

ANGLAIS

# Skill Up!

GUIDE PÉDAGOGIQUE

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PROGRAMME  
2019





# SKILL UP!

## GUIDE PÉDAGOGIQUE

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# UNIT 1

## Time Capsule

**Scenario:** Your class is going to create a time capsule. Record a message to introduce yourself, choose an object and present it. This time capsule will be buried during a ceremony and will be opened in three years' time, at the end of your training.

**Project:** Create a time capsule for your class.

### Pages 10 à 11 - Ouverture de l'unité

#### Page 10

What's Going On?

- Observe and describe the documents. *Réponse libre.*
- Give a definition of a time capsule. *Réponse libre.*

#### Page 11

Flipped Classroom – [foucherconnect.fr/19sku01](http://foucherconnect.fr/19sku01)

**Find the words corresponding to the definitions.**

- a. something that can be used for keeping things in: **a container**
- b. something that you remember from the past about a person, a place or an experience: **a memory**
- c. to put something under the earth, often in order to hide it: **to bury**

Challenge Time!

You have two minutes to list as many objects you could put in a time capsule as you can. These objects must be representative of your generation or of your hobbies.

### Pages 12 à 15 - Workshops - Personal Information

#### Page 12

Workshop A – Adrian's Presentation

**1 Listen to Adrian and choose the right answers.**

##### Track 1

- Hello, what's your name?
- Hi, my name's Adrian.
- How old are you?

- I'm 16.  
 - Are you a student?  
 - Yes, I'm a student at a small vocational college near Cambridge.  
 - What do you study?  
 - I study catering.  
 - Are you a social media user?  
 - Of course! I use Instagram, I like posting pictures.  
 - What do you like doing in your spare time?  
 - I love watching series on Netflix and I chat with my girlfriend on Skype. I also listen to music on Deezer.  
 - What's your favourite app?  
 - My favourite app is Too Good to Go.

**Age:** 16

**Type of school:** vocational college

**Studies:** catering

**Favourite social media:** Instagram

**Hobbies / Likes:** watching series / listening to music

**Favourite app:** Too Good to Go

### Grammar Spot

a. I'm sixteen.

*Pour indiquer son âge, utilise-t-on 'be' ou 'have' ? Be*

b. I like posting pictures. I love watching series.

*Repérez les verbes conjugués : like et love.*

*De quoi sont-ils suivis ? Verbe en -ing*

### Workshop B – Hobbies and Pastimes

**1 Listen and say which item each student chooses to put in his/her time capsule and why.**

#### Track 2

a. Paula puts a Zara loyalty card in her time capsule because she loves fashion.

b. Oliver chooses a flash drive because he is keen on technology.

c. Liz puts a copy of a playlist because she likes listening to music.

d. Fred chooses a tennis ball because he is very sporty and he particularly enjoys tennis.

a. Paula: **a Zara loyalty card** because she loves fashion.

b. Oliver: **a flash drive** because he is keen on technology.

c. Liz: **a playlist** because she likes listening to music.

d. Fred: **a tennis ball** because he is very sporty and particularly enjoys tennis.



## Page 13

### Workshop C – Burying a Time Capsule

#### 1 Listen and select the correct answers.

##### Track 3

Ladies and Gentlemen, welcome to our school. Thank you for coming for this special event. Today we are going to proceed with the burial of a time capsule. To honour Holloway School, our students have assembled a time capsule which will be opened in the year 2042. This time capsule event is really important because it is a testimony to our life and generation. Our students are ambassadors of our generation. I would like to be present when it is opened in 2042; so many things will have changed and it is absolutely amazing to think about the changes that will have occurred: new technology, new places, new means of transportation, and so on.... The time capsule is filled with items that tell the stories of our students. Two students, Louna and Mike, are going to present these items. Let's listen to them.

- a. The ceremony takes place **in a school**.
- b. The event is **the burial** of a time capsule.
- c. The time capsule will be opened in **2042**.

#### 2 Listen again and complete these parts of the script with: *testimony / opened / items / students / generation / stories*.

- a. To honour Holloway school, our **students** have assembled a time capsule which will be opened in the year 2042.
- b. It is a **testimony** to our life and **generation**.
- c. The time capsule is filled with **items** that tell the **stories** of our students.

#### 3 Listen to Louna and Mike presenting the items of the time capsule and say if the sentences are true or false.

##### Track 4

Louna: Good morning, Ladies and Gentlemen. First of all, in our time capsule, there is a photo of Holloway school; we love our school and we want to remember it as it is today. There are also class photos and pictures of sports events. There is also a newspaper of the day; the people who open the time capsule will have a clear picture of our society and its issues.

Mike: We also put in a smartphone and a fixed-line phone; we are sure that the students in 2042 will have different mobile phones and they will be interested in our technology. As far as everyday life is concerned, there are sales receipts so that they will be able to compare prices.

- a. There is a photo of Holloway school. **TRUE**
- b. There are pictures of musical events. **FALSE**
- c. They put a magazine of the day to reflect their society. **TRUE**
- d. There is a smartphone and a fixed-line phone. **TRUE**
- e. They've chosen to put in sales receipts for a price comparison. **TRUE**

## Grammar Spot

a. There is a photo.

b. There are sales receipts.

*Traduisez les expressions soulignées : il y a.*

*Comment les emploie-t-on ? There is + nom singulier; There are + nom pluriel.*

## Workshop D – Let's Revise!

### 1 Listen and correct the wrong elements on the invitation card.

#### Track 5

Ladies and Gentlemen. We are here, in Rogers Park in Cleveland, on this Saturday January the 24<sup>th</sup> for the burial of our college's time capsule. We are pleased to welcome our headmaster, Mr Steven Bosse and the mayor of our city, the Honorable Lilly Hess. One of our students, Selena, is going to present the contents of the time capsule.

#### Time Capsule Burial Ceremony

**Saturday** January 24<sup>th</sup>

2:00 pm – 3:00 pm

Rogers Park

352 Sunset Boulevard, **Cleveland**

Welcome

Steven **Bosse**

Headmaster of Alton College

The Honorable Lily **Hess**, Mayor

### 2 Watch the video and say in French what you have understood.

*Réponse libre.*

#### Task 1 Poser et répondre à des questions personnelles.

Choose a card on page 106 and use the elements to ask and answer questions in pairs.

*Questions et réponses possibles :*

- What's your name?
- My name's Archie.
- How old are you?
- I'm seventeen.
- What do you study?
- I study mechanics.
- What do you like doing in your spare time?
- I like playing football.
- What do you put in the time capsule?
- I put a cinema ticket.
- Why do you put a cinema ticket?
- Because I love American sci-fi movies.

- What's your name?
- My name's Charlotte Smith.
- How old are you?
- I'm fifteen.
- What do you study?
- I study hairdressing.
- What do you like doing in your spare time?
- I like shopping.
- What do you put in the time capsule?
- I put photos of fashionable hairstyles.
- Why do you put these photos?
- Because I want people to see the changes in hairstyles.
  
- What's your name?
- My name's Tom Queens.
- How old are you?
- I'm sixteen.
- What do you study?
- I study sales and marketing.
- What do you like doing in your spare time?
- I like repairing cars.
- What do you put in the time capsule?
- I put an automotive magazine.
- Why do you put an automotive magazine?
- Because I want to show car models of our generation.
  
- What's your name?
- My name's Laura Johnson.
- How old are you?
- I'm eighteen.
- What do you study?
- I study electronics.
- What do you like doing in your spare time?
- I like going out with friends.
- What do you put in the time capsule?
- I put my favourite video game.
- Why do you put a video game?
- Because I spend a lot of time playing video games.

## Page 14

### Workshop E – What to Put in a Time Capsule?

#### Track 6

#### Longview Plans to Bury Time Capsule for City's 150<sup>th</sup> Birthday

Longview, TX (KLTV) – [...] The city of Longview plans a big celebration for their sesquicentennial in 2020. Part of those plans includes a time capsule, and the city is open to suggestions as to what should be in it. [...]

So I asked a few people in downtown Longview what they should put in it.  
 'An Iphone or an Apple watch perhaps?', Melanie Flanagan said.  
 'Oh would you donate yours?', I asked her.  
 'No, sorry', she laughed. [...]  
 'Maybe a cell phone', said Jacki Maxwell.  
 'Photo album maybe', David Solis offered.  
 'Shoes, my purse, clothes', Erika Bobadilla said. [...]  
 'Maybe photos of the city; the downtown area as it is today', Michelle Traylor suggested.  
 'I think something that would be appropriate is some of the toys that the children currently play with', said Vicky Haynes. She also suggested a smartphone since they'll probably be obsolete when it's opened. [...]  
 If you have suggestions for the contents of the time capsule you can email [planning@longview-texas.gov](mailto:planning@longview-texas.gov), and they will consider it.  
 Jamey Boyum, April 3, 2019, [www.kltv.com](http://www.kltv.com)

## Gate 1

**1 Read the title and the source of the article and choose the correct elements.**

- a. The article is from **the Internet**.
- b. The article is about the **future burial** of a time capsule.

**2 Read the introduction and answer the questions.**

- a. What will Longview celebrate in 2020? Longview will celebrate the city's 150<sup>th</sup> birthday in 2020.
- b. What is the city planning to do for this event? The city is planning to bury a time capsule.

**3 Read the article and find the English for:**

- a. *enterrer (titre)* : bury
- b. *centre-ville (introduction)* : downtown
- c. *la vôtre (§1)* : yours
- d. *mon sac à main (§1)* : my purse
- e. *actuellement (§1)* : currently
- f. *contenu (§2)* : contents

**4 Find the elements that are false.**

- a. The people interviewed suggest putting a smartphone, photos, **cash**, toys, shoes and clothes in the time capsule.
- b. The inhabitants can send an email **or phone** to make other suggestions.

## Gate 2

**1 Read the title and the source of the document. Give as many details as possible.**

*Réponse libre.*

**2 Read the introduction and find all the details about the event.**

*Réponse libre.*

### 3 Read the article and find the English for:

- a. *enterrer (titre)* : bury
- b. *centre-ville (introduction)* : downtown
- c. *la vôtre (\$1)* : yours
- d. *mon sac à main (\$1)* : my purse
- e. *actuellement (\$1)* : currently
- f. *contenu (\$2)* : contents

### 4 Answer the questions.

- a. What is the interview about? The interview is about the time capsule Longview is planning to do to celebrate the city's 150<sup>th</sup> birthday.
- b. What suggestions are given? Suggestions about the contents of the time capsule are given.
- c. Are the contents definitely decided on? No, they aren't.

### Task 2 Comprendre un article internet.

**Tell your classmates in French what you have understood about the document.**  
*Réponse libre.*

## Page 15

### Workshop F – How to Make a Time Capsule

#### Be All Ears!

**Listen and pay attention to the stressed syllables. Then repeat.**

**foucherconnect.fr/19sku03**

future – generations – retrieval – storage – capsule – items

**foucherconnect.fr/19sku04**

Create a snapshot of your life for future generations or an older you with this fun and educational project. You will need a retrieval date, a container, a computer with Internet access, items from everyday life, items that document current events, sealable polyethylene bags and a location. Optional: epoxy glue, digital media players and a plaque.

Step 1: Set a retrieval date 10 to 50 years from the time of storage when the capsule will be recovered. Or you can leave it longer for future generations to open.

Step 2: Choose a container. For a time capsule to be retrieved after 25 years or less, use a metal lunchbox and seal the lid shut with epoxy glue. For a 50-year time capsule, use a small waterproof safe. For recovery after 100 years or more, find a professional-quality capsule by searching online.

Step 3: Pick items for storage that are representative of your everyday life, along with a few things that document current events, like newspaper clippings and photos. For information stored on digital media, include a means to access it. Enlist friends and family to contribute items.

Step 4: Secure items for storage by sealing them in individual polyethylene bags.

Step 5: Find a location where the capsule won't be disturbed. Consider storing it in an attic or a basement for safekeeping or burying it by a well-known landmark. You

can mark the site with a plaque that gives instructions on when the capsule is to be retrieved.

Step 6: Have a sealing ceremony. Invite friends and neighbours to examine the capsule and its contents and observe it being sealed and stored.

Step 7: Go online and register your project with the International Time Capsule Society to make sure it isn't forgotten. Now sit back and count the days until you see your time-travelling treasure again or enjoy the knowledge that you've given the distant future a glimpse into the past. Did you know? The city of Corona, California, misplaced a series of 17 time capsules dating back to the 1930s, resulting in a botched attempt to find them under the city's civic centre in 1985?

### **1 Before watching the video.**

**Look at the picture above.**

- a. What do you think the video is about? I think the video explains how to make a time capsule.
- b. What is the retrieval date indicated on this time capsule? The retrieval date is 2050.

### **2 Time to watch**

#### **Gate 1**

**Use Worksheet 1** (document élève et corrigé sur clé USB de l'enseignant)

#### **Gate 2**

**Watch the video and take notes. Then answer the questions.**

- a. What is needed to make a time capsule? To make a time capsule you need a retrieval date, a container, a computer with internet access, items from everyday life, items that document current events, sealable polyethylene bags and a location.
- b. How many steps are described to make a time capsule? Seven steps are described.
- c. What information can you give about each step? *Réponse libre.*

### **3 React after watching the video.**

**Why is it a good idea to make a time capsule?**

*Réponse libre.*

### **Task 3 Rendre compte d'un tutoriel.**

**Write a paragraph to recap what you have understood in the video.**

*Réponse libre.*

## **Page 16 - Word Page**

### **1 Match the words with the corresponding pictures.**

Picture a – a newspaper

Picture b – a cell phone

Picture c – a car key

Picture d – pictures

Picture e – a coin

Picture f – a banknote

Picture g – a flash drive

Picture h – a watch

**2 Read the information about Harry, Madison and Elliot and match them with the item that best corresponds to them.**

- a. Harry loves street art, and he is particularly good at drawing graffiti. **Aerosol paint**
- b. Madison enjoys dancing, she does hip hop dance every Wednesday. **Harem pants**
- c. Elliott likes tuning cars with his friends. **Car accessories**

### **3 Challenge!**

**Work in pairs. Ask your partner questions about his/her favourite activities. Then write a sentence to explain what he/she likes and say which object best corresponds to him/her.**

*Réponse libre.*

**4 Put the steps of making a time capsule in chronological order.**

- a. sealing the time capsule **3**
- b. burying the time capsule **4**
- c. filling the time capsule with items **2**
- d. retrieving the time capsule **5**
- e. choosing a container **1**

### **5 Time's Up!**

**One student chooses a letter of the alphabet, the other students give as many names of items/objects as possible beginning with that letter (1 point per correct word – duration: 2 minutes).**

*Réponse libre.*

Sounds Right!

**1 Listen and repeat.**

#### **Track 7**

a key – a picture

**2 Listen and say if you hear /i/ or /i:/.**

#### **Track 8**

be – is – favourite – sixteen – series – keen – city – theme – seal – video

## **Page 17 – Grammar**

**1 Complétez les énoncés avec 'be' conjugué au présent.**

- a. I **am** sixteen years old.
- b. They **are** fond of basketball.
- c. She **is** crazy about shopping.

- d. We **are** students in a vocational college.
- e. You **are** very good at sport.

## 2 Écrivez les énoncés de l'exercice 1 à la forme négative.

- a. I am not sixteen years old.
- b. They aren't fond of basketball.
- c. She isn't crazy about shopping.
- d. We aren't students in a vocational college.
- e. You aren't very good at sport.

## 3 Complétez les énoncés avec les mots suivants : playing – going – doing – travelling – shopping. Écoutez et vérifiez.

### Track 9

- a. I enjoy travelling all round the world.
- b. He likes playing video games.
- c. They enjoy going out with friends.
- d. She loves shopping for clothes.
- e. Do you like doing sport?

- a. I enjoy **travelling** all round the world.
- b. He likes **playing** video games.
- c. They enjoy **going** out with friends.
- d. She loves **shopping** for clothes.
- e. Do you like **doing** sport?

## 4 Répondez aux questions suivantes.

- a. What's your name? *Réponse libre*
- b. How old are you? *Réponse libre*
- c. Are you a student? *Réponse libre*
- d. Where do you live? *Réponse libre*
- e. What do you do in your spare time? *Réponse libre*

## 5 Rédigez au moins trois énoncés pour parler de vos goûts ou de vos loisirs. Utilisez 'like', 'love' et 'enjoy'.

*Réponse libre.*

## 6 Complétez avec 'there is' ou 'there are'.

- a. In my time capsule **there is** a cinema ticket.
- b. In our class's time capsule **there are** three flash drives full of pictures.
- c. **There are** a lot of different objects in the container.
- d. **There are** 50 guests for the ceremony.
- e. **There is** a lovely photo of my family in this album.

## Page 18 – Project Create a Time Capsule

*Scénario : Votre classe va réaliser une capsule temporelle. Cette capsule temporelle contiendra la présentation orale de chacun d'entre vous, ainsi que des objets. L'objet*



*que vous choisissez peut refléter vos passions/loisirs ou être représentatif de votre génération. Cette capsule sera enterrée lors d'une cérémonie que vous organiserez et ouverte dans 3 ans, à la fin de votre formation.*

*Ce projet s'inscrit dans le contexte de la vie quotidienne, personnelle, sociale et citoyenne, au niveau A2. Ce projet de classe permet de développer la dimension collective mais également de travailler la présentation de soi et de ses goûts et loisirs.*

## **Page 19 - AP - Donner ses impressions et son opinion dans des écrits portant sur des sujets d'intérêt personnel**

### **Observation**

**1 Lisez la suite de messages et repérez les verbes permettant de donner une impression ou une opinion.**

- Hi! What do you **think** of this project of doing a time capsule?
- Don't know... I **feel** that it's a lot of work...
- Yes, sure. But it may be worthwhile, don't you **think**?
- I **think** that it will be fun opening it in three years.
- Mmm... I **suppose** so...
- I'm **certain** that a lot of things will be different and it will be interesting to compare our lives.

**2 Trouvez l'équivalent des adjectifs suivants dans les messages.**

- a. *marrant / amusant* : fun
- b. *intéressant* : interesting
- c. *qui vaut la peine* : worthwhile

**À vous de jouer !**

**Rédigez un énoncé pour donner votre opinion sur la réalisation d'une capsule temporelle.**

*Réponse libre*



# UNIT 2

## The Perfect Superhero

**Scenario:** Your school organizes a contest to celebrate superheroes.

**Project:** Invent your ideal superhero, draw him/her, and present him/her orally.

### Pages 20 à 21 - Ouverture de l'unité

#### Page 20

What's Going On?

- Look at the picture and name the superheroes you know. *Réponses possibles:* The Flash, Superman, Cyborg, Wonder Woman, Batman, Aquaman.
- Say which one is your favourite and why. *Réponse libre*
- Say if you like superhero films and which one is your favourite. *Réponse libre*

#### Page 21

Flipped Classroom – [foucherconnect.fr/19sku08](http://foucherconnect.fr/19sku08)

**Watch the video clip. Then find the words for the following definitions.**

- a. a strong character in a comic or in a film = a superhero
- b. an exceptional non-human skill = a superpower
- c. a hero's enemy = a villain
- d. a name protecting your real identity = an alias

Challenge Time!

**What is a superhero ? You have two minutes to write a definition using as many words as possible.**

*Réponse libre*

## Pages 22 à 25 – Workshops – Heroes From All Angles

### Page 22

#### Workshop A – Their Real Identity

**1 Listen to the presentation of the two heroes and choose the right answers. Then guess their aliases.**

#### Track 10

Hero 1: His real name is Matt Murdock. He lives in New York City. He is divorced. He is a lawyer during the day. He is also known as ... Daredevil.

