead_CORR:</b> corrigé  Corrigé et scripts page 119	
<b>FINAL TASK 10</b> Present a TV Series (EE et EOC – B1)	Cette tâche finale peut être réalisée en binômes, en petits groupes ou individuellement étape par étape.	FTF10.doc	

## CCF PREP

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

		Supports utilisés
CCF PREP 19	<b>Partie 1</b> S'exprimer sur une série télévisée à partir de mots-clés Repérer les thèmes traités par les différentes informations puis les utiliser pour reconstruire une brève présentation de la série <i>Grey's Anatomy</i>	Des titres, des informations essentielles Pour entraîner l'élève à utiliser des mots-clés lors d'une présentation
	<b>Partie 2</b> Répondre à des questions concernant l'intrigue d'une série télévisée Répondre aux questions pour donner des détails sur un épisode de la série	Audio : Questions enregistrées Pour commencer à entraîner l'élève à se mettre dans les conditions de l'examen
CCF PREP 20	<b>Partie 3</b> Comprendre un article sur une nouvelle série télévisée Répondre aux questions de compréhension et acquérir une démarche pour comprendre l'article.	Texte : <i>Daredevil</i> (2015); Charlie Cox talks about <i>Daredevil</i>

## Page 105 – Ouverture de l'unité

Cette page permet de réactiver le vocabulaire lié aux genres de séries télévisées et d'introduire le thème de l'unité.

**1 Listen and pronounce the following TV series genres then write the number of the corresponding photo.**

**CD2 Track 40**  
a. supernatural teen drama    b. adventure drama    c. sci-fi drama    d. historical fiction

- a. supernatural teen drama: *Teen Wolf* (4)
- b. adventure drama: *Black Sails* (1)
- c. sci-fi drama: *The 100* (3)
- d. historical fiction: *The Tudors* (2)

**2 Listen and take notes of the programme and answer the question.**

**CD2 Track 41**  
**WHAT'S ON TONIGHT?**  
Tonight on **Showtime**, there's *The Tudors*. It's a historical fiction television series.  
Tonight on **CW**, there's *The 100*. It's a sci-fi drama TV series.  
Tonight on **CBS**, there's *The Mentalist*. It's a police drama TV series.  
Tonight on **Starz**, there's *Black Sails*. It's a dramatic adventure TV series.  
Tonight on **ABC**, there's *Desperate Housewives*. It's a comedy drama TV series.  
Tonight on **MTV**, there's *Teen Wolf*. It's a supernatural teen drama TV series.

### ACTIVITY A / Making Of

#### 1 Listen and write the Information.

##### CD2 Track 42

##### THE CREATION OF "GAME OF THRONES"

**David:** Hello! I'm David Benioff. I'm D.B.'s friend. I'm American and I'm the executive producer of the fantasy drama TV series "Game of Thrones".

**D.B.:** Hello! I'm D.B. Weiss. I'm David's friend. I'm American and I'm also the executive producer of the fantasy drama TV series "Game of Thrones".

**David:** A few years ago, I read a fantasy book. The title was "A Game of Thrones". It was written by George R.R. Martin. This is the first novel of his fantasy series called "A Song of Ice and Fire". And that's how the TV series "Game of Thrones" was created by D.B. and me.

**D.B.:** That's right, "Game of Thrones" is a TV series based on "A Song of Ice and Fire". The first novel was adapted for the screen in 2006 and one episode per season is written by George R.R. Martin himself.

**David:** The series premiered on HBO on April 17, 2011. Game of Thrones' was nominated and awarded. The episodes were filmed in a Belfast studio and on location in Northern Ireland, Malta, Scotland, Croatia, Iceland, the United States, Spain and Morocco.

**D.B.:** However George R.R. Martin is still writing the last books of his series and the TV series may end before the last novels are published.