Hero 2: Her real name is Susan Storm-Richards. She lives in Manhattan with her husband. She has got two children. In normal life she is sometimes a substitute teacher, sometimes an actress. She is also known as ... The Invisible Woman.

#### HERO 1

- a. **Name**: His real name is **Matt Murdock**
- b. **City**: He lives in **New York City**
- c. **Family information**: He is **divorced**
- d. **Occupation**: He is a **lawyer**
- e. **Alias**: He is also known as ... **Daredevil**

#### HERO 2

- a. Her real name is **Susan Storm-Richards**
- b. She lives in **Manhattan**
- c. She has **two children**
- d. She is a **teacher / an actress**
- e. She is also known as ... **the Invisible Woman**

**2 Present one of these superheroes orally.**

*Réponse libre.*

#### Grammar Spot

a. His name is ...

b. Her name is ...

*Qu'expriment les éléments soulignés ?* Ils expriment la possession, et se traduisent par « son, sa, ses ». « His » s'utilise lorsque le possesseur est masculin, « her » s'utilise lorsque le possesseur est féminin.

c. She has got a child.

*Que signifie ce verbe ?* Le verbe souligné exprime également la possession car il s'agit du verbe « avoir ».

#### Workshop B – Let's Describe Them!

**1 Match the numbers and the words. Listen and check.**

1 a shield

- 2 a lasso
- 3 a sword
- 4 a belt
- 5 a helmet
- 6 an armour
- 7 gloves

### Track 11

Wonder Woman and Ironman are two famous superheroes. Their equipment is different.

Wonder Woman has got a shield (number 1). She uses a lasso (number 2) and a sword (number 3) to fight. She has also got a belt (number 4).

She has got long hair and blue eyes. She is very intelligent and she is also very courageous!

To protect himself, Ironman has got a helmet (number 5), an armour (number 6) and red gloves (number 7).

He has got brown eyes and short hair. He is tall and very strong.

### 2 Listen again and choose the correct information.

- |                          |                    |                   |
|--------------------------|--------------------|-------------------|
| a. Wonder Woman has got: | <b>long hair</b>   | <b>blue eyes</b>  |
| She is:                  | <b>intelligent</b> | <b>courageous</b> |
| b. Ironman has got:      | <b>brown</b>       | <b>short</b>      |
| He is:                   | <b>tall</b>        | <b>strong</b>     |

### 3 Describe Batman using the following information.

single / muscular / black hair / blue eyes / rich / a mask / a costume

*Réponse libre.*

## Page 23

Workshop C – Incredible Superpowers

### 1 Match the superheroes and their powers.

#### Track 12

- A. The Invisible Woman can become invisible.
- B. Violet Parr can generate a force field.
- C. Thor can control the weather.
- D. Hulk can lift heavy things.
- E. Spiderman can move very fast.
- F. Captain Marvel can fly in the sky.
- G. The Flash can travel through time.
- H. Ironman can shoot lasers.

- H shoot lasers
- F fly in the sky
- E move very fast
- C control the weather

- A become invisible
- D lift heavy things
- B generate a force field
- G travel through time

## 2 Listen to the document and complete with “can” or “can’t”.

### Track 13

Everybody has got a favourite superhero.  
 My superhero can fly and move very fast.  
 He can shoot lasers with his eyes and lift heavy things.  
 But he can’t control the weather or become invisible.  
 He has got a red and blue costume with a cape.

- a. He **can** fly and move very fast.
- b. He **can** shoot lasers with his eyes and lift heavy things.
- c. He **can’t** control the weather or become invisible

## 3 Listen again and guess who the superhero is.

He is Superman.

## 4 What are your favourite superpowers?

*Réponse libre.*

### Grammar Spot

- a. He can swim.
- b. He can’t fly.

*Comment traduit-on les parties soulignées ?* « Can » se traduit par « peut/sait » dans la phrase a, et « can’t » se traduit par « ne peut pas/ne sait pas » dans la phrase b.

## Workshop D – Let’s Revise!

### 1 Listen to the document and take notes about:

- a. **identity:** alias = The Flash, real name = Barry Allen, Central City, a police scientist, married
- b. **description:** a red flashy costume, a mask, no weapons (no sword, no shield), courageous
- c. **powers:** can move very fast, can travel through time, can’t shoot rays, can’t fly

### Track 14

His alias is The Flash, but his real name is Barry Allen. He lives in Central City where he is a police scientist. He is married.  
 He has got a red flashy costume with a mask. He hasn’t got any weapons. He hasn’t got a sword or a shield.  
 He is very courageous.  
 He can move very fast and travel through time, but he can’t shoot rays and he can’t fly.

## 2 Present the hero orally using your notes.

*Réponse libre.*

### Workshop D – Let's Go Further!

#### Read the document.

a. Find out on the internet who Stan Lee was.

*Réponse possible:* Stan Lee was an American comic book writer. He created many Marvel characters, like Hulk, the Fantastic Four, Thor, Ironman or the X-Men.

b. Explain if you think you are a superhero and why.

*Réponse libre.*

#### Task 1 Décrire un superhéros

Choose a hero on page 107 and describe him/her orally to your partner. Then swap roles.

*Réponse libre.*

## Page 24

### Workshop E – Different Kind of Heroes

#### Track 15

##### What's an anti-hero?

You have your heroes – Superman, Spider-Man, Batman, Wonder Woman, Captain America, Iron Man, etc. Heroes protect innocents, only take lives if it's the only way out – or refuse to do it at all. Heroes focus on protecting the world from dangerous threats.

Then you have your villains; Lex Luthor, (who is acting as more an anti-hero these days), Green Goblin, The Joker, Cheetah, Red Skull, The Mandarin, etc. Villains try to disturb the peace, harm innocent civilians and kill regularly, usually for a variety of different reasons. [...]

Then you have your anti-heroes; Deadpool, Venom, Punisher, John Constantine, Catwoman, Black Cat, Ghost Rider, etc. These characters don't really fit as either a hero or a villain. [...] The fact is – they're anti-heroes. [...] Catwoman – although she has teamed up, and even married Batman, on multiple occasions, she also steals and sometimes is on the opposite side of the law. Yet she also sometimes can focus on protecting Gotham from its many villains of need be. Anti-heroes don't belong to either a hero or a villain category. They sometimes do heroic deeds. They sometimes commit crimes.

#### Gate 1

##### 1 Look at the picture and complete the sentences.

*Réponses possibles:*

I can see many famous superheroes/superheroes from the Justice League.

There are no villains, only superheroes: Superman, Wonder Woman, J'onn J'onzz...

## 2 Look at the document and complete the sentences.

- a. The title of the document is “What’s an anti-hero?”.
- b. The document comes from internet / a website / [www.quora.com](http://www.quora.com).
- c. The author is Callum Drage.

## 3 Read the text. Match the titles and the paragraphs.

- a. anti-heroes = § 3
- b. heroes = § 1
- c. villains = § 2

## 4 Find the English for:

- |                                      |   |
|--------------------------------------|---|
| a. <i>une menace</i> (§1) = a threat | d. <i>des personnages</i> (§3) = characters |
| b. <i>déranger</i> (§2) = disturb    | e. <i>la loi</i> (§3) = law                 |
| c. <i>faire du mal à</i> (§2) = harm | f. <i>appartenir</i> (§3) = belong          |

## 5 Say if the sentences are true or false. Justify your answers.

- a. Heroes always try to save people and never take lives.  
True: Heroes only take lives if it’s the only way out – or refuse to do it at all
- b. Villains don’t hesitate to kill innocent people.  
True: Villains harm innocent civilians and kill regularly.
- c. An anti-hero is a mixture of a hero and a villain.  
True: Anti-heroes don’t belong to either a hero or a villain category. They sometimes do heroic deeds. They sometimes commit crimes.

## Gate 2

### 1 Describe the picture.

Réponse libre

### 2 Present the document (title, source, author).

Réponse libre

### 3 Give an example of:

- a. an antihero = *réponses possibles*: Deadpool, Venom, Punisher, John Constantine, Catwoman, Black Cat, Ghost Rider
- b. a hero = *réponses possibles*: Superman, Spider-Man, Batman, Wonder Woman, Captain America, Iron Man
- c. a villain = *réponses possibles*: Lex Luthor, Green Goblin, The Joker, Cheetah, Red Skull, The Mandarin

## 4 Find the English for:

- |                                      |   |
|--------------------------------------|---|
| a. <i>une menace</i> (§1) = a threat | d. <i>des personnages</i> (§3) = characters |
| b. <i>déranger</i> (§2) = disturb    | e. <i>la loi</i> (§3) = law                 |
| c. <i>faire du mal à</i> (§2) = harm | f. <i>appartenir</i> (§3) = belong          |

## 5 Say if the sentences are true or false. Justify your answers.

- a. Heroes always try to save people and never take lives.  
True: Heroes only take lives if it’s the only way out – or refuse to do it at all
- b. Villains don’t hesitate to kill innocent people.  
True: Villains harm innocent civilians and kill regularly.
- c. An anti-hero is a mixture of a hero and a villain.



True: Anti-heroes don't belong to either a hero or a villain category. They sometimes do heroic deeds. They sometimes commit crimes.

**Task 2 Comprendre et rendre compte des points principaux d'un texte sur les anti-héros**

**Orally recap what you have understood about the document.**

*Réponse libre*

**Page 25**

Workshop F – How to Become a Superhero in One Word

**Be All Ears!**

**Listen and pay attention to the stressed syllables. Then repeat.**

foucherconnect.fr/19sku09  
family – disabled – conversation – immunity – electricity – generation

**1 Before watching the video**

**Look at the picture above.**

- a. Who is this character? The character is Shazam.
- b. In your opinion, is he a superhero, an antihero or a villain? He is a superhero.
- c. Make hypotheses about his powers. *Réponse possible:* I think he can fly/shoot rays/...

**2 Time to watch**

foucherconnect.fr/19sku10  
**0:00 to 0:36**  
- You've run from foster homes in six counties.  
- I can take care of myself.  
- When you're eighteen.  
Give these people a chance, because that's what they're giving you.  
*Music*  
This is Billy Batson. Make sure you make him feel at home.  
- They seem nice, but don't buy it. It gets real Game of Thrones around here. Dude.  
Just messing around. You look at me and you're like "why so dark? You're a disabled foster kid. You've got it all!"  
**0:36 to 1:01**  
If you could have one superpower, what would you pick? Everybody chooses flight.  
Do you know why?  
- So they can fly away from this conversation?  
- No, no, 'cause heroes fly.  
- What, you need your fake family to stand up for you?  
- Hey! Man, sorry about that!  
- Go, go, go! Grab him! Get out of the way!  
**1:02 to the end**  
- Billy Batson... I choose you ... as champion.

- Hello?

- Say my name so my powers may flow through you.

- But I don't know your name, sir.

- Shazam.

- Wait, for real?

- Say it!

- Okay! Shazam.

*Scream*

- It's me, it's Billy!

- What is happening?

- You're the only person I know that knows anything about this Caped Crusader stuff!

- Can I?

- Oh, yeah, yeah! That's crazy, right?

- What are your superpowers?

- Superpowers? Dude, I don't even know how to pee in this thing.

- You have super strength! Can you fly? You okay? Why aren't you talking?

You know, I don't think that's gonna buff out.

- Your phone's charged. Your phone's charged.

- The hell!

- You're like a bad guy, right?

- Shazam!

- Gentlemen!

- You have bullet immunity!

- I'm bulletproof! You're dead. Sorry about your window. Have a good night. But you're welcome for not getting robbed!

Oh, hey. What's up? I'm a superhero.

## Gate 1

Use **Worksheet 2** (document élève et corrigé sur clé USB de l'enseignant)

## Gate 2

**Watch the whole video and take notes. Then answer the questions.**

- What have you learnt about the personal life of the hero? *Réponse possible: His name is Billy Batson. He lives in a foster home. He is a teenager.*
- What are his powers? *Réponse possible: He has got bullet immunity and super strength. He can fly and he can control electricity.*

## 3 After watching the video

**Write a few lines to explain whether Shazam can be considered as a superhero, an anti-hero or a villain, and justify your answer.**

*Réponse libre*

## Task 3 Comprendre et rendre compte d'une bande annonce

**Write a paragraph to recap the information about Shazam: describe him as much as you can (identity, physical description, equipment, powers).**

*Réponse libre*

## Page 26 – Word Page

1 Listen and match the words with the pictures.

### Track 16 [foucherconnect.fr/19skull](http://foucherconnect.fr/19skull)

- |              |           |            |             |             |
|--------------|-----------|------------|-------------|-------------|
| a. a villain | b. fight  | c. a sword | d. a glove  | e. a shield |
| f. fly       | g. a belt | h. weapons | i. a helmet | j. lift     |

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

2 Listen again and write the words corresponding to each picture.

- |             |            |            |             |               |
|-------------|------------|------------|-------------|---------------|
| 1. a shield | 2. a glove | 3. a sword | 4. a helmet | 5. a belt     |
| 6. fly      | 7. weapons | 8. fight   | 9. lift     | 10. a villain |

3 Spelling: complete with the missing vowels. Listen and check.

- |            |                |           |
|------------|----------------|-----------|
| a. COSTUME | b. SUPERPOWERS | c. ARMOUR |
| d. WEAPON  | e. VILLAIN     |           |

### Track 18

- |           |                |           |           |            |
|-----------|----------------|-----------|-----------|------------|
| a. costum | b. superpowers | c. armour | d. weapon | e. villain |
|-----------|----------------|-----------|-----------|------------|

4 Challenge!

Be the first to write 1 sentence with at least 3 words from exercise 3 and win the challenge! (3 words = 1 point, 4 words = 2 points, 5 words = 3 points, 6 words = 4 points)

*Réponse libre*

5 Choose the right answer. You can work with your partner.

- He has got a black costume. He is strong and intelligent. He has no superpowers but he has got gadgets. ⇒ **Batman**
- He has got a dark red costume. He has got a cane. He can fight very well but he can't see. ⇒ **Daredevil**
- He has got long hair. He is muscular. He can live under water. ⇒ **Aquaman**
- He has got a green costume. He can fly and speak many languages ⇒ **Green Lantern**
- She is fast and beautiful. She has got a black mask. She can fight. ⇒ **Catwoman**

6 Time's Up!

It's your turn! You have two minutes to write three sentences about a hero. Make your classmate guess the hero.

*Réponse libre*

Sounds Right!

1 Listen and pay attention to the pronunciation of the “h”, then repeat.

Track 19 / [foucherconnect.fr/19sku12](http://foucherconnect.fr/19sku12)

heavy

hour

Attirer l'attention de l'élève sur la prononciation de la lettre “h” dans ces deux mots:  
/h/ aspiré pour “heavy”, /h/ muet pour “hour”.

2 Listen and choose the correct pronunciation. Listen again and repeat the words.

Track 20 / [foucherconnect.fr/19sku12](http://foucherconnect.fr/19sku12)

happen – home – honest – hero – hell – have – helmet

/h/ muet: honest

/h/ aspiré: happen – home – hero – hell – have – helmet

## Page 27 – Grammar

1 Complétez avec l'adjectif possessif qui convient: *my, your, his, her, our* ou *their*.

- a. Catwoman is a antiheroine. **Her** costume is black. **Her** real name is Selina Kyle. **Her** hair is black.
- b. Peter Parker lives with **his** aunt. **His** girlfriend is MaryJane. **His** alias is Spiderman. **His** costume is blue and red.
- c. I love the Invisible Woman and M. Fantastic. They are **my** favourite superheroes. **Their** powers are incredible, but **their** personal life is difficult!
- d. And you? Who is **your** favourite superhero?

2 Complétez avec *has got/have got* ou *hasn't got/haven't got*.

- a. Spiderman **has got** a red costume. He **hasn't got** a sword.
- b. Captain America **has got** a shield, but he **hasn't got** a cape.
- c. Shazam **hasn't got** a family. He **has got** a cape, but he **hasn't got** any weapons.
- d. Batgirl and the Invisible Woman **haven't got** a lasso, but they **have got** a mask to protect their real identity.
- e. Ironman and Captain America **have got** a helmet. They **have got** the same mission: to protect innocent people.

3 Complétez avec *can* ou *can't*.

- a. Superman **can't** become invisible but he **can** lift a car.
- b. Batman **can't** shoot lasers, but he **can** fight.
- c. Ironman **can't** control the weather but he **can** fly.
- d. The Flash **can** move very fast and he **can** travel through time.
- e. Shazam **can't** generate a force field but he **can** fly.

**4 Complétez avec le verbe « be » ou « have » conjugués et à la forme affirmative. (attention, remplacer « any » par « no » dans la dernière phrase du a et dans l'avant-dernière phrase du b).**

a. Do you know Robert Bruce Banner? He **is** a scientist. He **is** married and he **has got** a child. His alias **is** Hulk. He **has got** black hair. He **is** very strong. He **has got** no particular costume.

b. What about Supergirl? She **is** a superheroine. She **has got** long blonde hair. She **is** beautiful. She **has got** a red and blue costume. She **has got** a cape, but she **has got** no weapons. She **has got** many enemies.

## **Page 28 – Project: Present an Imaginary Hero**

*Scénario : Un concours sur les superhéros est organisé dans votre établissement. Inventez un héros, dessinez-le et présentez-le à l'oral.*

*Ce projet entre dans le cadre de l'utilisation de la langue vivante dans les situations et les actes de la vie quotidienne, personnelle, sociale ou citoyenne. Il se situe au niveau A2 et propose à l'élève de présenter un héros imaginaire créé de toutes pièces. Il implique pour l'élève d'inventer les caractéristiques de son héros (sa nature, son nom, son lieu de résidence, sa situation familiale, sa profession, son apparence physique, ses pouvoirs, son nom de héros), de l'illustrer en le dessinant ou en ayant recours à un site internet, et de préparer sa prise de parole en la structurant et en faisant tout particulièrement attention à la prononciation des mots étudiés.*

*La grille d'auto-évaluation lui permet de suivre sa progression au cours de la séquence.*

## **Page 29 – Accompagnement personnalisé – Comprendre et extraire l'information principale d'un court passage enregistré**

À vous de jouer !

**Regardez la vidéo et trouvez les informations demandées.**  
**foucherconnect.fr/19sku13**

### **1 Premier visionnage Réponses possibles**

- a. *Nature du document* : extrait vidéo
- b. *Nombre de locuteur* : un
- c. *Éléments visuels* : une porte vitrée avec un nom et une onomatopée de bande dessinée, un homme âgé, portant des lunettes, des dessins de superhéros
- d. *Thème abordé* : les superhéros, la préférence éventuelle pour un héros
- e. *Mots prévisibles* : réponse libre

### **2 Deuxième visionnage**

- a. Nom du locuteur : Stan Lee
- b. Son métier : écrivain, créateur de superhéros
- c. Mots reconnus ou mots importants : réponse libre

d. Lien entre ces informations : *réponse libre*

**3 Troisième visionnage**

- Identifiez les autres détails/informations compris(es).

*Réponse libre*

À retenir

**foucherconnect.fr/19sku14**

**A. Document**

an interview

a documentary

a conversation

a film extract

a commercial

a speech

the news

**B. Ton/sentiment exprimé**

How incredible!

How funny!

That's enough!

What good news!

Poor you!

What happened?

**C. Contractions**

He is strong. = He's strong.

They are fast. = They're fast.

You are not old. = You aren't old.

He has got power. = He's got power.

He can not fight. = He can't fight.

There are cars. = There're cars.

# UNIT 3

## My Dream Job

**Scenario:** Your school organises a guidance workshop to help you choose your future studies. In this context, you record a presentation of your dream job to post on your class website.

**Project:** Present your dream job

### Pages 30 à 31 - Ouverture de l'unité

#### Page 30

What's Going On?

- Observe and describe the picture: woman, attitude, thought bubbles. *Réponse libre*
- Give your opinion about the jobs on the board. *Réponse libre*

#### Page 31

Flipped Classroom – [foucherconnect.fr/19sku15](http://foucherconnect.fr/19sku15)

**Find synonyms for the following words:**

- a. a job: a position
- b. abilities: skills
- c. diploma: qualifications
- d. benefits: perks
- e. a salary: wages
- f. a timetable: a schedule

Challenge Time!

**You have two minutes to list as many words about jobs and workplaces as you can.**

*Réponse libre*

## Pages 32 à 35 – Workshops – Jobs for Everyone

### Page 32

Workshop A – A Day in the Life of a Bicycle Courier

**1 Look at the photo and number the equipment of a bicycle courier. Listen and check.**

a. cycling shoes (3) – b. a bag (5) – c. a cycling jersey (2) – a helmet (1) – a bike (4)

#### Track 21

**Journalist:** And now it's time for Guess the Job.

**Voice-over:** I wear a helmet (#1), a cycling jersey (#2) and cycling shoes (#3). I ride a bike (#4) and I carry a bag (#5). What's my job?

**Journalist:** Send your answer by text message to 3245 and win tickets for the Imagine Dragons concert.

**2 Listen to the conversation and find the information. (part one to the jingle)**

#### Track 22

**Journalist:** And now let's meet Oliver. Tell us Oliver, what's your job? What do you do?

**Oliver:** I work as a bicycle courier.

**Journalist:** So you travel a lot around London. How many kilometres a day do you ride your bike?

**Oliver:** I cycle 100 kilometres a day around London so I know London very well.

**Journalist:** 100 kilometres a day. Terrific! And how many hours a week do you work?

**Oliver:** I work about 42 hours a week from Monday to Friday.

**Journalist:** What is a typical day for you? What time do you start and what time do you finish work?

**Oliver:** I generally work from 9 till 6. I have a thirty-minute lunch break if I have time.

**Journalist:** Back again after this advertising break.

*(jingle pub)*

**Journalist:** Back again with Oliver. What do you do exactly? What does your job consist of?

**Oliver:** I carry small envelopes, clothes and parcels. I also deliver DVDs, books, forgotten keys or mobile phones.

**Journalist:** Do you need special accessories or tools?

**Oliver:** Yes, I do. I need my mobile phone, my radio and thick plastic bags for rainy days.

**Journalist:** And what's your salary? How much do you earn?

**Oliver:** I get paid per package. I earn between £200 and £600 per week.

**Journalist:** Thank you Oliver for telling us about your work.

a. **Type of job:** a bicycle courier



- b. **Number of kilometres a day:** 100 kilometres a day
- c. **Number of working hours a week:** 42 hours a week from Monday to Friday.
- d. **Starting and finishing time:** from 9 to 6
- d. **Length of lunch break:** 30 minutes

### 3 Listen again and write Oliver's answers. (part two from the jingle to the end)

- a. What do you do exactly? What does your job consist of?

I carry small envelopes, clothes and parcels. I also deliver DVDs, books, forgotten keys or mobile phones.

- b. Do you need special accessories or tools?

Yes, I do. I need my mobile phone, my radio and thick plastic bags for rainy days.

- c. What is your salary? How much do you earn?

I earn between £200 and £600 per week.

## Workshop B – Why I Love My Job

### 1 Listen to Hallie. Say if the sentences are right or wrong.

#### Track 23

**Interviewer:** What do you do, Hallie?

**Hallie:** I work as a tram driver in Melbourne.

**Interviewer:** What do you like most about your job?

**Hallie:** I like taking passengers to their destinations.

**Interviewer:** Do you often interact with the passengers?

**Hallie:** No, I don't. I don't talk to the passengers much. I only greet them and give them information.

**Interviewer:** Do you get on well with your colleagues?

**Hallie:** Yes, I do. I get on very well with my colleagues. They are great, very supportive and very caring.

**Interviewer:** And how many hours a week do you work?

**Hallie:** I work 40 hours a week, in shifts. I sometimes work in the evenings or at weekends.

**Interviewer:** Would you like to work in an office?

**Hallie:** Oh no! I love my job and I'd like to become a driving trainer to teach new colleagues how to drive trams.

- a. Allie is a train driver in Melbourne. **Wrong**
- b. She likes taking passengers to their destinations. **Right**
- c. She talks a lot with the passengers. **Wrong**
- d. She doesn't like her colleagues. **Wrong**
- e. She works in shifts. **Right**
- f. She would like to become a driving trainer. **Right**

### 2 Listen again and select what you hear.

- a. What do you **like most** about your job?
- b. Do you often **interact** with the passengers?
- c. Do you **get on well** with your colleagues?

- d. How many **hours** a week do you work?
- e. Would you like to work **in an office**?

**3 Use the information you've understood to talk about the job of tram driver.**

Grammar Spot à réaliser en plusieurs étapes

- a. What do you do? I work as a bicycle courier.
- b. Do you need special accessories? Yes, I do. No, I don't.
- c. I don't talk much with the passengers.

*Quel est le temps employé? Le présent simple*

*Comment construit-on une question / une réponse négative / une réponse courte ?*

Do + S + V...? / S + don't + V / Yes, S + do / No, S + don't.

She would like to become a driving trainer.

*Que signifie l'expression soulignée ? Elle aimerait*

## Page 33

Workshop C – A Job Ad

**1 Read the job ad and answer the questions.**

- a. What does the company need? The company needs a full-time window cleaner.
- b. Does the company accept people under 18? No, it doesn't. The employee must be aged 18+.
- c. How much does the company pay? It pays £10 per hour.
- d. What perks does the company offer? It offers a smart free uniform and a productivity bonus.
- e. Does the company pay the holidays? Yes, it does. It pays 20 days plus bank holidays.

**2 Complete the sentences.**

- a. The employee does **window cleaning** to domestic and commercial properties.
- b. The employee doesn't need **experience**.
- c. The employee works from **7.30 / Monday** to **4.30 / Friday**.
- d. The employee needs a **driving licence**.
- e. The employee works **outdoors** at a height.

**3 Orally present the job ad.**

Grammar Spot

- a. What does the company need?
  - b. The employee needs a driving licence.
  - c. Does the company pay for the holidays? Yes, it does. No, it doesn't.
- Comment se conjugue un verbe au présent à la 3<sup>e</sup> personne du singulier ?*
- S + V + s / Does + S + V / S + doesn't + V

## Workshop D – Let's Revise!

**1 Listen to the questions. Use the job description below to answer them.**

### Track 24

- a. What do you do?
- b. Do you work full-time?
- c. Where do you work?
- d. What do you do exactly?
- e. What perks does the company offer?

- a. What do you do? I'm a gum taster.
- b. Do you work full-time? No, I don't. I work part-time.
- c. Where do you work? I work at Cadbury Schweppes Science and Technology Center.
- d. What do you do exactly? I chew a lot of gum with different flavours.
- e. What perks does the company offer? The company offers 6 months' training to learn the specific vocabulary and measurement techniques.

### 2 Ask more questions.

*Quelques questions possibles :*

What do you do exactly?

How many hours a day do you work?

How many days a week do you work?

What skills do you need?

How much do you earn?

Do you play an essential role in the company?

## Workshop D – Let's Go Further!

**1 Use the job description to ask as many questions as you can.**

*Voir questions possible ci-dessus*

### 2 Explain what the job of ice cream taster consists of.

*Réponse possible :*

An ice cream taster spends his/her working days testing 50 frozen desserts with different qualities, flavours and creaminess. He or she works at Cadbury. It's a full-time job. He or she works 5 hours a day, 2 hours a day, 4 days a week. He or she earns £9 per hour, up to \$107,000 a year.

### 3 Give details about the perfect candidate.

The perfect candidate has strong vocabulary skills, discerning taste buds and an ability to collaborate.

### Task 1 poser des questions sur un métier et y répondre

**Ask your partner questions about his/her job. Then swap roles.**

*Questions et réponses possibles*

Questions	Student A	Student B
What do you do?	I'm a / I work as a video game tester	I'm / I work as a dog groomer
What's the name of the company?	The name of the company is Sony	The name of the company is Pet Shop
Do you work full-time?	No, I don't. I have a temporary job / a 3-month contract	Yes, I do. I work full-time
Where do you work?	I work in a studio or at home	I work in a dog grooming salon
How many hours a day do you work?	I work 8 hours a day	I have flexible hours. I work on holidays and at weekends
Do you need any qualifications?	No, I don't. I don't need a college degree but it's better	Yes, I do. I need a diploma in dog grooming
What skills do you need?	I need to be familiar with games consoles, have good concentration and work in a team	I need to be able to work with customers, know how to behave with dogs and recognize if a dog is ill
What do you do exactly?	I check various games for bugs, verify performance and evaluate competitors' games	I shampoo and shape dog's hair using electric clippers, clip dogs' nails and brush dogs' teeth
How much do you earn?	I earn \$12 an hour	I earn \$50,000 a year

## Page 34

### Workshop E – From Passion to Profession

**Track 25**

**My Life as a Dolphin Trainer**

- As a dolphin trainer, every day I come to work is a different experience. I've been a dolphin trainer at Georgia Aquarium for about a year, and I can't say there is a typical day. [...]
- My absolute favourite part about the job is watching the expressions on guests' faces when they connect with a dolphin, and the admiration that comes over a child's face when they are inspired by these magnificent animals.
- Being a part of the dolphin-training team at Georgia Aquarium is something I take great pride in because the care we give the animals is world class. [...]
- We all work with all the dolphins but each trainer develops unique bonds and relationships with each dolphin. I am a firm believer in using my energy and enthusiasm to influence and motivate animals. I love my job and I dedicate my days to ensuring I do everything I can to make the dolphins lives as enriching as possible.

### Gate 1

#### 1 Look at the photo and select the information.

There are 3 **children**. There is a **dolphin** in the water. They are at the **aquarium**.  
The visitors are **standing** or **kneeling**.  
They are **playing** with the animal.  
The dolphin trainer is wearing a diving **suit**.

#### 2 Read the text and select the right statement.

- The document presents the job of a **dolphin trainer**.
- She speaks about **her job**.

### 3 Read the text. And answer the questions.

- What does the lady do? She is a dolphin trainer.
- What is the name of the park? The name of the park is Georgia Aquarium.
- Does she like her job? Yes, she does. (The absolute favorite part about my job... I take great privilege in... I love my job)

### 4 Find the English for...

- magnifique (§2)* : magnificent – **b. le soin (§3)** : the care – **c. des relations (§4)** : relationships

## Gate 2

### 1 Look at the photo. Describe what you see: people, place, actions...

*Réponse libre*

### 2 Read the text. Say what the topic of the text is.

*Réponse libre*

### 3 Answer the questions.

- How long has the lady been working at the park? She has been a dolphin trainer at Georgia Aquarium for about a year.
- How does she know that the children are happy? She sees the admiration that comes over a child's face.
- How does she use her energy? She influences and motivates animals.
- Why does she do everything she can for the dolphins? She wants to make the dolphins lives as enriching as possible.

### 4 Find all the reasons why the lady likes her job.

- Every day she comes to work is a different experience; there is no typical day.
- Her absolute favorite part is watching the expressions on guests when they connect with a dolphin, and the admiration that comes over a child's face when they are inspired by these magnificent animals.
- She takes great privilege in being in the dolphin training team because the care they give the animals is world class.
- She believes her energy and enthusiasm influences and motivates animals.

### Task 2 Lister en anglais les informations importantes d'un article

Orally recap what you have understood about the article.

*Réponse libre*

## Page 35

Workshop F – Chocolate Taster Job

Be All Ears!

Listen and pay attention to the stressed syllables. Then repeat.

[foucherconnect.fr/19sku16](https://foucherconnect.fr/19sku16)

taste – chocolate – objective – honest – description – vocabulary – cocoa – entirely  
– professional

[foucherconnect.fr/19sku17](https://foucherconnect.fr/19sku17)

**0:00 to 0:12**

It's a job that sounds just too good to be true.

Mondelez International is looking for someone to taste their chocolate and give objective and honest feedback. Sign us up!

**0:12 to 0:30**

According to the job description, the chocolate taster should be able to work in a team and have a good vocabulary. The job's official title is a chocolate and cocoa beverage taster. The company says it believes the taster's job is a key to help perfect and launch an entirely new product all over the world.

**0:30 to 0:41**

These chocolate pioneers are also behind brands such as Cadbury and Oreo. The company's LinkedIn page says this is an entry-level job. So don't worry if you haven't ever been a professional chocolate taster before.

**0:41 to 0:50**

You can go straight to our Facebook page and apply for this sweet gig, tell us what you think and stay social.

## **1 Before watching the video**

**Read the title and look at the picture above.**

- What type of product is it? It's chocolate (bars)
- What do you think the video is about? I think the video is about a chocolate taster
- Do you think the video is a commercial or a documentary? I think the video is a commercial because I see many Dairy Milk bars and the name of the brand.

## **2 Time to watch**

### **Gate 1**

Use **Worksheet 3** (document élève et corrigé sur clé USB de l'enseignant)

### **Gate 2**

**Watch the whole video and take notes. Then answer the questions.**

- What are the qualities of a chocolate taster? A chocolate taster must be objective and honest, able to work in a team and have a good vocabulary.
- Which brands do you hear? Cadbury and Oreo.
- Which social networks are mentioned? LinkedIn and Facebook.
- Is this job a high-level job? No, it isn't. It's an entry-level job.

## **3 React after watching the video**

- Would you like to apply for this job? Explain why.

*Réponse libre*

- What comment would you leave on the Facebook page?

*Réponse libre*

## **TASK 3 Comprendre et rendre compte d'une annonce télévisée**

**Write a paragraph to recap what the job consists of and what skills are needed.**

*Réponse libre*

## Page 36 – Word Page

### 1 Listen and match the words with the pictures.

#### Track 26

a. a team – b. a schedule – c. lunch break – d. indoors – e. a trainer – f. tools – g. outdoors – h. working hours – i. perks – j. a colleague

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

### 2 Listen again and write the words corresponding to each picture.

1. Working hours – 2. Lunch break – 3. Perks – 4. Indoors – 5. Outdoors – 6. A team – 7. A trainer – 8. A colleague – 9. A schedule – 10. Tools

### 3 Spelling: complete with the missing letters. Then listen and check.

#### Track 27

a. courier – b. diploma – c. wages – d. skills – e. accessories

a. CouRieR – b. DiPLoMA – c. WaGeS – d. SKillS – e. ACceSsoRieS

### 4 Challenge!

Be the first to write a sentence with at least three words from exercise 1, and win the challenge! (3 words = 1 point, 4 words = 2 points, 5 words = 3 points, 6 words = 4 points, and so on...)

### 5 Choose the job corresponding to the definition. Then listen and check.

#### Track 28

a. Bakers make bread and pastries.  
b. An astronaut wears a spacesuit and flies a spaceship.  
c. An architect designs houses and buildings.  
d. In the USA, policemen have guns and sound their sirens.  
e. Journalists use microphones to record interviews.  
f. A salesperson works in a shop and welcomes customers.

a. They make bread and pastries. **bakers**  
b. S/he wears a spacesuit and flies a spaceship. **an astronaut**  
c. S/he designs houses and buildings. **an architect**  
d. In the USA, they have guns and sound their sirens. **police officers**  
e. They use microphones to record interviews. **journalists**  
f. She works in a shop and welcomes customers. **a salesperson**

### 6 Write a definition for the following jobs.

a. a mechanic b. a dentist c. a firefighter

*Réponse libre*

## 7 Time's Up!

Choose a job. You have two minutes to write three sentences to help your classmates guess the job.

*Réponse libre*

Sounds Right!

### 1 Listen and repeat.

#### Track 29

He puts – She likes

He goes – She needs

He uses – She watches

2 Listen and select the sound which corresponds to each word: /s/, /z/ or /iz/. Then repeat.

#### Track 30

a. He starts – b. She runs – c. She does – d. He catches – e. She plays – f. It depends

- a. He starts /s/
- b. She runs /z/
- c. She does /z/
- d. He catches /iz/
- e. She plays /z/
- f. It depends /s/

## Page 37 – Grammar

### 1 Transformez les énoncés à la troisième personne du singulier (he or she).

- a. They use computers every day. → He / She uses computers every day.
- b. I relax between 12 and 1 o'clock. → He / She relaxes between 12 and 1 o'clock.
- c. You undergo a lot of stress. → He / She undergoes much stress.

### 2 Transformez les énoncés à la forme négative.

- a. Peter works as a reporter. → Peter **doesn't work** as a reporter.
- b. Their employees receive very interesting perks. → Their employees **don't receive** very interesting perks.
- c. We need people with lots of work experience. → We **don't need** people with much work experience.

### 3 Conjuguez les éléments entre parenthèses au présent simple, à la forme qui convient.

- a. What time (the zoo keeper – feed) the animals? (He – feed) them at 5.  
What time does the zoo keeper feed the animals? He feeds them at 5.
- b. (I – like) this hairdressing salon. (The employees – do) beautiful hairstyles.



I like this hairdressing salon. The employees make beautiful hairstyle.

c. Bricklayers are strong because (they – carry) heavy materials.

Bricklayers are strong because they carry heavy materials.

d. (You – watch) Game of Thrones? No, (I – watch) that TV series but my sister does.

Do you watch Game of Thrones? No, I don't watch this TV series but my sister does.

#### **4 Dites ce qu'ils font habituellement et ce qu'ils aimeraient faire.**

a. She is a florist. She sells flowers. She would like to go on holiday / to the sea.

b. He is a mechanic. He repairs cars. He would like to buy a Porsche / drive a beautiful car.

### **Page 38 – Project Present Your Dream Job**

*Scénario : Votre établissement organise un atelier sur l'orientation pour vous aider à choisir vos futures études. Dans ce cadre, vous devez enregistrer une présentation du métier de vos rêves que vous posterez sur le mur collaboratif virtuel de la classe (ex.: Padlet).*

*Ce projet entre dans le cadre de l'utilisation de la langue vivante dans les situations et les actes de la vie professionnelle. Il se situe au niveau A2 et propose à l'élève de décrire différents aspects d'un métier, comme les horaires de travail, une tâche courante, une journée de travail. Il implique pour l'élève de chercher des informations sur un métier, de structurer sa présentation et de s'appliquer à la rendre pour celui qui l'écoute.*

*La grille d'auto-évaluation lui permet de suivre sa progression au cours de la séquence.*

### **Page 39 – AP – Accompagnement personnalisé – Transmettre et recevoir par courriel des informations professionnelles**

#### **Observation**

**Lisez le message ci-contre et répondez aux questions.**

a. Pourquoi Evie écrit-elle à madame Austin ?

Pour faire un stage chez Tesco en tant que vendeuse.

b. Quelles sont les informations demandées par madame Austin ?

Madame Austin a demandé à Evie de dire pour quel poste elle postulait et dans quel rayon, de donner son nom, son âge, de préciser ses motivations et d'envoyer un CV.

À vous de jouer !

**Rédigez un mail à votre tuteur pour demander des précisions sur votre premier jour de stage (horaires, repas, lieu, équipe, équipement, activités).**

*Réponse libre*



# UNIT 4

## Upcoming Events

**Scenario:** You take part in a school contest to promote a future event. Record a web radio message to announce this event.

**Project:** Announce an upcoming event

### Pages 40 à 41 - Ouverture de l'unité

#### Page 40

What's Going On?

- Observe and describe the photo: colours, character, place, action. *Réponse libre*
- Make sentences to give all the details about the competition. *Réponse libre*

#### Page 41

Flipped Classroom – [foucherconnect.fr/19sku21](http://foucherconnect.fr/19sku21)

**Watch the video clip. Then find a synonym for:**

- an admission price: an entry fee
- a message (to inform about an event): an announcement
- participate in (an event): join
- sign up: register

Challenge Time!