David Benioff and D.B. Weiss's job: **executive producer**

Genre of the TV series: **fantasy**

Created by: **David Benioff and D.B. Weiss**

Based on: **A song of Ice and Fire**

Written by: **George R.R. Martin**

Adapted to the screen in: **2006**

Original channel: **HBO**

Original run: **17 April, 2011**

#### 2 Listen again and select what you hear.

- a. One episode per season is (directed / produced / **written**) by George R. R. Martin himself.
- b. "Game of Thrones" was (adapted / **awarded** / chosen) several times.
- c. The episodes were (imagined / **filmed** / written) in a Belfast studio and on location\* (= sur site).
- d. The TV series may end before the last novels are (**published** / planned / read).

#### SPOTLIGHT

La base verbale des participes soulignés est : *write* / *create* / *film*. L'auxiliaire qui est utilisé devant ces participes passés est *be*. Il s'agit de la voix passive. "by" veut dire « par ».

ACTIVITY B / Core Characters

**3 Use the information to present the fantasy drama TV series “Once Upon a Time”.**

Once upon a Time is a fantasy drama TV series. It premiered in 2011.

It was created by Edward Kitsis and Adam Horowitz.

It was produced by ABC Studios. The music is/was composed by Mark Isham and Michael Baber

It is based on fairy tales. Emma Swan is portrayed by J. Morrison and Rumpelstiltskin is portrayed by R. Carlyle. Lana Parrilla plays the part of the Evil Queen and Ginnifer Goodwin plays the part of Snow White.

**4 Listen and find more information about the characters (address, family links).**

**CD2 Track 43**

**ONCE UPON A TIME: CASTING**

Storybrooke is a fictional town where the fairytale characters are prisoners of the Evil Queen.

Emma Swan is portrayed by Jennifer Morrison. Emma Swan abandoned her son Henry when he was a baby. Now she helps him. She doesn't believe in fairy tales but in fact she is Snow White's daughter.

Rumpelstiltskin is a dangerous fantastic character. He is portrayed by Robert Carlyle. He is also Mr Gold in the real world.

Lana Parrilla plays the role of the Evil Queen. She is also Regina Mills and she has adopted Henry.

Ginnifer Goodwin plays the part of Mary Margaret. In fact she is Snow White, a strong character in the series.

The characters live in Storybrooke. They are fairy tale characters. They are prisoners of the Evil Queen.

Emma Swan is Snow White's daughter. Her son is Henry.

Rumpelstiltskin is a dangerous fantastic character. He is Mr Gold.

The Evil Queen is Regina Mills. She has adopted Henry. Snow White is Mary Margaret.

**TASK 1**

**5 Work in group. Choose one of the series on page 105 and prepare a presentation for the class (title, genre, creators, original channel, original run, based on, characters...)**

Réponse libre.

**Page 107 – SPOT 2 Cast and Characters**

ACTIVITY C / A Outstanding Characters

**6 Match the opposite pairs of adjectives.**

eccentric ≠ classic

excitable ≠ calm

stupid ≠ smart, clever

quiet ≠ hyperactive

dangerous ≠ safe

gothic ≠ flashy

7 Listen to the description and complete the table with the adjectives you hear.

CD2 Track 44

OUTSTANDING CHARACTERS

Abby has gothic accessories and tattoos. Garcia has flashy accessories.  
Garcia is as eccentric-looking as Abby.  
Abby is always happy. Garcia is rarely sad.  
Garcia is not less fun-loving than Abby.  
Abby is generally hyperactive. Garcia is quiet sitting at her desk.  
Garcia is less excitable than Abby.  
Abby has powerful computer skills. Garcia is a dangerous hacker.  
Garcia is as smart as Abby.

	ABBY	GARCIA	Comparison
Look	gothic accessories	<b>flashy</b> accessories	as <b>eccentric-looking</b> as
Temper	always <b>happy</b>	rarely <b>sad</b>	not less fun-loving than
Activity	hyperactive	<b>quiet</b>	less <b>excitable</b> than
Skills	<b>powerful</b> computer skills	a <b>dangerous</b> hacker	as <b>smart</b> as

SPOTLIGHT

Les mots qui encadrent les adjectifs soulignés sont « as...as » et « less...than ». L’expression « as...as » signifie « aussi ...que » et l’expression « less...than » signifie « moins... que ».