*Réponse libre*

### Pages 42 à 45 - Workshops - Registration Open!

#### Page 42

Workshop A – Sign Up for a Charity Race!

**1 Describe what you see on the document. Do you know who Wally is?**

*Réponse possible:* You can see girls running. They are smiling. They wear a race number pinned on their shirts. All of them are dressed in white and red.

Wally is the famous character of the British series of children's puzzle books (*Where's Wally?*) created by Martin Handford. Wally is always hidden in a group of people doing a variety of amusing things at a given location. Readers are challenged to find Wally. Wally is identified by his red-and-white-striped shirt, bobble hat, and glasses.

### Track 31

**Reporter:** Hello from Clapham Common, London. The big event is back! Here is Lucy. She is a member of the organisation team and she'll tell us more about this charity race called "Where's Wally?". Hello Lucy!

**Lucy:** Hello.

**Reporter:** First, what type of event is it?

**Lucy:** It's a fun run. The race consists of running or walking for five or ten kilometres.

**Reporter:** What is it organised for?

**Lucy:** We raise funds to support families in deprived communities.

**Reporter:** Great! That's a really good cause! When will it take place?

**Lucy:** It'll be next March, on Sunday 17th March, exactly.

**Reporter:** What time will the competitors start?

**Lucy:** They'll start at 10 AM.

**Reporter:** Will all the competitors wear red and white stripes?

**Lucy:** No, they won't. It's optional. But most of the competitors enjoy dressing up as Wally!

**Reporter:** How much is the registration fee?

**Lucy:** It's £25.

**Reporter:** Where will it take place?

**Lucy:** It'll take place in London. Here, on Clapham Common!

**Reporter:** What time will it end?

**Lucy:** We think everyone will finish by 2 PM.

**Reporter:** What else would you like to say?

**Lucy:** I would like to say that I'm sure you'll love our charity race. Please, be a Wally and join us to have fun and help us support families in deprived communities!

**Reporter:** Thank you Lucy.

### 2 Listen to the conversation and select the correct item(s).

- a. **Event type:** walking, running
- b. **Funds raised:** to support families in deprived communities
- c. **Date:** Sunday 17th March
- d. **Time:** 10:00 AM
- e. **Dress up as Wally:** optional
- f. **Registration fee:** £25
- g. **Location:** Clapham Common (London)

### Grammar Spot

- a. £25 (twenty-five pounds) / \$100 (a hundred dollars)
- b. at 10 AM / at 2 PM
- c. on Sunday, the seventeenth of March / on Friday, October the nineteenth.

*Comment écrire et dire un prix ?* Pour écrire un prix, on place la devise avant le nombre. Pour dire un prix, on dit le nombre avant la devise.

*Traduisez at et on. Comment les utiliser ?* At signifie « à » (devant une heure). On se traduit par « le » (devant une date).

*Que signifie AM et PM ? AM : avant midi (le matin) et PM : après midi (l'après-midi ou le soir) ?*

*Quelles sont les deux façons de dire une date ? Pour dire une date : soit, on dit le jour avant le mois (anglais britannique : the + Nombre ordinal + of+ Month) soit, on dit le mois avant le jour (anglais américain :Month, the + Nombre ordinal).*

*À noter : la liste des nombres ordinaux figure sur le rabat «Number Index» du manuel.*

## Workshop B – Enter the Contest!

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

- What type of event is it? **It is a slam poetry contest.**
- When will it take place? It will take place on Friday, October the 19<sup>th</sup>.
- What time will the doors open? The doors will open at 8 PM.
- Who is the guest judge? The guest judge is Keith Murray.

#### Track 32

Next Friday, come and meet Keith Murray, the famous rapper!

Enter the contest and sign up for a chance to win \$100!

Or make sure that you attend the Slam Poetry Contest on October 19<sup>th</sup> at St. Albans in New York City for a fantastic night of slam poetry.

Come out to support the event and help the judges pick the winner!

The contest will start at 9 PM. The entry fee is \$8.

### 2 Listen and complete the script of the announcement.

Next Friday, come and meet Keith Murray, the famous **rapper**!

Enter the contest and **sign up** for a chance to win **\$100**!

Or make sure that you attend the Slam Poetry Contest on October 19<sup>th</sup> at St. Albans in **New York City** for a fantastic night of slam poetry.

Come out to **support** the event and help the judges pick the winner!

The contest will start at **9 PM**. The entry fee is **\$8**.

## Page 43

### Workshop C – Join Notting Hill Carnival!

#### Track 33

- Where is Notting Hill?
- What does the carnival celebrate?
- When was the first Notting Hill Carnival?

### 1 Read the caption above. Listen and answer the three questions

- Notting Hill is in London.
- The carnival celebrates Caribbean communities, their culture and traditions.
- The first Notting Hill carnival took place in 1966.

### Track 34

The Notting Hill Carnival will take place over two days next August and you won't have to pay or buy tickets to get in. Carnival is free!

On Sunday, families will enjoy the Children's Parade which starts at 2 PM. It's on Sunday 26th August.

The Grand Parade with fantastic live music is on Monday 27th August. You'll love the Caribbean live music, including reggae and salsa. There will be about 80 groups of street performers (Caribbean musicians and dancers).

And no need to pack sandwiches! You'll find delicious Caribbean food everywhere in Notting Hill streets.

### 2 Listen and say if the sentences are right or wrong. Justify your answers.

- a. The Carnival will take place over three days next August and it is free. **Wrong: 2 days**
- b. The Children's Parade will start at 2 PM. It's on Sunday. **Right: on Sunday, 26th**
- c. The Grand Parade with fantastic live music is on Monday 26th August. **Wrong: on Monday, 27th August**
- d. There'll be about 90 groups of street performers. **Wrong: 80 groups**
- e. You'll find delicious Caribbean food everywhere in the streets of Notting Hill. **Right**

### 3 Write five questions about the Carnival.

*Questions possibles:*

What happens in Notting Hill? What can you say about this carnival?

Where is the carnival celebrated? Where will it take place?

When will the event take place?

What time will the Children's Parade start?

How many groups of street performers will there be?

How much is the entry fee?

### Grammar Spot

- a. When will it take place?
- b. It ll be next March.
- c. Will all the competitors dress up in red and white?
- d. No, they won't.

*Quel est le temps employé ? C'est le futur.*

*Comment former ce temps ?* Forme affirmative : S + will('ll) + V... / Forme interrogative: (mot interrogatif) + will + S + V...? / Forme négative : S + won't + V / Réponses courtes : Yes, S + will / No, S + won't.

*Que signifie « next March » ? en mars prochain.*

### Workshop D – Let's Revise!

#### Look at the invitation card and present the event.

- a. The event is a senior prom. It is called Bellevue High School Hollywood Senior Prom.
- b. It will take place on Saturday, May the second.

- c. It'll start at 7 PM and finish at 11 PM.
- d. The event will take place at Gibson Hall in Issaquah (state of Washington)
- e. The ticket price is 30 dollars per person.

## Workshop D – Let's Go Further!

**foucherconnect.fr/19sku22**

### **Upcoming Live stream for Charity**

Hello and welcome to the G-log for the 22nd of June 2017. I am Darien Riva. I am very pleased to announce that starting at 6 p.m. BST (that is British summer time) on the 11th of August which is a Friday, I will be doing a 24 hour gaming live stream for charity. All proceeds from this will be donated to Diabetes UK which is a cause that I have personal investment in as I have a number of close friends and family who are diabetic. I really want to support them and I hope you will all join me in that. This will take place on my twitch which is linked in the description and I will hopefully have friends and guests joining me throughout the time. I'll also be setting up a just giving page to handle all the donations to help promote the stream. I'll also be using hashtag Riva for charity. Please share and promote this charity as much as possible. I have absolutely no moral qualms about pushing this really hard as it's all for a charity that does really good work. But you don't have to do anything yet. Just save the date. Follow my twitch and twitter and share my hashtag Riva for charity. I'll be posting more G-logs on this as the time gets closer including confirmed guests who will be appearing. Thank you very much for watching and I will catch you later and remember: hashtag Riva for charity.

**Watch the video and write down in French the information you have understood about the event.**

*Réponse possible:* Darien Riva annonce qu'il organise 24h de jeux vidéo en direct (en live stream) le vendredi 11 août à 18h (heure d'été UK). Cet événement est organisé au profit d'un organisme caritatif appelé Diabetes.UK car Darien est très concerné par les problèmes causés par le diabète, ayant des proches souffrant de cette maladie. Il vous invite donc à être nombreux à le rejoindre pour cet événement en suivant son Twitch (service de diffusion en ligne dédié aux jeux vidéo) et son Twitter et à partager #Riva for charity. Il postera plus d'informations quand la date approchera et indiquera les noms des invités qui y participeront.

### **Task 1 Demander ou donner des informations sur un événement.**

#### *Questions et réponses possibles*

What type of event is it? It's the FIFA Women's World Cup match.

Where will it take place? It'll take place in Tokyo, Japan.

When will it take place? The Final Cup match will take place on the 13<sup>th</sup> of July 2023.

What time will it take place? It'll take place at 8 PM.

How much is the ticket price? It is from \$48 to \$163.

**Track 35**

**Why Americans Go Crazy Over the Super Bowl**

More than 100 million people across America are expected to watch the New England Patriots and Philadelphia Eagles vie for the coveted Super Bowl football championship on February 4.

American football is considered the most popular sport in the U.S., but that's not the only reason Super Bowl Sunday is a favourite day for so many Americans. Here are three more explanations:

The game kicks off at 6:30 PM. Eastern time in the United States, but many Americans will have Super Bowl parties that last throughout the day and night. On the menu for many: nachos, hot wings, chips [...].

This year Justin Timberlake will entertain viewers while the two teams take a break at the midway point of the game. [...] Previous years' halftime shows have included Beyoncé, Prince, the Rolling Stones, Bruce Springsteen, Madonna [...].

Nearly 20 percent of adults have said that the advertisements are the most important part of the event. The ads are often clever and funny [...]. A 30-second televised ad during this year's game costs \$5 million.

**Gate 1**

**1 Use the elements below to describe the photo.**

*À noter : ne pas tenir compte du vocabulaire fourni en aide dans le manuel.*

*Réponse possible:* You can see a crowd of people sitting in a huge stadium. Most of them wear sports clothes and caps. They seem to have fun. Some of them are standing. Others are shouting. They are probably supporting the teams.

**2 Read the introduction and choose Right or Wrong. Justify your answers with the text.**

- a. The Super Bowl is a basketball championship. **Wrong. It is a football championship.**
- b. It will take place on Sunday, February the fourth. **Right.**
- c. The article explains why American football is so popular. **Wrong. The article explains why Super Bowl is so popular (not only because American football is popular).**

**3 Read the article. Match the titles and the three paragraphs.**

- a. Some awesome TV commercials: Paragraph 3.
- b. A day of parties and eating: Paragraph 1.
- c. Halftime show with big celebrities: Paragraph 2.

**4 Find the English for:**

- a. *démarrer (§1)* : kick off – b. *tout au long de (§1)* : throughout – c. *divertir (§2)* : entertain – d. *des spots publicitaires (3 mots : §3)* : advertisements / ads / TV commercials (titre du paragraphe).



**5 Read the article and complete the sentences to explain the main idea of each paragraph.**

- a. On Super Bowl day, many Americans **have parties all day long**.
- b. The half time shows are very popular because **very famous stars entertain viewers**.
- c. During the Super Bowl, the TV commercials are **very popular because they are clever and funny**.

## Gate 2

### 1 Look at the photo.

Describe what you see: people, place, actions...

*Réponse libre*

### 2 Read the introduction and find:

- a. the topic of the article : why Super Bowl is a favourite day for many Americans.
- b. the information about the event. Super Bowl is a football championship. This year, the teams are New England Patriots and Philadelphia Eagles. It'll take place on February 4. More than 100 million people across America will watch the match.

### 3 Read the article and say or write down what each paragraph is about.

*Réponse libre (voir Gate 1 exercise 3)*

### 4 Find the English for:

- a. *démarrer (§1)* : kick off – b. *tout au long de (§1)* : throughout – c. *divertir (§2)* : entertain – d. *des spots publicitaires (3 mots : §3)* : advertisements / ads / TV commercials

### 5 Answer the questions

- a. How will Americans celebrate?

*Réponse possible:* Americans will celebrate all day long and all night long on February the 4<sup>th</sup>. They will have parties at home or in parks and have fun with families and friends.

- b. In your opinion, why do ads cost so much on that day?

*Réponse possible:* They probably cost so much because they are watched by more than 100 million people and advertisers want their ads to be the best ones.

### Task 2 Lister les informations importantes sur le Super Bowl.

**Orally recap what you have understood about the article.**

*Réponse libre*

## Page 45

Workshop F – A Charity Cycling Event

**Be All Ears!**

**Listen and pay attention to the stressed syllables. Then repeat.**

[foucherconnect.fr/19sku23](https://foucherconnect.fr/19sku23)

wonderful – interesting – extraordinary – fantastic – incredible – amazing

## 1 Before watching the video

Read the title and look at the picture above.

- What type of event is it? *Réponse libre*
- Where will it take place? *Réponse libre*
- What do you expect the video to be about? *Réponse libre*

**foucherconnect.fr/19sku24**

**0:00 to 0:11**

Hello everyone. My name is Daisy Cousens. I am a commentator, a contributor to Sky News Australia, a You Tuber and I am getting right out of my comfort zone in April!

**0:11 to 0:39**

I am off on a great, big, wonderful adventure following the fifth Tour of New Zealand. I will be with you every step of the way, giving you updates on the many interesting bike riders participating in this wonderful event for a wonderful cause, raising funds and awareness for charities such as the Unicorn Foundation, the Child Cancer Foundation, the New Zealand Spinal Trust and more. It is, as they say, like no other bike race on the planet.

**0:39 to 1:02**

You'll join me as I accompany the tour riders on their extraordinary eight-day journey, racing amongst the mountains and lakes at the South Island of New Zealand and then transferring by Air New Zealand charter jet to the central North Island Thermal region for two fantastic stages before the final phase, when the riders race into New Zealand's Parliament grounds in Wellington.

**1:02 to 1:19**

The riders, as you will quickly find out, are the world's true champions. They are ordinary people and keen riders from all over the globe prepared to not only race head-to-head but also take time away from their day jobs to raise thousands of dollars for the charities the tour support.

**1:20 to 1:37**

I am very much looking forward to you joining me in April from the high-in-the-sky in the race helicopter to roaming the roadside capturing the energy of the tour and covering the incredible stories that motivate the riders in this amazing race.

I'll see you there.

## 2 Time to watch

### Gate 1

Use **Worksheet 4** (document élève et corrigé sur clé USB de l'enseignant)

### Gate 2

**Watch the whole video and take notes. Then answer the questions.**

- Who is Daisy Cousens? What will she do in April?

*Réponse possible:* Daisy Cousens is a commentator, a contributor to Sky News Australia and a You Tuber. She will follow the fifth tour of New Zealand.

- What information can you give about the race?

*Réponse possible:* It is the Fifth Tour of New Zealand, an 8-day race from the South Island to the North Island of New Zealand. The race is raising funds for charities.  
c. What can you say about the bike riders?

*Réponse possible:* The riders are ordinary people from all over the world who took time from their day jobs to take part in this race and raise funds for the charities the tour support.

**3 After watching the video**

Orally recap who Daisy Cousens is and what she explains about the race and the riders.

*Réponse libre*

Would you like to follow or to take part in this race? Why or why not?

*Réponse libre*

**Task 3 Rendre compte d'une vidéo sur un événement cycliste.**

**Write a paragraph to sum what you have understood about the video.**

*Réponse libre*

**Page 46 – Word Page**

**1 Listen and match the words with the pictures.**

**Track 36** [foucherconnect.fr/19sku25](http://foucherconnect.fr/19sku25)

a. a birthday party	b. an admission ticket	c. a race	d. a charity fundraiser
e. a carnival	f. a winner	g. a street performer	
h. a concert	i. dressing up	j. a championship	

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

**2 Listen again and write the words corresponding to each picture.**

- |                         |                       |                 |             |
|-------------------------|-----------------------|-----------------|-------------|
| 1. a charity fundraiser | 2. a championship     | 3. a race       | 4. a winner |
| 5. a carnival           | 6. a birthday party   | 7. a concert    |             |
| 8. an admission ticket  | 9. a street performer | 10. dressing up |             |

**3 Spelling: write down in full letters these numerical indications. Then listen and check.**

- |                          |                          |                            |
|--------------------------|--------------------------|----------------------------|
| a. at twelve PM.         | c. the first race        | e. fifty-seven competitors |
| b. from eight to ten AM. | d. a thirty-second video | f. twenty-five percent     |

**Track 37**

a. at 12 PM	c. the 1 <sup>st</sup> race	e. 57 competitors
b. from 8 to 10 AM	d. a 30-second video	f. 25 percent

#### 4 Challenge!

Be the first to write 1 sentence with at least 1 numerical indication and 2 words from exercise 1. And win the challenge! (2 words = 2 points, 3 words = 3 points, 4 words = 4 points, 5 words = 5 points, and so on ...)

*Réponse libre*

5 Choose in the list the corresponding month(s) of the year.

Then listen and check.

- a. It is the first month of the year: **January**
- b. Spring begins during this month: **March**
- c. This month begins with "All fools' day": **April**
- d. The two months of summer holidays: **July and August**
- e. It is the month of Thanksgiving: **November**
- f. Boxing Day is at the end of this month: **December**

#### Track 38

- a. January is the first month of the year
- b. Spring begins in March.
- c. April begins with "All fools' day".
- d. July and August are the two summer holiday months.
- e. November is the month of Thanksgiving
- f. Boxing Day is at the end of December.

#### Track 39

10:30 AM – 6:45 PM – 11:40 PM

6 Listen and select the times you hear. Then write them in full letters.

9:15AM – 10:30AM – 4:35PM – 6:45PM – 12:20PM – 11:40PM

It's ten thirty (half past ten) in the morning.

It's six forty-five (quarter to seven) in the afternoon.

It's eleven forty (twenty to midnight) in the evening.

#### 7 Time's Up!

Choose 5 words or numerical indications from the page.

You have 2 minutes to make them guess (explain / mime...)

*Réponse libre*

Sounds Right!

1 Listen and repeat.

#### Track 40 / [foucherconnect.fr/19sku26](http://foucherconnect.fr/19sku26)

/ð/: this – they

/θ/: thirty – fifth

**Track 41 / foucherconnect.fr/19sku26**

- a. that – b. thanks – c. seventh  
d. their – e. the – f. birthday

**2 Listen and select the correct sound. Then repeat.**

- a. /ð/: that – b. /θ/: thanks – c. /θ/: seventh  
d. /ð/: their – e. /ð/: the – f. /θ/: birthday

**Page 47 – Grammar**

**1 Mettez ces verbes au futur.**

- a. Ed **will join** us tonight.  
b. **Will** you **come** with me?  
c. There **will be** (**There'll be**) a concert next Saturday.  
d. **Will** Maria **attend** the show?  
e. The NBA match **won't take** place next week.  
f. LeBron James **won't play** in this team.

**2 Sélectionnez les marqueurs de temps du futur.**

**next month** – last month – **in 2030** – yesterday – **next summer** – **tomorrow** – last night

**3 Complétez avec « on » ou « at ».**

- a. **On** Sunday, we have lunch **at** 1PM.  
b. The race will take place **on** 1<sup>st</sup> July.  
c. You'll meet **at** school **at** 5PM

**4 Répondez par une phrase complète.**

- a. When and what time will you have your next English lesson?  
*Réponse libre*  
b. When is your birthday? *Réponse libre*  
c. What will you do tomorrow? *Réponse libre*

**Track 42**

- a. £210.50                      b. €39.25                      c. \$143.99

**5 Écoutez et notez les prix que vous entendez.**

- a. Two hundred and ten pounds fifty.  
b. Thirty-nine euros twenty-five.  
c. A hundred and forty-three dollars ninety-nine.

**6 Lisez ces prix à haute voix.**

- a. \$135.20: a hundred and thirty-five dollars twenty  
b. £78.95: seventy-eight pounds ninety-five  
c. €69.55: sixty-nine euros fifty-five

## Page 48 – Project: Announce an Upcoming Event

**Scénario :** La web radio de votre lycée vous demande de participer à la promotion d'événements culturels, sportifs ou caritatifs. Vous devez enregistrer une annonce afin de promouvoir un événement à venir de votre choix.

Ce projet entre dans le cadre de l'utilisation de la langue vivante dans les situations et les actes de la vie quotidienne, personnelle, sociale ou citoyenne. Il se situe au niveau A2 + et propose à l'élève de présenter les principales informations concernant un événement culturel, sportif ou caritatif comme le type d'événement, le lieu, la date, les horaires, le prix, le numéro de téléphone, lien ou adresse mèl concernant cet événement. Il implique pour l'élève de chercher toutes les informations utiles sur un événement à venir de son choix, de préparer son message en s'appliquant à le rendre attractif et d'enregistrer son message pour diffusion.

La grille d'auto-évaluation lui permet de suivre sa progression au cours de la séquence.

## Page 49 -- Accompagnement personnalisé – Échanger des opinions, exprimer son accord, son désaccord

Observation

### Track 43

**1. Paula:** -Personally, I believe it would be great to participate in the next AIDS Day.

**Andy:** – Yes, I totally agree with you. I would like to join this charity!

**2. Andy:** -You know I really love hard rock!

**Paula:** – Er... You see... I prefer RnB music.

**3. Paula:** – I think Game of Thrones is a very good series.

**Andy:** – You are absolutely right! Personally, I believe it is fantastic! I just love it!

**4. Andy:** – In my opinion, Chelsea Football Club is the best team.

**Paula:** – No, I don't agree with you! I think you are wrong. Liverpool Football Club is now the best team.

**1 Écoutez Paula et Andy en train d'évoquer différents sujets. Ils ne sont pas toujours d'accord. Notez leur sujet de conversation et dites s'ils sont d'accord ou non.**

1. AIDS day. They agree.
2. Hard rock. They don't agree.
3. Game of Thrones. They agree.
4. Chelsea Football Club. They don't agree.

**2 Réécoutez et relevez les expressions d'opinion employées par chacun. Vous pouvez vous aider des expressions listées en bas de la page.**

*Réponse libre*

**À vous de jouer!**

**Travaillez par deux. Choisissez un des sujets proposés et échangez vos opinions.**

- a. les événements sportifs nationaux ou internationaux que vous préférez.
- b. les derniers films que vous avez vus.
- c. les événements (scolaires, musicaux, sportifs, caritatifs ...) de votre ville ou votre région auxquels vous avez assisté ou participé.

*Réponse libre*

### À retenir

**foucherconnect.fr/19sku27**

#### **A. Exprimer son accord / désaccord**

Yes, you are right.

You are absolutely right.

I agree (with you).

No, I don't agree (with you).

I think you are wrong.

#### **B. Donner son avis**

In my opinion

I think / believe (that) ...

#### **C. Utiliser des gapfillers**

Er.../ Well ... *Euh...*/ *Eh bien...*

You see / know...





# UNIT 5

## Tips for Your Work Placement

**Scenario:** To share your experience, you make a tutorial to give advice for someone's first work placement in a company.

**Project:** Give advice in a tutorial for a future work placement

### Pages 50 à 51 – Ouverture de l'unité

#### Page 50

What's Going On?

- Observe and describe the pictures: people, places, actions. *Réponse libre*
- Guess what a work placement is. *Réponse libre* Give an equivalent.  
*training period - internship.*

#### Page 51

Flipped Classroom – [foucherconnect.fr/19sku28](https://foucherconnect.fr/19sku28)

**Find a synonym for the following definitions.**

- a. a trainee
- b. a tutor
- c. a company

Challenge Time!

You have 2 minutes to list as many words about the theme of the unit as you can.  
*Réponse libre.*

### Pages 52 à 55 – Workshops – Show Your Best Side!

#### Page 52

Workshop A – What's Your Personality?

**1 Listen to the conversation and pick out the 9 adjectives corresponding to the pictures below.**

### Track 44

Hi Boss!

- Hi Thomas. How are your two new trainees? Are they good workers?

- Yes, they are. No big problems with them. They are not stubborn.

Jonathan is always on time; he is very punctual. He is always polite and very sociable! But he is quite messy! Look at his desk! Emily is different: she is a little moody. I think she is shy, because she likes working alone. But what an energetic girl, she never stops working! And she is very organised. Not like Jonathan!

1 punctual      2 polite      3 stubborn      4 shy      5 messy  
6 moody      7 energetic      8 sociable      9 organised

### 2 Listen again and say which adjectives describe Jonathan and which describe Emily.

Jonathan = punctual, polite, sociable, messy

Emily = moody, shy, energetic, organised

### 3 What about you? Use the adjectives to describe your personality.

*Réponse libre*

## Workshop B – The Right Attitude!

### 1 Listen to the document and write the numbers in the right column.

#### Track 45

Sue, can you explain the appropriate attitudes in our company to our new trainees? Of course, boss. So, hello everybody! Welcome to our company. Please listen to a few rules you should follow during your work placement.

First of all, you should be on time. The boss doesn't appreciate people who are late to work! It is not a responsible behaviour. Next, you'd better speak properly and politely to the staff and customers. Don't forget to say "hello", "please" and "thank you" every time. And always smile! You should wear suitable clothes every day and you shouldn't keep your hands in your pockets. The company doesn't like that. Smoking and using your mobile phone during your work time is not recommended. And finally, you'd better not chew gum at work.

Appropriate attitude	Inappropriate attitude
2, 6, 7, 8	1, 3, 4, 5

### 2 Make correct sentences using "you should, you shouldn't, you'd better, you'd better not" to express the appropriate and inappropriate attitudes.

*Réponses possibles:*

You should wear suitable clothes. You'd better speak properly and politely.

You shouldn't chew gum. You'd better not have your hands in your pockets.

## Grammar Spot

- a. You should be punctual.
- b. You shouldn't be messy.
- c. You d better be polite.
- d. You d better not be rude.

Qu'expriment les éléments soulignés? **un conseil**

"You should" = "*tu devrais*", "you shouldn't" = "*tu ne devrais pas*"

"you'd better" = "*tu ferais mieux de*", "you'd better not" = "*tu ferais mieux de ne pas*".

## Page 53

### Workshop C – Watch Your Physical Appearance

#### 1 Observe the document.

- a. What does it present? It presents general rules to be well-dressed at work.
- b. Who is it for? It is for people who work/workers/trainees.
- c. Is it a recent document? No, it isn't.

#### 2 Find the English equivalents.

- a. *des règles* = rules
- b. *propre* = clean
- c. *les bijoux* = pieces of jewelry

**Rectificatif:**

~~d. les ongles~~ = *nails*

~~e. le maquillage~~ = *make up*

*Chercher à la place : des vêtements, des cravates.*

**3 a. What are the most important pieces of advice in your opinion?** *Réponse libre*

**b. What do you think about these rules?** *Réponse libre*

### Workshop D – Lets' Revise!

**Comment on the situations below using adjectives and advice:** *Réponses possibles:*

- 1. You should sit properly. You should be energetic.
- 2. You'd better not be messy. You shouldn't be moody.
- 3. You should smile. You'd better have suitable clothes.
- 4. You'd better be organized. You should work seriously.

Workshop D – Let's Go Further!

**Listen and imagine a title for each situation.**

**Track 46**

Situation 1 :

Do you understand, Peter?

*(le garçon mâche du chewing-gum et fait des bulles alors qu'on lui parle)*

Situation 2 : (quelqu'un court, essoufflé, car il arrive en retard)

Good morning, Peter.

Situation 3 :

Are you enjoying your internship, Peter?

*(le garçon ronchonne en guise de réponse)*

Situation 4 : (quelqu'un qui fouille dans ses dossiers, bruits de feuilles)

Have you got the documents, Peter?

Situation 5 :

Peter?? Are you listening to me??

*(le garçon marmonne, ne répond pas tout de suite car il est sur son smartphone).*

*Réponses possibles*

Situation 1: You shouldn't chew gum at work! No chewing gum at work!

Situation 2: You'd better be punctual! You shouldn't be late! Be on time!

Situation 3: You'd better not be moody! You should speak properly and politely!

Situation 4: You'd better be organized! You'd better not be messy!

Situation 5: You shouldn't use your mobile phone at work! No mobile phone at work!

**Task 1 Comprendre des conseils**

**Listen and explain to a classmate what you understand.**

**Track 47**

Welcome everybody. I'm Miranda.

Today we are talking about how to be a great intern.

I'm going to talk about four ways that you can be an amazing intern.

Don't forget that you can turn that internship into a job!

My advice is very simple:

First, you should communicate: be polite, say "hello" to everybody and smile all the time. First impressions are very important.

Then, you'd better not be glued to your phone! Don't use your phone at work, don't send texts all the time. It's not professional.

Next, show your qualities: show that you are organized and dynamic, even if you are messy and lazy.

The last advice I would give to a new trainee is not be shy: ask as many questions as possible, especially at the start. People want you to learn, so they will be patient with you.

That's how you will impress everybody on your internship! Don't forget, internships change lives, so listen to my advice.

## Page 54

### Workshop E – Show Your Manners

#### Track 48

##### Tips for Getting the Most out of Work Experience

*Work experience is a golden opportunity to fill out your CV and get a taste of what your future career might look like. [...]*

1. First impressions are important. [...] Make sure that you have a smile on your face and greet people properly, and try to remember people's names to your best abilities. [...]
2. Asking as many questions as possible have many benefits, including making you seem keen to learn as well as actually helping you learn about the company and work itself. [...]
3. By taking on small tasks for others, you are proving yourself useful and helpful, and you are likely to learn something new while doing them. However, do not take on too many tasks at once. [...]
4. Students can usually find fill in activities such as cleaning the work area, or offering to help co-workers. [...] One of the major "unwritten rules" of the workplace is never do "nothing".

#### Gate 1

##### 1 Look at the photo. Complete the sentences.

There are 4 people. The woman on the right is the **tutor**. The other woman is the **trainee**.

They are in **the office**. The tutor is **explaining** the work. The trainee is **asking questions / listening**.

##### 2 Read the introduction. Say if it's right or wrong.

- a. You can complete your CV with your work placements. Right
- b. You can't discover the job you want to do on work placements. Wrong

##### 3 Read the text. Match the titles and the paragraphs.

- a. Keep yourself busy! Paragraph 3
- b. Ask questions! Paragraph 2
- c. Be friendly and open! Paragraph 1
- d. Offer to help! Paragraph 4

##### 4 Find the English for...

- a. *saluer (§1)* : greet – b. *de petites tâches (§3)*: small tasks – c. *les collègues (§4)*: co-workers

#### Gate 2

##### 1 Look at the photo. Describe what the people and their actions.

Réponse libre

## 2 Read the introduction. Say who these tips are aimed at.

These tips are aimed at trainees.

## 3 Read the text. Say if it is advice for trainees, employees, tutors or employers.

It is advice for trainees.

## 4 Find the English for...

a. *au mieux de vos capacités (§1)* : to your best ability - b. *aider à mieux cerner (§2)* : helping you learn about – c. *se montrer utile et serviable (§3)* : proving yourself useful and helpful – d. *les règles non écrites (§4)* : unwritten rules

## 5 Answer the questions.

a. How can you be friendly and helpful to people?

You can take on small tasks for others. You can smile to people. You can clean the work area.

b. What is the most important tip to remember on work placement?

Never do nothing is the most important tip to remember on work placement.

## Grammar Spot

a. Do not take on too many tasks.

b. Greet people properly.

*Quel est le mode employé ? L'impératif*

*Comment se construit-il ?* Forme affirmative: Base verbale; Forme négative: Do not / Don't + V

## Task 2 Comprendre un article

Orally recap what you have understood about the text.

*Réponse libre*

## Page 55

Workshop F – What to Know Before your First Work Experience

Be All Ears!

Listen and pay attention to the stressed syllables. Then repeat.

[foucherconnect.fr/19sku30](http://foucherconnect.fr/19sku30)

intern – internship – apply – exactly – related – co-workers — organization – impact

## 1 Before watching the video

Read the title and look at the picture above.

a. What do you think the video is aimed at?

*Réponse libre*

b. Can you guess who the young man in the picture is?

*Réponse libre*

c. What do you expect the video to be about?

*Réponse libre*

## 2 Time to watch

[foucherconnect.fr/19sku31](http://foucherconnect.fr/19sku31)

### Tips for your internship

**0:00 to 0:28:** Hey, I didn't see you there! My name is Albert Monroy, and I'm an intern here at Workforce Solutions Cameron. If you've got an internship coming up, I've got some useful tips, just for you!

**0:16 to 0:34:** Classwork counts! Everything you've been studying and learning in school will apply to the workplace, even if it's not exactly related to your field of study. Things like being on time, writing essays, public speaking and group projects.

**0:34 to 0:38:** Speaking of group projects, make sure that you step up. Make suggestions, volunteer for things, and make yourself known as a valuable member to your team or organization.

**0:38 to 0:53:** Don't be afraid to reach out and ask questions. You don't have to sweat the small stuff – like not knowing how to make a copy, or forgetting a couple of names – but you're there to learn. Branch out, ask questions, get to know people, and learn from your co-workers.

**0:53 to 1:10:** Keep in mind that even though you're an intern, you're still an integral part to the company or organization you're working with. What you do has an impact on the organization, so do your best.  
Speaking of work...

### Gate 1

Use worksheet 5 (document élève et corrigé sur clé USB de l'enseignant)

### Gate 2

Watch the whole video and take notes. Then answer the questions.

a. Who is Albert? What is the topic of the video?

*Réponse possible:* Albert is an intern at Workforce Solutions Cameron. The topic of the document is to give useful tips to future interns.

b. Is schoolwork useful to prepare your future internship? Give examples.

*Réponse possible:* Yes, everything students have been learning in school could be useful for their future internships. Things like being on time or writing essays are important. Public speaking and group projects could also help.

c. What does Albert recommend to future interns?

*Réponse possible:* He recommends future interns to make suggestions and volunteer for things so that they could be considered as valuable members of the organization. Interns shouldn't be afraid to reach out and ask questions. They'd better branch out. They should also get to know people and learn from their co-workers.

### 3 After watching the video

Orally recap the tips in the video that you think are the most valuable.

Talk about Albert's attitudes at work. Do you think he is a good intern? Why?

*Réponse libre*

**Task 3** **Rendre compte d'une vidéo de conseils sur un stage.**  
**Write a paragraph to sum what you have understood about the video.**  
*Réponse libre*

## Page 56 – Word Page

**1 Listen to the words and match them with the pictures.**

**Track 49**  
a. chew gum   b. have your hands in your pocket   c. greet people   d. use your mobile phone   e. go smoking   f. ask questions   g. wear appropriate clothes   h. smile   i. be on time   j. speak politely

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

**2 Listen again and write the words corresponding to each picture.**  
1. be on time – 2. wear appropriate clothes – 3. speak politely – 4. chew gum – 5. go smoking – 6. have your hands in your pocket – 7. use your mobile phone – 8. smile – 9. greet people – 10. ask questions

**3 Spelling: put the letters in the right order. Listen and check.**

**Track 50**  
a. company      b. trainee      c. behaviour      d. rule      e. respect  
f. work placement

**4 Challenge!**  
**Be the first to write a sentence with at least three words from exercise 3 and win the challenge!**  
*Réponses libres*

**5 Choose the best answer.**  
a. You should wear them for your first day at work ⇒ **appropriate shoes**  
b. This person supervises you during your work placement ⇒ **tutor**  
c. John is always on time for work: he is very ... **punctual**  
d. Jenny is very friendly and she likes meeting new people. She is ... ⇒ **sociable**  
e. She is always looking for her keys because she never puts them in the same place. She is very ... ⇒ **messy**

**6 Match each adjective (A) with its opposite (B).**  
dynamic ≠ lazy   sociable ≠ shy   punctual ≠ late   polite ≠ rude   organised ≠ messy

**7 Time's Up!**  
Choose five words from the page. You have two minutes to have your classmates guess them (explain / mime ...).  
*Réponses libres*



Sounds Right!

**1 Listen and repeat.**

**Track 51 – foucherconnect.fr/19sku33**

a mechanic – a secretary – a designer

[mɪˈkænɪk] [ˈsekɹətəri] [dɪˈzaɪnər]

**2 Listen and underline the stressed syllables. Repeat.**

**Track 52 – foucherconnect.fr/19sku33**

a. an apprentice b. a salesboy c. a driver d. a student e. a receptionist f. a manager

**Page 57 – Grammar**

**1 Traduisez les ordres ou conseils suivants.**

- a. *Ne fumez pas.*
- b. *Soyez gentils avec vos collègues.*
- c. *Ne soyez pas désordonné.*
- d. *Ne portez pas de vêtements sales.*
- e. *Montrez-vous utile.*

**2 Donnez quatre consignes à l'impératif en vous aidant des images.**

*Réponses possibles :*

- a. Be polite. / Greet people properly.
- b. Ask questions. / Don't be afraid to ask questions.
- c. Be punctual / Always be on time. / Don't be late.
- d. Be organized / Don't be messy.

**3 Utilisez les éléments ci-dessous pour rédigez 3 interdictions à l'impératif.**

*Réponses possibles :*

- a. Don't phone at work / Don't use your phone at work.
- b. Don't interrupt your colleagues and your boss when they are busy.
- c. Don't do nothing / Never do nothing.

**4 Complétez avec *should* ou *'d better* et un des verbes ci-dessous.**

*help – be – ask – make*

- a. Interns **should be** discreet at work.
- b. You'd **better make** sure you know what to do.
- c. She **should help** her co-workers.
- d. I'd **better ask** my boss for new tasks.

**5 Mettez ces phrases à la forme négative. Puis traduisez-les.**

- a. Employees **should not wear** colourful clothes. *Les employés ne devraient pas porter des vêtements de couleur.*
- b. You'd **better not be** late every day. *Vous feriez mieux de ne pas arriver en retard tous les jours.*

- c. Her co-workers **should not interrupt** their work to help her. *Ses collègues ne devraient pas interrompre leur travail pour l'aider.*
- d. He'd **better not ask** for more money. *Tu ferais mieux de ne pas demander plus d'argent.*

## Page 58 – Project – Give Advice in a Tutorial for a Future Work Placement

*Scénario : Afin de partager votre expérience, vous réalisez un tutoriel pour donner des conseils pour un premier stage en entreprise.*

*Ce projet s'inscrit dans le contexte des situations et actes de la vie professionnelle et du parcours Avenir. Il allie à la fois compétences d'écriture et compétences numériques avec la réalisation du tutoriel. Ce tutoriel pourra être considéré comme un chef d'œuvre ou comme un projet de co-intervention si les enseignants du domaine professionnel participent à sa conception en y ajoutant des compétences professionnelles.*

## Page 59 – AP – Accompagnement Personnalisé – Comprendre les points principaux de textes courts

À vous de jouer !

Lisez le texte en respectant les stratégies ci-dessous et renseignez les éléments suivants.