ACTIVITY D / Make-Up

8 Use the comparatives of equality or inferiority to distinguish Gustaf from Floki.

- a. Gustaf has no make-up and he doesn’t look as dangerous as Floki.
- b. Gustaf is wearing a hat and he looks less brutal than Floki.
- c. Does Gustaf look as unsane as Floki? Certainly not. He looks less scary.

TASK 2

9 Use the information on page 121 to write a comparison between the two Sherlock Holmes.

- Sherlock is as addicted to tobacco as Holmes.
- Sherlock is as good as Holmes at changing his looks.
- Sherlock is as good as Holmes at boxing.
- Sherlock is less reserved than Holmes.
- Sherlock is as selfish as Holmes.
- Sherlock is as unemotional as Holmes.
- Sherlock is as sentimental as Holmes because he cares about Watson.
- Sherlock is as smart as Holmes.
- Sherlock is as famous as Holmes.
- Sherlock is as clever and bright as Holmes.

### ACTIVITY E / Synopsis and Review

#### 1 Read the synopsis and find the following information.

- a. Television series: **Arrow**
- b. Episode number: **1**
- c. Main character: **Oliver Queen, the green hooded archer**
- d. Portrayed by: **Stephen Amell**
- e. Nickname: **the Hood**
- f. Job: **billionaire**
- g. Address: **Starling City**
- h. Costume: **green hood**
- i. Mission: **to save his city from corruption and neutralise an organisation of criminals**

#### 2 Read the critics' and audience's reviews and find the English equivalents.

- a. *inspirée d'une BD* : comic book-inspired
- b. *une intrigue forte* : strong plotting
- c. *une distribution* : cast
- d. *riche en événements* : action-packed

#### 3 Read the critics' reviews and list the strong points of the series.

Action sequences, strong plotting, and intriguing characters

Fantastic action, a widening cast of intriguing, richly written characters

#### 4 Say who among Joanne, Sam and Andy gives a positive review.

Joanne and Andy give a positive review.

### TASK 3

#### 4 Add your rating and add a review of this series or of another series.

Réponse libre.

### VIDEO TIME Making of The Walking Dead: Stunts in Season 5

#### Script de la vidéo

##### PART 1-2

Stunt coordinator Monty Simons: This season it's bigger than all the other seasons put together. We're in for a wild roller-coaster ride. Choreographing a fight out here sometimes gets a lot more complicated than it will on a regular movie or television set. Probably the most difficult thing is finding the right type of stunt person to be a walker. We need our walkers to be emaciated, to be weak, skinny-looking people. Basically getting all the stunt people in line with the look of the show.

##### PART 3

The Walking Dead is very realistic.

Coach: The really silly kit you've got...snappy shoulders...[?]

Stunt coordinator Monty Simons: When you get shot on Walking Dead you drop straight to the ground. It's very specific. But we also want to push them because when we get out on the set it's not the easiest thing in the world. They have layers of make-up on, they've got clothes on, they're having to stand in a field and be baked by the sun all day long. We have to take the action up but yet keeping it realistic. It's having my doubles do it first, teaching our actors how to do it so it looks good. We'll set up each individual little fight between a walker and the actor then we'll move to the next one and we'll make sure they're not interfering with each other and then we'll add a third one.

Coach: Just imagine a string's holding you up and the string's been cut...

##### PART 4

Stunt coordinator Monty Simons: We have to sometimes get creative when it comes to their reactions and the timing of their reactions we have to do sound cues for them just to get them to take the hit at the right time. It can get a little overwhelming.

I'm not going to put people in a position that I'm not willing to go in myself or that I haven't been in before as a stuntman.

##### PART 5

There's going to be a lot more going on, it's something different, something you're not used to, all hell breaks loose.

#### PART 1 Watch the whole video

##### 1 Choose the theme of the video.

The video is about choreographing the fights of the show (b).

##### 2 Answer the questions.

- What's the name of the TV series? The name of the TV series is The Walking Dead.
- Which characters do the actors portray? The zombies.
- Do the stunt people replace the actors? No, they are showing them what to do.
- Who is Monty Simons? The stunt coordinator.