*Réponses possibles :*

### 1 Observation du paratexte

- a. **Titre** : Dubai Pupils to Get Work Experience as Part of School Curriculum
- b. **Sous-titre** : *pas de sous-titre mais un site internet*
- c. **Auteur** : *pas de nom mais un site : www.thenational.ae*
- d. **Date de publication** : June 23, 2019
- e. **Images** : *deux adolescents (étudiants) qui travaillent sur un ordinateur. On peut voir d'autres pièces sur la table pour un éventuel TP.*

### 2 Première lecture

- a. **Mots transparents** : experience, Dubaï, programme...
- b. **Mots connus** : work experience, school...

### 3 Deuxième lecture

- a. **Lieu** : *une école à Dubaï*
- b. **Époque** : *de nos jours*
- c. **Personnes évoquées et rôle** : *les élèves et Matthew Tompkins*

### 4 Troisième lecture

*(Autres détails / informations compris(es) : Réponse libre*

# UNIT 6

## Breaking News

**Scenario:** You are a radio show host on your school web radio in charge of presenting a review of the past year.

**Project:** Prepare a radio news broadcast for your school web radio.

### Pages 60 à 61 - Ouverture de l'unité

#### Page 60

What's Going On?

- Look at the pictures and name at least two events you recognize.
- Where did they take place?
- Who was involved in these events?
- The 2018 American biographical film *Green Book* starring Viggo Mortensen and Mahershala Ali won the Oscar for best film at the Academy Awards in 2019.
- Women's football World Cup in France.
- Birth of Harry's and Meghan's (Duke and Duchess of Sussex) baby boy (Archie) on 6th May, 2019 in London.
- Brexit (from the words Britain and exit) used as a shorthand way of saying the UK leaving the European Union was voted in 2016. UK due to leave the EU in October 2019.
- Notre Dame Cathedral damaged by fire in Paris in April 2019 while being renovated.
- Which past event do you remember the best? *Réponse libre*

#### Page 61

Flipped Classroom – [foucherconnect.fr/19sku34](https://foucherconnect.fr/19sku34)

**Find the words for the following definitions.**

- A news story reported as it happens: a live report
- The latest news: breaking news
- News discovered before others do: a scoop
- A person who presents a radio show: a radio host
- A person who presents TV news: a TV reporter

Challenge Time!

**You have one minute to list the different kinds of topics you can have in the news.** *Sport / environment / entertainment / culture / science / famous people / health ...*

## Pages 62 à 65 – Workshops – News Review

### Page 62

#### Workshop A – Guess the News

##### 1 Look at the photos and describe them.

- Who/what do you see?
- Where are they?
- What are they doing?

*Réponses libres*

##### 2 Listen to the reporter and select the words you hear.

###### Track 53

Twenty years ago, on August 31st 1977, Diana, Princess of Wales, died in a car crash in Paris. Her two sons, Prince William and Prince Harry, marked the 20th anniversary of her death quietly. Hundreds of people gathered outside Kensington Palace and left many cards and flowers to pay respect to the Princess of Hearts.

August 21<sup>st</sup> – disappeared – **died** – celebrated  
**marked** – **August 31<sup>st</sup>** – joined – paid  
car crash – **gathered**<sup>1</sup> – went left

##### 3 Use the words selected and the information below to report this event.

- Twenty years ago, on **August 31st** 1997, Diana, Princess of Wales **died in a car crash in Paris**.
- In August 2017, her two sons, (*Prince William and Prince Harry*), **marked** the 20th anniversary of her death.
- Hundreds of people **gathered** outside Kensington Palace and **left many** cards and flowers.

#### Workshop B – When did it Happen

##### 1 Listen to the reporter and choose the correct information.

###### Track 54

- The lunar eclipse which took place on July 27th, 2017 was the longest one in the 21st century.
- A powerful earthquake struck Indonesia in August 2018 and caused the death of hundreds of people.
- Aretha Franklin, the American Queen of soul music, died at the age of 76. She sold more than 75 million records worldwide.

- The lunar eclipse which took place on **July 27<sup>th</sup>**, 2017 was the **longest** of the 21<sup>st</sup> **century**.
- A powerful **earthquake** stroke Indonesia **in** August 2018 and caused the death of **hundreds** of people.

c. Aretha Franklin, the American Queen of soul music, died **at the age of 76**. She sold more than **75 million records** worldwide.

## 2 Listen again and match the event – a, b or c – with the picture.

Picture 1 = event c

Picture 2 = event b

Picture 3 = event a

### Grammar Spot

a. Diana died in 2017.

b. It caused the death of hundreds of people.

*À quel temps sont les verbes soulignés ? Au prétérit*

*Quelle est leur base verbale ? die – cause*

## Page 63

### Workshop C – Headlines

#### 1 Listen and select the words for the definition.

##### Track 55

The headlines are the main points of TV or radio news that are read out before the full broadcast and indicate the subject.

##### headline /ˈhedlaɪn/

Definition: The headlines are the **main** points of a TV or radio **news** that are **read** out **before** the full broadcast and indicate the **subject**.

#### 2 Read the headline and say what the news is about.

a. Polar bears **invaded** a Russian town.

b. Authorities declared a **state of emergency**.

#### 3 Listen to the reporter and find more details about this event.

##### Track 56

“Good evening, this is Fred Harry on NBC News and these are the headlines.

It was a wild scene yesterday when dozens of hungry polar bears invaded the remote Arctic region of Novaya Zemlya, a Russian archipelago with a population of 3,000 people, terrorising the inhabitants.

Officials declared a state of emergency after at least 52 polar bears set up home near the small Arctic town in December and started feeding at the local garbage dump.

Some of them even went into office buildings and homes. Some people were attacked and they are now scared and afraid to leave their homes or let their children go to school.”

a. Place where the scene took place: Novaya Zemlya, a Russian archipelago in the Arctic region.

b. Number of inhabitants. 3,000 people

- c. Number of polar bears. 52
- d. Places they went into. Office buildings and homes.
- e. Reason why inhabitants were scared. Some people were attacked and are afraid to leave their homes or let their children go to school.

### Grammar Spot

- a. It was a wild scene.
  - b. People were scared.
- Quelles sont les formes de «be » au prétérit ? « was » au singulier / « were » au pluriel.*

### Workshop D – Let's Revise!

**Use the following information to say what happened in July 2018.**

What happened in July 2018?

- On July 1st, 2018, NBA star LeBron James signed a \$154 million contract with the LA Lakers.
- On July 4th, 2018, 2,800 firefighters battled a wildfire in California
- On July 6th, 2018, floods killed over 200 people in Japan.
- On July 12th, 2018, the American President arrived in the United Kingdom for a four-day visit.
- On July 12th, 2018, the film Mission Impossible: Fallout with Tom Cruise premiered in Paris.

### Workshop D – Let's Go Further!

**1 Look at the headline and the photos and say what the news is about (who? what? where?).**

*Réponses libres*

**2 Listen to the reporter and check whether you were right. Complete if necessary.**

#### Track 57

Good evening, this is Fred Harry and these are the headlines.

A miraculous moment as the boys were found alive after 10 days. A Thai football team trapped in a cave was finally rescued. The 13 boys, aged 11 to 16, and their coach disappeared into a cave on June 23rd after a Saturday soccer practice. Heavy rain began to fall, and water rose in the cave complex, blocking their exit.

**TASK 1 Donner des informations sur un événement passé.**

**Choose an event that happened last year and announce it. (when? where? who? what?)**

*Réponses libres*

**Track 58**

**Top Defining Moments of the 2000s**

Well, here are [...] moments, ideas, and innovations which defined the decade.

**23 October 2001 – Apple Introduces the iPod**

Steve Jobs didn't invent the mp3 player, but he revolutionized it. In October of 2001, Apple introduced the world to the iPod [...]. Previously, mp3 players were unpopular because they were fragile, had short battery life, or were simply not sexy and fashionable. [...]

**26 December 2004 – Indian Ocean Earthquake**

The second largest recorded earthquake in history occurred on December 26, 2004, in the middle of the Indian Ocean. The resulting tsunami killed nearly 230,000 people and displaced over a million. [...]

**[...] 21 July 2007 – Final *Harry Potter* Book Released**

An entire generation grew up along with Harry, Ron, and Hermione, reading thousands of pages in a time when most children were watching TV. Over 400 million copies of the books have been translated into 67 different languages [...].

**4 November 2008 – United States Presidential Election**

The people of the United States made a huge move<sup>1</sup> toward<sup>2</sup> true racial equality in 2008 by electing Barack Obama, the nation's first black president. The triumph of "change" was approved all around the world.

**Gate 1**

**1 Read the title and the introduction. Choose the correct answer.**

This document is about events that happened (*before 2010 / after 2010 / between 2000 and 2009*).

**2 Read the document. Say what each paragraph is about:**

- a. politics = § 4 c. literature = § 3  
b. music = § 1 d. nature = § 2

**3 Find the English for:**

- a. *une décennie (intro)* a decade b. *auparavant (§1)* previously c. *tremblement de terre (§2)* earthquake d. *ont grandi (§3)* grew up e. *ont été traduits (§3)* have been translated f. *égalité (§4)* equality

**4 Say if the sentences are true or false. Justify your answers.**

- a. People liked mp3 players because of their high quality. (False) Mp3 were unpopular because they were fragile.  
b. A million people moved because of the tsunami. (True) The tsunami displaced over a million people.  
c. Children from all around the world read *Harry Potter*. (True) Over 400 million copies of the books have been translated into 67 different languages.

d. People all around the world were in favour of Barack Obama. (True) The triumph of “change” was approved all around the world.

## Gate 2

### 1 Read the title and the introduction.

What is the document about?

*Réponses libres*

### 2 Read the subtitles.

What is the news topic of each paragraph?

*Réponses libres*

### 4. Answer the questions.

- a. Why did people prefer the iPod? Because they were less fragile than mp3 players. They had longer battery life and were more fashionable.
- b. What was the consequence of the earthquake in the Indian Ocean? A tsunami that killed nearly 230,000 people and displaced over a million.
- c. Was *Harry Potter* only successful in England? No, it wasn't. The books have been translated into 67 different languages.

## TASK 2 Comprendre les points principaux d'événements passés.

Orally recap what you have understood about the document.

*Réponses libres*

## Page 65

Workshop F – A Year in Review

Be All Ears!

Listen and pay attention to the stressed syllables. Then repeat.

[foucherconnect.fr/19sku35](http://foucherconnect.fr/19sku35)

refugee – terrorist – disasters – Olympic – divided – campaigning – European – celebrated – spacecraft – entertained

[foucherconnect.fr/19sku36](http://foucherconnect.fr/19sku36)

0:00 to 0:27

2016 is a year that changed the world in many ways. Sometimes those changes were hard to hear about, like terrorist attacks in Brussels, Nice and the Middle East, and a big shooting in the US city of Orlando. Natural disasters hit the island of Haiti, Fiji and in Italy.

0:28 to 0:47

There was also the ongoing refugee crisis, as people continued to run from war and violence in the Middle East. But in hard times, people did come together to lend help and support, even to fight for freedom.

0:48 to 1:04

There were stories that got the world talking, like the Olympic and Paralympic Games in Brazil where there were worries about the spread of a nasty virus carried by mozzies, Russian drug cheats and unusually green pools!



### 1:05 to 1:53

And who could forget the two big votes that divided nations and left a lot of people surprised! First, in the UK, after months of campaigning between Team Stay and Team Leave, the UK voted to exit the European Union and go it alone. [*Trump: “You’re fired”*] Then, in the US, a former reality-TV star went head-to-head with a seasoned politician for the country’s top job. There were arguments, scandals and many uncomfortable moments, but in the end America voted for Donald Trump to run the country and, perhaps most amazingly, it fulfilled a *Simpsons* prophecy! [*“As you know, we’ve inherited quite a budget crunch from President Trump.”*]

### 1:54 to 2:29

We also celebrated some historic people, like the Queen who turned 90, the splendiferous children’s author Roald Dahl, who would’ve been 100, and famous playwright William Shakespeare, who died 400 years ago.

We also said goodbye to some beloved stars like boxer and activist Mohammed Ali, singers Prince and David Bowie, and Alan Rickman, aka Severus Snape from *Harry Potter*. [*“Do you take pride in being an insufferable know-it-all?”*]

### 2:30 to the end

Then there were some moments that were just out of this world! Like when NASA’s Juno spacecraft made it closer to the planet Jupiter than we’ve ever seen before, or when the world said goodbye to the spacecraft Rosetta when it was deliberately crashed into the comet it had been orbiting for 12 years, bringing its historic mission to an end.

But back down on Earth there was also plenty to keep people entertained, like the always colourful characters competing in Eurovision; still think Dami should’ve won. Or the online vote to name a million-dollar research vessel. Which, of course, ended with the most popular name Boaty McBoatface. And, finally, who could forget the craze that got thousands of people outdoors for at least two good weeks of totally obsessive gaming behaviour – Pokemon Go! Ah, I never did catch that Pikachu, oh well.

## 1 Before watching the video

Look at the picture above and read the title.

What do you think the video is about?

*Réponse libre*

## 2 Time to watch

### Gate 1

Use **Worksheet 6** (document élève et corrigé sur clé USB de l’enseignant)

### Gate 2

**Watch the whole video and take notes. Then answer the questions.**

- Which countries were affected by natural disasters that year? The island of Haiti, Fiji and Italy.
- What were the problems at the Olympic Games? The spread of a virus carried by mozzies (mosquitoes) / Russian drug cheats / Unusually green pools.

- c. What did the United Kingdom vote for? They voted for the Brexit (to exit the European Union).
- d. What was the big political event in the USA? The American voted for a former reality-TV star, Donald Trump, to run the country.
- e. Which historic people were celebrated? Why? The Queen who celebrated her 90th birthday / The children's author, Roald Dahl who would have been 100 years old / The playwright William Shakespeare who died 400 years ago / The boxer Mohamed Ali, the singers Prince and David Bowie, the actor Alan Rickman (Severus in Harry Potter) who all died that year.

### 3 React after watching the video

Which world news story are you the most interested in? Why ?

*Réponses libres*

### TASK 3 Rendre compte d'une vidéo sur une rétrospective

Write a paragraph to recap the events that happened in 2016.

*Réponses libres*

## Page 66 – Word Page

### 1 Listen and match the words with the pictures.

<b>Track 59</b>									
a. celebrate	b. elections	c. earthquake	d. die	e. a century					
f. a decade	g. literature	h. wildfire	i. a radio host	j. the headlines					

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

### 2 Listen again and write the words corresponding to each picture.

1. to celebrate – 2. elections – 3. earthquake – 4. to die – 5. a century – 6. a decade – 7. literature – 8. wildfire – 9. a radio host – 10. the headlines

### 3 Find the odd one out and justify.

- a. a tsunami / ~~an election~~ / an earthquake / a fire (**natural disasters**)
- b. a year / a decade / ~~a metre~~ / a century (**periods of time**)
- c. ~~a radio host~~ / a report / a scoop / a news story (**types of news**)
- d. take place / happen / ~~read~~ / occur (**synonyms**)

### 4 Challenge

Write a headline for the following event.

*Réponses libres*

### 5 Time's up!

You have two minutes to announce as many events as you can. Give as many details as possible.

*Réponses libres*

Sounds Right!

**1 Listen and repeat.**

**Track 60 – [foucherconnect.fr/19sku38](http://foucherconnect.fr/19sku38)**

arrived – died – worked – liked – invented – decided

**2 Listen and say if you hear /d/, /t/ or /id/.**

**Track 61**

celebrated – premiered – marked – disappeared – recorded – happened

celebrated /id/ – premiered /d/ – marked /t/ – disappeared /d/ – recorded /id/ – happened /d/

**3 Listen again and repeat.**

**Page 67 – Grammar**

**1 Complétez les énoncés avec *be* conjugué au prétérit forme affirmative.**

- a. Theresa May **was** the Prime Minister of the UK.
- b. In 2016, there **were** 10,500 athletes in Rio.
- c. Barack Obama **was** the first black US president.
- d. Last month, I **was** in London.
- e. The Beatles **were** famous pop singers.

**2 Complétez les énoncés avec *be* conjugué au prétérit à la forme négative.**

- a. Bob Marley **wasn't** a rap singer.
- b. In the 19<sup>th</sup> century, life **wasn't** easy.
- c. The Italians **weren't** world football champions in 2018.
- d. Yesterday, I **wasn't** at school.

**3 Sélectionnez les marqueurs de temps du prétérit.**

in the 90s – now – when she was a child – in 2017 – today – from 2010 to 2015 – at the age of 16 – last week – next year

**4 Conjuguez les verbes au prétérit et indiquez la prononciation du « -ed ».**

- a. Elizabeth II **celebrated** /id/ her 90<sup>th</sup> birthday.
- b. UK Foreign Secretary Boris Johnson **resigned** /d/.
- c. Japan **recorded** /id/ its highest temperature.
- d. The World Cup **started** /id/ in June.
- e. The BBC **opened** /d/ its largest news bureau outside the UK.

**5 Complétez avec les verbes suivants au prétérit.**

**The History of Facebook**

- a. Mark Zuckerberg **was** a Harvard computer Science student.
- b. In 2003, he **invented** Facemash, the predecessor to Facebook.
- c. On February 4, 2004, he **launched** a new website called “TheFacebook”.

- d. He **worked** with a programmer called Dustin Moskovitz.
- d. In 2009, the “Like” button **appeared**
- e. In 2012, Facebook **reached** one billion users.

## Page 68 – Project: Prepare a News Broadcast for Your School Web Radio

*Scénario : Dans le cadre de la semaine des langues, vous participez à la web radio de votre établissement. Vous devez préparer un programme dans lequel vous présenterez une rétrospective d’événements marquants de l’année.*

*Ce projet entre dans le cadre de l’utilisation de la langue vivante dans les situations et les actes de la vie quotidienne, personnelle, sociale et citoyenne. Il se situe au niveau A2 et propose à l’élève de présenter une rétrospective d’événements marquants de l’année. Il implique pour l’élève de chercher des informations sur des événements abordant des thèmes différents (culture, politique, science, sport ...) et de préparer sa prise de parole (prononciation, intonation, ton ...).*

*La grille d’auto-évaluation lui permet de suivre sa progression au cours de la séquence.*

## Page 69 – AP – Accompagnement personnalisé – Identifier l’élément principal de nouvelles télévisées

À vous de jouer !

1 Avant le 1<sup>er</sup> visionnement.  
Réponses libres.

2 Pendant le 1<sup>er</sup> visionnement.  
Réponses possibles

	Image	Audio
WHO ?	<ul style="list-style-type: none"> <li>- a TV reporter (woman with long dark hair)</li> <li>- firefighters</li> <li>- Russ Fowler: Call fire Battalion Chief</li> <li>- Ken Pimi Ott: Call fire Director</li> </ul>	
WHERE ?	<ul style="list-style-type: none"> <li>- California</li> <li>- Mendocino Complex fire</li> <li>- trees, houses, cars burning /destroyed by fire / burnt.</li> </ul>	<ul style="list-style-type: none"> <li>- USA / State of California</li> <li>- the largest fire / the 5th largest fire in history state.</li> </ul>
WHEN ?	<ul style="list-style-type: none"> <li>- night and day</li> </ul>	<ul style="list-style-type: none"> <li>- July (deadly season)</li> </ul>
WHAT ?	<ul style="list-style-type: none"> <li>- fire / flames / smoke</li> <li>- firefighters trying to control fire</li> <li>- fire-fighter planes</li> </ul>	<ul style="list-style-type: none"> <li>- wildfire / fighting</li> <li>- more than 15,000 firefighters (struggling to control the fires)</li> <li>- 9 victims</li> <li>- 18 wildfires</li> <li>- 255,000 acres burnt</li> <li>- 33 fire-fighters planes</li> <li>- more than 100 structures destroyed (15,000 more threatened)</li> <li>- 4 firefighters perished</li> </ul>

# UNIT 7

## Present Your Internship

**Scenario:** You are entering an Erasmus + Project with your class and you are going to welcome foreign students. You make them a presentation of your work experience.

**Project:** Orally present your internship

### Pages 70 à 71 – Ouverture de l'unité

#### Page 70

What's Going On?

- Say what type of document it is: *Réponse libre*
- Say who the recruiter is: *Réponse libre*
- Give as many details as possible about the companies: *Réponse libre*

#### Page 71

Flipped Classroom – [foucherconnect.fr/19sku15](http://foucherconnect.fr/19sku15)

**Complete the sentences with the right words.**

- a. I loved my **internship** at Tesco.
- b. My **schedule** was cool; I only worked in the afternoons.
- c. All the colleagues ate in the **staffroom**.
- d. My **tutor** was great, she helped me a lot.

Challenge Time!

Use the letters to make as many words about the subject as possible.

*Réponse libre Exemple: work – internship-trainee – etc.*

### Pages 72 à 75 – Workshops – Present a company

#### Page 72

Workshop A – Workplaces

**1 Listen and select the information about Paul's internship.**

- a. Industry Sector: **retail**
- b. Job: **shop assistant**

- c. Name of the company: **Tesco**
- d. Place: **London**
- e. Number of employees: **34**

### Track 62

Hi, my name is Paul. I did my internship in the retail industry sector (#a), as a shop assistant (#b). I worked at Tesco (#c), which is a supermarket. The shop was situated in Tooting Bec in London (#d), and there were 34 (#e) employees.

## 2 Complete Annie's work experience with the words below. Listen and check

My name's Annie. I worked at **Karen's hair salon**. It is situated in **Brighton**, in the city centre.

It was very small, there were only **four** employees. I had **half an hour** for my lunch break, so I ate a sandwich in **the staffroom**.

My tutor was really **helpful** and I did a ton of different **tasks**. I didn't only watch to learn, I also had some **practice**.

### Track 63

My name's Annie. I worked at Karen's hair salon. It's situated in Brighton, in the city centre.

It was very small, there were only four employees. I had half an hour for my lunch break, so I ate a sandwich in the staffroom.

My tutor was really helpful and I did a ton of different tasks. I didn't only watch to learn, I also got some practice.

## Workshop B – Work Schedule

### 1 Listen and select the right words.

My brother **drove his motorbike** to go to his internship. He worked from **8 till 4** and he had his lunch break at around **12:45**. He ate **at a restaurant** every day with his tutor.

### Track 64

My brother drove his motorbike to go to his internship. He worked from 8 till to 4 and he had his lunch break at around 12:45. He ate at a restaurant every day with his tutor.

## 2 Listen and number the questions in the order you hear them. Then select the correct answers.

- a. (1) Where did you work?
- b. (4) Did you have a lunch break?
- c. (3) Were the hours OK?
- d. (5) How was the atmosphere?
- e. (2) How did you go there?

- A. I worked at a day care center.
- B. No, I didn't.
- C. Yes, I only worked in the mornings.
- D. The atmosphere was great.
- E. I took the bus.

### Track 65

**Kelly:** Hi! What's up?

**Tom:** Nothing new! And you – how are you?

**Kelly:** I'm all right! I Today was the last day of my internship.

**Tom:** Oh! Where did you work?

**Kelly:** I worked at a day care centre for elderly people.

**Tom:** Where was it?

**Kelly:** It was just next to the church in the town center.

**Tom:** How did you get there?

**Kelly:** I took the bus.

**Tom:** and how was it? Were the hours OK?

**Kelly:** Yes, I only worked in the mornings, from 8 till 2.

**Tom:** OK, so did you have a lunch break?

**Kelly:** No, I didn't have lunch break as such because I finished early but I could take a coffee break at eleven-ish.

**Tom:** Oh, nice! And how was the atmosphere?

**Kelly:** The atmosphere was great, very peaceful with the residents, and the staff was very helpful when I needed something. It was a great experience! I recommend it.

### Grammar Spot

a. Where did you work?

b. Did you have a lunch break?

*Indiquez le mot interrogatif. "Where" et aucun mot interrogatif dans le b.*

*Comment forme-t-on les questions au prétérit ?* Pour former les questions ouvertes au prétérit, on utilise un mot interrogatif suivi de l'auxiliaire "did", du sujet, du verbe et éventuellement d'un complément. Pour les questions fermées, on commence la question par l'auxiliaire "did" suivi du sujet, du verbe et éventuellement d'un complément.

### Page 73

#### Workshop C Get to Work!

Amy: e-i-f-d

Paula: a-b

Jonathan: g-h-c

### Track 66

Amy worked as a plumber. She installed a hot water tank and measured pipes. She also repaired sinks and when she finished her work, she cleaned the area.

Paula did her internship in a residential care centre. She helped elderly residents to eat and also answered the telephone.

Jonathan worked at Tesco. He welcomed customers, stocked up shelves and worked at the checkout.

## Workshop D – Let’s Revise!

### Réponse attendue

Louis worked / did his internship at Costco. He was a job assistant. The shop was situated/was in Cambridge. There were 15 employees. His tutor was Paul. He started on March 15th and finished on April 6<sup>th</sup>.

He worked from 10 am to 8 pm and has his lunch break from 1 PM to 2 PM. He ate in the staffroom. Louis took the bus. During his internship, he answered the telephone, worked at the checkout and helped customers. He enjoyed his internship and it was a great experience for him.

## Workshop D – Let’s Go Further!

- a. How many people are talking? *Il y a 5 personnes.*
- b. What do they do? *Le première travaille dans un magasin, le second est guide touristique à Oxford, le troisième est dentiste, le quatrième est pilote d’avion et le dernier travaille dans un hôpital.*
- c. Do they like their jobs? *Tous aiment leur travail.*
- d. Why? Explain. *Certains aiment leur travail car ils le trouvent amusant et adorent rencontrer ou aider les gens. Le pilote trouve que son travail est très difficile quand le temps est mauvais mais il adore voler. Celui qui travaille à l’hôpital aime son travail mais n’aime pas porter l’uniforme ni travailler de nuit.*

### Task 1 Poser et répondre à des questions sur un stage

Work in pairs and ask and answer questions about Jenny’s and Paul’s internship.

#### Student A

<b>Questions possibles :</b> Where did he work? What was his job? When did he work? How many employees were there? What was his schedule/his working hours ? Where did he eat? How did he get there? What were his tasks?	<b>Réponses possibles</b> She worked at Beauty for all. She was a beautician She did her intership/she worked in New York. She started on June 2 nd and finished June 28th. There were 7 employees. She started at 9:30 AM and stopped at 6 PM. She had a break at 12:30 and she ate in the staffroom. She took the subway. She did waxing and facials.
--	--

#### Student B

<b>Réponses possibles</b> He worked at Mercos. He was a technician. He worked in Cambridge. He worked from November 12th to December 8th. There were 35 employees. He started at 6 AM and finished at 3 PM. He had his lunch break at 1 o’clock and ate in his car. He took the bus. He repaired sinks and did boiler maintenance.	<b>Questions possibles</b> Where did she work? What was her job? When did she work? How many employees were there? What was her schedule/her working hours? Where did she eat? How did she get there? What were her tasks?
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### Workshop E – How to Get the Most Out of a Bad Job Experience

#### Gate 1

##### 1 Read the title and the introduction. Complete the sentences.

- The title of the document is **Job Mistakes**
- The document comes from **www.linkedin.com**
- The document is about **the mistakes the author made in her career and the pieces of advice s/he gives.**

##### 2 Read the text and answer the questions.

- What was the first mistake the author made? The author ignored her/his colleagues.
- What is the second piece of advice the author gives? The author says to stop trying to please people in authority. The author also adds to negotiate the things s/he doesn't want to do.
- If the situation is bad what can you do? You need to try to have a chance of improvement, if there are no improvements, leave your job.

#### Gate 2

##### 1 Present the document (nature, source, title).

The document is an article from the website linkedin.com. The title is Job Mistakes.

##### 2 Read the text and answer the questions.

###### a. What were the problems met by the author?

The author met several problems. The first one was that s/he only focused on her/his job and ignore her/his colleagues. Then s/he only wanted to please her/his boss and do more that what was asked. Her/his last problem was not to know when to quit the job when there were problems.

###### b. How did the author handle them?

The author learnt from her mistakes. S/he made effort to befriend her/his colleagues, negotiate some of the tasks s/he had to do and tried when the company was in trouble but knew how to quit if there were no improvements.

##### 3 Find the English for:

- |  |                                  |   |
|--|----------------------------------|---|
| a. <i>le pire</i> (intro) worst                | b. <i>erreur</i> (intro) mistake | c. <i>personnels, employés</i> (§1) staff |
| d. <i>se tenir prêt, épauler</i> (§3) stand by |                                  | e. <i>progrès</i> (§3) improvements       |

##### 4 Say if the sentences are true or false. Justify your answers.

- The author only had great experiences at work. **Wrong. The author made mistakes.**
- Ignoring your colleagues is something to do. **Wrong. According to the author «this is a big mistake».**
- You don't have to please people in authority. **Right. The author writes «top trying to please people in authority».**
- You need to try in difficult situations. **Right. According to the author «Give a bad situation a couple of tries.»**

## Task 2 Comprendre et traiter des informations simples

Recap to your partner what you have understood about the document.

*Réponses libres*

### Track 67

#### Job Mistakes

*Here is a list of my worst job mistakes and what I learned from them.*

#### **Mistake 1: Do your job and ignore your colleagues**

THIS IS A BIG MISTAKE. Make a conscious effort to cultivate friendships among staff. Find out about them, do nice things for them and appreciate at least one quality about each of them.

#### **Mistake 2: Do everything your boss asks you to do – and then do more**

I always did what the boss wanted and I just about killed myself doing it. Stop trying to please people in authority. Instead I negotiate things I really do not want to do and find people who would do those jobs better than me.

#### **Mistake [3]: Stay even when the ship is going down**

My mistake was to loyally stand by to help. Bad idea. Give a bad situation a couple of tries. If there are improvements, give it a chance to grow. If there are no improvements, I leave and expect a better opportunity will come up, which it always does.

www.linkedin.com.

## Grammar Spot

a. I always did what the boss wanted.

b. My mistake was to stand by.

- À quel temps sont les verbes soulignés? Les verbes sont au prétérit.

- Donnez leur base verbale: a. do      b. be

## Page 75

Workshop F – Understanding a Program About Work Experience

**Be All Ears!**

**Listen and pay attention to the stressed syllables. Then repeat.**

**foucherconnect.fr/19sku43**

coordinator – support – dedicated – secure – participant – acquire

### 1 Before watching the video

Look at the picture above.

a. What could Nova Transition be? *Réponse libre*

b. Imagine their line of work. *Réponse libre*

c. Make a hypothesis about whom they work with. *Réponse libre*

## 2 Time to watch

### Gate 1

Use **Worksheet 7** (Document élève et corrigé sur clé USB de l'enseignant)

### Gate 2 Watch the whole video and take notes. Then answer the questions.

- a. What is Nova Transition? *Réponse possible* : Nova Transition is a company that provides work placements.
- b. What do they do? *Réponse possible* : They help people find a workplacement so they can find the job they want to do.
- c. Who are Casey and Kayla? *Réponse possible* : They are two teenagers who got workplacements with the help of Nova Transition.

### 3 React after watching the video

What do you think of a company like Nova Transition? Do you think it is useful? Do you agree with their goals? *Réponse libre*

### Task 3 Rendre compte d'une vidéo sur une agence de placement de stage

Write a paragraph to recap what you have understood about the video.

*Réponse libre*

[foucherconnect.fr/19sku44](http://foucherconnect.fr/19sku44)

**0:00 to 0:29:** Hi. My name is Terry Mac Caullife. I am the work placement coordinator at Nova Transition. Work placement is an important component of work readiness as it gives our participants real -life experience in a working environment and it is fully supported by Nova staff. We have a dedicated work placement team who specialized in seeking good quality job-placements on the job support and securing employment. Many of our participants obtain employment during their work placements which results in a smooth transition into employment.

**0:29 to 0:51** Casey was a participant in 2015. Casey identified he would like to work in the automotive industry. A work placement was secure at Jack's Tyres, which was fully supported by our work placement team. Casey acquired many valuable skills and became an important member of Jack's Tyres team. Casey was the offered a traineeship as a tyre fitter.

**0:52 to 1:10** Kayla tasted many different industries however, her dream was to become a deckhand. We managed to secure a work placement at Manly Ferries. This involved travel training additional qualifications, extensive support by nova staff. Kayla then was offered a traineeship and is now thriving in her new job as a deck-hand.

**1:11 to 1: 21** Nova transition prides itself on seeking good quality work placements that our tailored to the individual job choices.

If you would like more information, please contact one of our friendly coordinators.

## Page 76 – Word Page

### 1 Listen and match the words with the pictures.

#### Track 68

foucherconnect.fr/19sku45

- |                         |                     |                         |
|-------------------------|---------------------|-------------------------|
| a. help children to eat | b. electrician      | c. change tyres         |
| d. clean                | e. stock up shelves | f. answer the telephone |
| g. front desk assistant | h. drive            | i. repair pipes         |
| j. check out            |                     |                         |

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

### 2 Listen again and write the words corresponding to each picture.

- |                          |                     |                         |
|--------------------------|---------------------|-------------------------|
| 1. answer the telephone  | 2. clean            | 3. front desk assistant |
| 4. repair pipes          | 5. drive            | 6. change tyres         |
| 7. electrician           | 8. stock up shelves | 9. check out            |
| 10. help children to eat |                     |                         |

### 3 Spelling: fill in the missing letters.

Listen and check.

- a. repair    b. clean    c. help    d. electrician    e. internship

#### Track 69

a. repair – b. clean – c. help – d. electrician – e. internship

### 4 Challenge!

Choose five words from the page. You have two minutes to explain or mime them for your partner to guess.

*Réponse libre*

### 5 Read the description and choose the right answer.

- a. This person repairs cars. S/he can change tyres and check the brakes or the engine. **mechanic**
- b. This person either looks after children at home or helps at school. **child carer**
- c. This person can put on nail polish and remove hairs. **beautician**
- d. This employee stocks up shelves, does the inventory and helps people buy what they want. **shop assistant**
- e. This person can install a hot water tank and repair leaks in bathrooms or kitchens. **plumber**

### 6 Time's Up

You have two minutes to write five sentences about your own internship, using the simple past.

Sounds Right!

**1 Listen and pay attention to the pronunciation of the words “how” and “what”. Then repeat.**

foucherconnect.fr/19sku46

**Track 70**

how – what

**1 Listen and choose the correct pronunciation: /h/ or /w/. Then repeat the words.**

/h/ who – how

/w/ what – where – when – which – why

foucherconnect.fr/19sku46

**Track 71**

what – who – where – how – when – which – why

## Page 77 Grammar

**1 Remettez les éléments des questions dans l'ordre. Écoutez et vérifiez.**

- What was the name of your workplace?
- Where did you do your internship?
- Were your colleagues cool?
- How long was your internship?
- Did you like it?

**Track 72**

- What was the name of your workplace?
- Where did you do your work experience?
- Were your colleagues cool?
- How long was your work experience?
- Did you like it?

**2 À l'aide des informations ci-dessous, posez autant de questions que possible sur le stage d'Anita en utilisant le prétérit.**

*Réponse possible*

- The name of the company was Tesco.
- The internship was in London.
- The internship was in June 2018.
- She stocked up shelves and welcomed customers.
- It was a great experience and the staff was nice.

**3 Conjuguez les verbes au prétérit. Aidez-vous de la liste des verbes irréguliers du rabat.**

- a. I **began** my internship in October.
- b. She **took** the bus.
- c. They **ate** in the staffroom.
- d. I **wrote** emails.
- e. He **spoke** to customers.

**4 Formez des phrases au prétérit avec les éléments ci-dessous. Aidez-vous de la liste des verbes irréguliers du rabat.**

- a. Paul began his training last week.
- b. She had a bad time on her internship.
- c. They took the bus to work last month.
- d. We learnt to repair hot water tanks.

**5 Complétez les phrases avec le verbe au preterit qui convient.**

*Réponse possible*

- a. I **ate /stayed** in the staff room for lunch.
- b. It **was** a great opportunity to work last month.
- c. They **started/began** at 9 AM and **stopped /finished** at 5 PM.
- d. There **were** eight employees.
- e. I **answered/picked up** the telephone and **welcomed/helped** customers at the front desk.

## **Page 78 – Project: Orally Present Your Internship**

***Scénario :** Dans le cadre d'un projet Erasmus +, vous accueillez des élèves étrangers et vous leur présentez le déroulement d'un stage passé.*

*Ce projet entre dans le cadre de l'utilisation de la langue vivante dans le contexte et les situations de la vie professionnelle. Il se situe au niveau A2 et propose à l'élève de présenter les informations principales concernant un stage. Il s'agira de présenter l'entreprise (nom, lieu, secteur d'activité, nombre d'employés), ainsi que le déroulement d'une journée (horaires, pause déjeuner ...), les tâches effectuées et les impressions sur le stages.*

*Il implique pour l'élève de regrouper ces informations, de préparer sa présentation, éventuellement de s'enregistrer, et de préparer des questions que les autres élèves pourraient lui poser à l'issu de la présentation.*

*La grille d'auto-évaluation lui permet de suivre sa progression au cours de la séquence.*

## Page 79 – Accompagnement personnalisé

### Mener une conversation téléphonique

#### Observation

Écoutez et repérez les informations principales de cette conversation téléphonique.

#### About the student

Name: **Helen**

Internship: **3 week intership, June 3rd to June 22nd**  
**responsible for intership will call back.**

Telephone number: **0181 672 2821**

#### About the firm

Name: **SFG company**

Answer: **The person**

#### Track 73

- Hello, SFG company. How may I help you ?
- Hello, my name is Helen and I am looking for a 3 week intership in your firm.
- Ok. I will take your name and the name of the school.
- My name is Helen Braff, that's B-R- A – double F. I study at the Martin Luther King vocational school in Birmingham.
- All right. When is your intership ?
- It starts on June 3 rd and ends June 22nd. It is 3 weeks long.
- One last thing, could you give me your phone number, please.
- Sure ; it's 0181 672 2821
- Ok, I am giving your detail to the person responsible for interships and they will call you back.
- Thank you very much.
- Your welcome, have a nice day, bye.





# UNIT 8

## Take Action For Your Environment

**Scenario:** On the occasion of World Environment Day, your class is organising a campaign to preserve the environment.

**Project:** Make a speech to present an environmental problem and convince other students to take action to defend the environment

### Pages 80 à 81 - Ouverture de l'unité

#### Page 80

What's Going On?

- Look at the picture and describe what you see. *Réponse libre*
- Name different types of pollution. *Réponses possibles:* air pollution, land pollution, water pollution, noise pollution, light pollution

#### Page 81

Flipped Classroom – [foucherconnect.fr/19sku48](http://foucherconnect.fr/19sku48)

**Complete the sentences with the right words:**

- The **earth** is in danger because of pollution.
- Modern society creates a lot of **garbage**.
- Many **toxic** substances are man-made.
- Environmental groups try to preserve natural **resources**.

Challenge Time!

Match the beginnings and the endings. You have two minutes to find as many transparent words as you can.

nature – pollution – recycling – protection – planet – pesticide – temperature – plastic – atmosphere – industry

Page 82

Workshop A – Are you Good at Recycling?