**PART 2 Watch the video from 0:00 to 0:28**

**3 Complete the sentences with the adjectives from the list.**

- a. This season is **bigger** than all the other seasons put together.
- b. Choreographing a fight out there sometimes gets a lot more **complicated** than it will on a regular movie or television set.
- c. Probably the most **difficult** thing is finding the right type of stunt person to be a walker.

**4 Select three adjectives from the list used to describe the walkers.**

“Walkers are (white / dark / **emaciated** / strong / horrible / **weak** / tall / **skinny-looking**) people.”

**PART 3 Watch the video from 0:31 to 1:15**

**5 Number the actions in the right order.**

- 4 / When we get out on the set, it's not the easiest thing in the world.
- 1 / The Walking Dead is very realistic.
- 6 / We have to take the action up but yet keeping it realistic.
- 2 / When you get shot on Walking Dead you drop straight to the ground.
- 5 / They have layers of make-up on, they've got clothes on, they're having to stand in a field and be baked by the sun all day long.
- 3 / It's very specific.

**6 Match the beginning of the sentences to their proper endings.**

Beginnings	Endings
a. It's having my doubles do it first	4. teaching our actors how to do it.
b. We'll set up each individual little fight	5. between a walker and the actor.
c. then we'll move to	1. the next one.
d. and we'll make sure they're not	2. interfering with each other
e. and then we'll add	3. a third one.

**PART 4 Watch the video from 1:19 to 1:38**

**7 Complete the script.**

We have to sometimes get **creative** when it comes to their **reactions** and the **timing** of their reactions we have to do sound cues for them just to get them to take the hit at the **right** time. It can get a little overwhelming.

I'm not going to put **people** in a position that I'm not willing to go in myself or that I haven't been in **before** as a stuntman.

**PART 5 Watch the video from 1:39 to the end**

**8 Tick the right sentence to sum up Monty Simons's idea of the show.**

According to Monty Simons Season 5 is going to be interesting because **there's going to be a lot more going on, it's something different, something you're not used to, all hell breaks loose.**



1 Complétez les définitions à l'aide des différents types de programme de la liste ci-dessous.

- a. "Friends" is a **sitcom**.
- b. "Bugs Bunny" is a **cartoon**.
- c. "Big Brother" and "Secret Story" in France are **reality shows**.
- d. "Masterchef" is a **cookery** programme.
- e. It's 8pm on BBC1. Here is **the news**.
- f. "Dallas" is a **soap opera**.
- g. "The Oprah Winfrey Show" and "On n'est pas couché" are **talk** shows.
- h. A **DIY** show helps you to repair things.

2 Placez les éléments dans l'ordre logique afin de retrouver la phrase d'origine.

The casting director selects all the actors and actresses.

3 Complétez à l'aide du comparatif d'égalité (=) ou d'infériorité (-).

- a. The make-up artists are (as efficient as) the sound editor.
- b. French series are (less absorbing than) American TV.
- c. The soundtrack is (as essential as) the cast.
- d. For this film, the synopsis is (less long than) the reviews.

4 Comparez les items en utilisant les adjectifs entre parenthèses.

- a. Vampire Diaries is more thrilling than / less thrilling than / as thrilling as The Originals.
- b. Person of interest is more violent than / less violent than / as violent as Breaking Bad.
- c. American Horror Story is scarier than / less scary than / as scary as Falling Skies.
- d. Revenge is more interesting than / less interesting than / as interesting as / Mr Selfridges.

5 Transformez ces phrases en utilisant des comparatifs d'infériorité.

- a. The acting is more important than the visual effects.  
The visual effects are less important than the acting.
- b. American cartoons are funnier than Japanese mangas.  
Japanese mangas are less funny than American cartoons.
- c. Sitcoms are shorter than soap operas.  
Soap operas are less short than sitcoms.
- d. Documentaries are more interesting than talk shows  
Talk shows are less interesting than documentaries.

6 Mettez les verbes entre parenthèses au participe passé.

- a. The story was **invented** by Stephen King.
- b. The actors are **paid** a lot as it is dangerous.
- c. This gadget is **used** in the Star Wars films.
- d. A new script was **sent** to the film director.

7 Complétez les éléments manquants.

- a. My father bought a new TV set in 2011.  
→ A new TV set was bought **by my father** in 2011.
- b. This producer spends a lot of money on expensive projects.  
→ A lot of money **is spent** on expensive projects by this producer.
- c. The technicians created the visual effects.  
→ The visual effects **were created** by **the technicians**.

Téléchargez trois exercices supplémentaires (ONLINE TRAINING exercices 28, 29 et 30) pour aller plus loin et varier vos activités. Travail en autonomie possible. Utilisable dans le cadre d'une pédagogie différenciée.

SOUNDS GOOD!

Écoutez les adjectifs suivants, soulignez la syllabe accentuée et répétez-les.

CD2 Track 45			
a. eccentric	d. fun-loving	g. stupid	j. powerful
b. gothic	e. flashy	h. hyperactive	k. classic
c. quiet	f. dangerous	i. excited	l. unrecognisable

## Page 112 – CCF PREP 19 Parties 1 et 2

Partie 1 S'exprimer sur une série télévisée à partir de mots-clés

**1 Associez les titres ci-dessous à chaque liste d'informations clés.**

- |                             |                  |                 |
|-----------------------------|------------------|-----------------|
| a. Cast and Characters (5)  | b. Seasons (4)   | c. Genre (1)    |
| d. Creator (3)              | e. Storyline (6) | f. Premiere (2) |
| g. Audience and Critics (7) |                  |                 |

**2 Utilisez les informations clés de chaque partie pour construire des phrases simples afin de présenter la série.**

Grey's Anatomy is an American medical drama television series. It premiered on ABC on March 27, 2005. It was created by Shonda Rhimes. There are 11 seasons. Dr Meredith Grey is portrayed by Ellen Pompeo. Her best friend Dr Cristina Yang is portrayed by Sandra Oh. Patrick Dempsey plays the part of Dr Derek Shepherd, her lover. The storyline is about the doctors' personal and professional lives. It was well received by critics and it is the highest-rated drama among viewers aged between 18 and 49.

Partie 2 Répondre à des questions concernant l'intrigue d'une série télévisée

**3 À l'aide des mots-clés de la fiche ci-contre, répondez aux questions en anglais.**

- What is the title of the episode? The title of the episode Is Perfect Storm.
- Why is the hospital in the dark? Because there is a storm and there is no electricity.
- What is the weather like? There is a big storm.
- What is happening to Meredith? She is having her baby.
- Why is Callie sad? She is sad because Arizona cheated with Dr Boswell.

**4 Écoutez les questions et répondez-y à l'aide des mots-clés de la fiche.**

CD2 Track 46
a. Where does the scene take place?
b. Who saves Meredith's life?
c. Who plays the part of Callie?
d. Who loves Jo?
e. What happened to Webber?

- a. The scene takes place at the Grey-Sloan Memorial Hospital.
- b. Bailey saves Meredith's life.
- c. Sara Ramirez plays the part of Callie.
- d. Alex loves Jo.
- e. Webber was electrocuted by the generators.

### Partie 3 Comprendre un article sur une nouvelle série télévisée

#### **Répondez aux questions.**

- 1. L'acteur Charlie Cox explique son rôle dans Daredevil.
- 2. Le monde des bandes dessinées est vaste et l'univers de Marvel est très important pour beaucoup de gens.
- 3. Il porte un costume noir de ninja qui lui permet de se camoufler.
- 4. L'acteur a dû lire un grand nombre de bandes dessinées.
- 5. Le héros ne peut pas s'arrêter de défendre la loi et il est comme drogué.
- 6. Matt Murdock est aveugle mais a des pouvoirs extra-sensoriels, avocat le jour, il combat le crime la nuit sous le nom de Daredevil.

### **Page 114 – FINAL TASK 10 Present a TV series**

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

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

*Cette fiche reprend les rubriques de la fiche page 114 du manuel mais est beaucoup plus détaillée, ce qui facilitera le travail des élèves :*

*Nom du fichier : FTF10.doc*









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