**1 Take this recycling quiz. Say if each sentence is true or false. Then listen and check your score.**

- a. The recycling bin has a yellow lid. **True**
- b. You should throw your cans into the recycling bin. **True**
- c. Newspapers should not go into the recycling bin. **False**
- d. Batteries should only go to the recycling centre. **True**
- e. Glass bottles should go to the bottle bank. **True**
- f. This pizza box should not go into the recycling bin. **False**

**Track 74**

*Hey guys! Here are the answers to our quiz called “Are you good at recycling?”. Listen carefully and check your score!*

- a. The recycling bin has a yellow lid. *Yes, it’s true (1 point)*
- b. You should throw your cans into the recycling bin. *Yes, that’s true. (1 point)*
- c. Newspapers should not go into the recycling bin. *No, that’s false. (1 point)*
- d. Batteries should only go to the recycling centre. *Yes, that’s true. (1 point)*
- e. Glass bottles should go to the bottle bank. *Yes, that’s true. (1 point)*
- f. This pizza box should not go into the recycling bin. *No, that’s false. (1 point)*

*What is your score?*

*If your score is 6 out of 6, congratulations! You are excellent at recycling!*

*If your score is 4 or 5 out of 6, it means you are very good at recycling!*

*If your score is from 1 to 3 out of 6, you must learn more about recycling and do your best to reduce your waste!*

**2 Invent another quiz and test your friends. You can use the elements below.**

*Réponse libre*

Grammar Spot

- a. Batteries should go to the recycling center.
  - b. We have to stop using plastic.
  - c. We must eat more fruits and vegetables.
- Repérez les deux formes verbales exprimant une obligation: have to + V / must + V
- Quelle forme verbale exprime un conseil ? should + V

Workshop B – Make the World a Greener Place

**1 Match the pictures and the recommendations.**

- a. Avoid buying and using plastic. (3)
- b. Eat less meat. (2)
- c. Save electricity. (1)

## 2 Listen to these opinions and complete.

### Track 75

- a. "I think we have to stop using plastic because our consumption is directly affecting our health as well as the health of marine life in the ocean".
- b. "In my opinion, people should not waste electricity. First, because it is more economical. Second, because it reduces greenhouse effect and so, it is better for our planet".
- c. "I am convinced everyone has to eat less meat as it reduces methane emissions. We must also eat more fruits and vegetables because it is better for our health and energy than eating meat."

- a. Julia: "I think we have to stop using **plastic** because our consumption is directly affecting our **health** as well as the health of marine **life** in the ocean".
- b. Ron: "In my **opinion**, people should not waste **electricity**. First, because it is **more** economical. Second, because it reduces greenhouse effect and so, it is better for our **planet**."
- c. Alison: "I am convinced **everyone** has to eat less meat as it **reduces** methane emissions. We must also eat more fruits and vegetables because it is better for our health and **energy** than eating **meat**."

## Page 83

### Workshop C – World Environment Day (WED)

#### 1 Read the document above and find the following information about WED.

- a. date of WED: 5 June
- b. name of the organization in charge: The United Nations (UN)
- c. date of creation: 1972
- d. objective of WED: to draw attention to the many problems that are facing our environment.

#### 2 Listen about the information on WED and say if it's true or false. Justify your answers.

### Track 76

People celebrate World Environment Day (WED) in many different ways all over the world: planting trees, cleaning up local beaches, organising meetings, joining protest marches.

Each year the United Nations chooses a particular issue to focus on and a country which is the centre point for all the celebrations.

The theme of WED 2018, hosted by India, was "Beat Plastic Pollution".

As seven million people die each year from air pollution, we really need more renewable energy and greener technologies. That's why WED was hosted in 2019 by China with the theme of "Air Pollution".

- a. People celebrate WED in many different ways: planting trees, cleaning up local beaches, organising meetings, joining protest marches. **True**

- b. The theme of WED 2018, hosted by India, was “Beat Light Pollution”. **True**
- c. Seven million people die each year from air pollution. **True**
- d. We need more renewable energy and greener technologies. **True**
- e. WED 2019 was hosted by Chile with a theme of “Air Pollution”. **False (hosted by China)**

### 3 Search the web to find the host and theme of this year WED.

Réponse à trouver par exemple sur un de ces sites [www.worldenvironmentday.global](http://www.worldenvironmentday.global) ou <https://learnenglish.britishcouncil.org/magazine/world-environment-day>

### Workshop D – Let’s Revise!

#### List all the things people must or should do to...

- a. reduce their waste
- b. eat good and healthy food
- c. reduce transportation pollution
- d. save energy
- e. take part in environmental events

Réponse libre

### Workshop D – Let’s Go Further!

**foucherconnect.fr19sku50**

**Rachel:** You were talking about Earth Hour and that’s switching the lights off is one way to save electricity and protect the environment. What other things do you do in your life to save for example water?

**Steven:** Well, as for me, I recycle all my waste. I also, as for water, before brushing teeth, I have a cup. I just fill the cup and then use it. I don’t know if you do it. Do you do it?

**Rachel:** Actually, I have to confess, I don’t save water very efficiently. I usually leave the tap running when I’m brushing my teeth, so I will try.

Do you have any other tips for saving water?

**Steven:** Well, start off buying a cup before you brush your teeth, and of course, try to close the tap. When you’re trying to like throw trash or something, try to separate your trash, and of course turn off any electricity that you’re not using. Unplug them because even if you don’t use it, and you have a plug, it will use electricity.

**Rachel:** Thank you. So do you always unplug your laptop computer when you go to sleep or do you sometimes leave it running?

**Steven:** I actually plug my laptop. I will charge it fully and then I will unplug it and use it -- all the battery, so I guess I do, and especially I don’t use my laptop. For my laptop I just use it for class, so pretty much yes.

**Rachel:** Well, my computers very old, and I’m always scared if I turn it off that it won’t start up again, so I leave mine on all the time. I think I’m the worst environmentalist. But I do recycle a lot of our trash, and I also have never owned a car, so I take public transport everywhere. Do you have a car?

**Steven:** I do have a car. However I try not to use it, because if I use it I will just take the whole family: my parents and my sisters. And as for shopping, I will just take the public transportation because it's right almost really near to my house.

**Rachel:** In Costa Rica, do you actually need a car to travel between places or is public transport very good?

**Steven:** Compare Costa Rica with other countries, for example the United States or Japan, Costa Rica doesn't have the railroads. It doesn't have the subways. But we do have a good bus, transportation, and it's pretty much really cheap.

**Rachel:** So Steven you've inspired me to be more environmentally friendly, so I think I'm gonna go and buy a cup so I can brush my teeth and save water.

**Steven:** Great idea. Thank you Rachel.

### **Listen to the interview and list the eco tips Steven gives Rachel.**

- To save electricity: switch the lights off, turn off any electricity that you are not using and unplug them. Unplug your laptop computer when you go to sleep.
- To save water: fill a cup of water and use it when you brush your teeth.
- To recycle your waste: try to separate your trash.
- To reduce transportation pollution: take public transport (buses, railroads, subways).

### **Grammar Spot**

a. greener technologies

b. more natural food products

c. it is better than meat.

- *À quelle forme sont les adjectifs?* au comparatif de supériorité : plus ... (que ...)

- *Comment sont-ils construits ?* Adjectif court: terminaison en -er / Adjectif long précédé de « more »

- *Comment traduire “meilleur”?* better

- *Que signifie “than” et quand l’employer?* « Than » signifie « que ». On l’emploie pour mettre en relation les deux termes de la comparaison.

### **Task 1 Expliquer et justifier un geste pour l’environnement.**

**Choose the three important ways to protect our planet and explain the reasons for your choice.**

You can use the poster beside to help you choose ways to protect our environment. You can also use the sentences in exercise 2 (Workshop B) as models to give your opinion.

*Réponse libre*

## **Page 84**

Workshop E – What Is “Upcycling”?

## Track 77

### Upcycle Revolution

Upcycling is the process of converting old or discarded materials into something useful and often beautiful.

**Piano Bookshelf** With the top and internal sections removed and some shelves fitted inside, it becomes a striking display unit for books and ornaments.

**Globe Lampshades** How about using old globes as cool light fixtures? [They make] ideal lampshades. Hang them low down so you can use them for holiday inspiration too.

**Solar-Powered Phone Box** Painting the venerable telephone kiosk a garish green, Brits replaced the redundant telephone and receiver with charging points for your smartphone: a lifesaver when you urgently need to update your Facebook status or find yourself running out of juice just as you're whatsapping a date. And if you get stood up in the rain, the Solarbox makes for an excellent shelter.

## Gate 1

### 1 a. Read the introduction and find the opposite of the words below.

new : old – useless : **useful** – ugly : **beautiful**

### b. Say if the definition below is right or wrong, then justify your answer.

Upcycling is when you take an old object and you make it into something useful again.  
= **true**

### 2 Read the article and find the English for:

a. *retirés, ôtés (§1)* : removed b. *objets décoratifs (§1)* : ornaments

c. *être à plat (plus de batterie) (§3)* : running out of juice

### 3 Complete the additions with the right object and the right final result.

a. piano + shelves = **piano bookshelf**

b. globe + light = **globe lampshade**

c. phone box + green paint = **solar-powered phone box**

### 4 Why can the phone boxes be useful when it rains?

*Réponse possible:* the phone boxes can be useful when it rains because it can be used as a shelter to protect yourself from the rain.

## Gate 2

### 1 Read the introduction and explain what “upcycling” is.

*Réponse possible:* « upcycling » is when you take an old object you don't use, to transform it into something useful and beautiful.

### 2 Read the article and find the English for:

a. *retirés, ôtés (§1)* : removed b. *objets décoratifs (§1)* : ornaments

c. *être à plat (plus de batterie) (§3)* : running out of juice

### 3 Explain how each object has been upcycled. *Réponses possibles :*

- A piano bookshelf is created with shelves you put into an empty piano
- A globe lampshade is created when you put a light into an old globe.
- A solar-powered phone box is created with plugs and green paint.

#### 4 Why can the phone boxes be useful when it rains?

*Réponse possible:* the phone boxes can be useful when it rains because it can be used as a shelter to protect yourself from the rain.

#### Task 2 Rendre compte d'un article internet.

Your friend is interested in upcycling. Tell him/her what you have understood about the document in French.

*Réponse libre*

## Page 85

Workshop F – A Young Climate Activist

### Be All Ears!

Listen and pay attention to the stressed syllables. Then repeat.

[foucherconnect.fr/19sku51](https://foucherconnect.fr/19sku51)

difference – crisis – problem – ecological – promises – climate – planet

Together we are making a difference. I come from Sweden and back there it's almost the same problem as here – as everywhere: nothing is being done to stop the climate and ecological crisis, despite all the beautiful words and promises. And we are now facing an existential crisis: the climate crisis and ecological crisis which has never been treated as crisis before. They have been ignored for decades and for way too long the politicians and the people in power have gotten away with not doing anything at all to fight the climate crisis and the ecological crisis. But we will make sure that they will not get away with it any longer. Humanity is now standing at a crossroads, we must now decide which path we want to take, how do we want the future living conditions for all species to be like. We have gathered here today, and in many other places around London and across the world too, we have gathered today because we have chosen which path we want to take and now we are waiting for the others to follow our example. And we will never stop fighting. We will never stop fighting for this planet and for ourselves, our futures and for the futures of our children and grandchildren. Thank you!

### 1 Before watching the video

Look at the picture and the title above.

- Do you know the girl on the picture? Do you know her name? *Réponse possible:* Yes, I do. She's called Greta Thunberg.
- What is she famous for? *Réponse possible:* She is famous for her actions in favour of the protection of the environment.

### 2 Time to watch

#### Gate 1

Use **Worksheet 8** (document élève et corrigé sur clé USB de l'enseignant)

#### Gate 2

Watch the whole video and take notes. Then answer the questions.

- a. What is Greta Thunberg talking about? She is talking about the climate and ecological crisis.
- b. What is her opinion about the politicians and climate change? She thinks politicians are not doing anything to fight the climate and ecological crisis.
- c. What does she suggest doing? She suggests going on fighting for the planet and inviting everybody to do the same.

**3 React after watching the video.**

**Do you believe Greta Thunberg can make people react to climate change? Explain.**

*Réponse libre.*

**Task 3 Rendre compte d'un discours sur l'écologie.**

**Write a paragraph to recap what you have understood in the video.**

*Réponse libre.*

**Page 86 – Word Page**

**1 Listen and match the words with the pictures.**

**Track 78**  
a. garbage  
e. recycling bin  
i. climate

b. cans  
f. batteries  
j. trees

c. earth  
g. renewable energy

d. light bulbs  
h. chemicals

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

**2 Listen again and write the words corresponding to each picture.**

1. recycling bin
2. climate
3. earth
4. chemicals
5. trees
6. garbage
7. batteries
8. cans
9. Light bulbs
10. renewable energy

**3 Find the English equivalents in the grid.**

utile / la viande / gaspiller / sain / économiser / la nourriture / un discours / réduire

A	E	C	U	D	E	R	F
U	H	E	A	L	T	H	Y
D	F	H	W	U	A	O	H
O	P	E	Y	F	E	T	C
O	S	O	T	E	M	V	E
F	U	E	L	S	F	D	E
Y	W	D	H	U	A	O	P
S	A	V	E	P	H	W	S



#### 4 Challenge!

Be the first to find four different materials.

*Réponses possibles:* plastic, wood, metal, paper, glass

5 Complete with: use / reduce / throw away / save / buy. You can work with your partner.

- a. If you want to protect the environment, you should **save** water, **use** recycled paper and **buy** local food.
- b. You shouldn't **throw away** garbage in nature. It's a good way to **reduce** pollution.

#### 6 Time's up!

You have two minutes to write one action to reduce each type of pollution.

*Réponses possibles*

- a. air pollution: we should use electric cars.
- b. water pollution: we mustn't throw away garbage in the sea/ocean.
- c. earth pollution: we must recycle our waste.

Sounds right!

1 Listen and pay attention to the pronunciation of the sound /ə/, then repeat.

foucherconnect.fr/19sku54

Track 79

protection      environment      material

2 Listen and say whether you hear the sound /ə/ or not. Listen again and repeat the words.

Track 80

pollution – water – planet – temperature – bin – industry – center – paper – energy  
– earth

## Page 87 – Grammar

1 Complétez avec 'should' ou 'shouldn't'.

- a. We **should** recycle rainwater.
- b. People **should** use energy-efficient lightbulbs.
- c. We **shouldn't** use plastic anymore.
- d. Products **shouldn't** be transported by road but by train.

2 Traduisez les énoncés suivants.

- a. *Nous devrions économiser l'électricité.* We should save electricity.
- b. *Les gens ne doivent pas gaspiller l'eau.* People shouldn't waste water.
- c. *Tu dois recycler le papier pour sauver les arbres.* You must recycle paper to save trees.

**3 Utilisez les éléments ci-dessous pour rédiger un paragraphe sur ce que les gens devraient, ne devraient pas, doivent ou ne doivent pas faire pour protéger l'environnement :** recycle printer cartridges – sort out rubbish – use more energy – extend the use of chemicals in agriculture – reduce pollution – develop green culture – upcycle objects

*Réponse libre*

**4 Dites si les adjectifs suivants sont courts ou longs.**

healthy → *adjectif court*

respectful → *adjectif long*

organic → *adjectif long*

green → *adjectif court*

safe → *adjectif court*

ecological → *adjectif long*

important → *adjectif long*

dangerous → *adjectif long*

**5 Mettez les adjectifs au comparatif de supériorité.**

a. Secretaries can make their office **greener** if they don't print paper anymore.

b. It is **more economical** to have a shower than a bath.

c. Electric cars are **more silent** than other cars.

**6 Utilisez trois adjectifs de l'exercice 4 pour rédiger des phrases avec un comparatif de supériorité.**

*Réponse libre.*

## **Page 88 – Project Present Your Dream Job**

*Scénario :* À l'occasion de la Journée mondiale de l'environnement, votre classe organise une campagne pour la protection de notre planète. Faites un discours pour présenter un problème qui nuit à notre écosystème et convaincre les autres élèves de s'investir et d'agir pour la défense de l'environnement.

*Ce projet entre dans le cadre de l'utilisation de la langue vivante dans les situations et les actes de la vie quotidienne, personnelle, sociale ou citoyenne. Il se situe au niveau A2+ et propose à l'élève de faire un discours afin de définir et commenter brièvement un problème environnemental de son choix, puis d'exprimer et justifier des actions pour tenter de résoudre ce problème. Il implique pour l'élève de chercher toutes les informations utiles sur ce problème et les solutions possibles, puis de structurer son discours et le rendre convaincant pour son auditoire.*

*La grille d'auto-évaluation lui permet de suivre sa progression au cours de la séquence.*

## Page 89 – AP – Accompagnement personnalisé

Faire un bref exposé sur un sujet relatif à sa vie quotidienne ou professionnelle  
Observation

Lina avait un exposé à présenter. Observez comment elle a travaillé et écoutez sa présentation orale. D'après les quatre stratégies, expliquez ce que Lina a fait correctement ou ce qu'elle a oublié.

*Réponse possible:* Il semble qu'il n'y ait pas de plan.

### Track 81

- I'm going to talk about the job of front desk clerk and more precisely what it consists of.
- The job consists of giving information and answering the phone. You have to be polite, punctual, smiling, sociable and reactive.
- The job is interesting because you can meet a lot of people and there is no routine.

À vous de jouer !

À partir des points de stratégie et de ce que vous avez analysé du travail effectué par Lina, préparez un bref exposé sur le sujet ci-dessous :

Is Climate March a useful way to take action for the environment? *Réponse libre*



# UNIT 9

## (Mis)Information

**Scenario:** In order to understand and be able to tell the difference between proper information and misinformation, you will write a fake news article.

**Project:** Create a fake news story to show its dangers.

### Pages 90 à 91 - Ouverture de l'unité

#### Page 90

What's Going On?

- Observe and describe the documents (types of document, people...).

The documents are screenshots. One is about a black lion, another about the creator of Facebook who died and the last one about Barack Obama and his pregnant daughter.

- Guess what the common points between these stories are.

*Réponse possible :* Maybe, the principal common point is that these are all fake stories. M. Zuckerberg is not dead and I don't think a lion can be black.

#### Page 91

Flipped Classroom – [foucherconnect.fr/19sku56](https://foucherconnect.fr/19sku56)

**Find synonyms for the following words:**

- a. to verify: to check
- b. the title of a news story: a headline
- c. to give people wrong information: to mislead
- d. to trust: to rely on

Challenge Time!

Make two teams and guess which is true and which is false. You have two minutes! The first team that justifies its choice, wins!

*Réponse possible :* Story B may be the real story because we can identify and check the source with the picture and the contact of the author.

## Pages 92 à 95 – Workshops – What Is Fake News?

### Page 92

#### Workshop A – A Quick Definition

**1 Listen to the document and give the three opposite words for “fake”.**

genuine (1) – authentic (2) – real (3)

#### Track 82

**Fake News Definition:** The dictionary defines “fake” as “not genuine (#1) or authentic (#2) “. So, fake news is news that is intentionally fabricated and presented as real (#3) news. It is particularly common on the internet and social networks. Unfortunately, fake news articles frequently mislead people about important subjects such as presidential elections or terrorist attacks. Therefore, people are easily influenced.

**2 Listen again. Give the two examples of important subjects concerned by fake news.**

The two examples are presidential elections and terrorist attacks.

#### Track 82

**Fake News Definition:** The dictionary defines “fake” as “not genuine or authentic”. So, fake news is news that is intentionally fabricated and presented as real news. It is particularly common on the internet and social networks. Unfortunately, fake news articles frequently mislead people about important subjects such as presidential elections or terrorist attacks. Therefore, people are easily influenced.

**3 Choose the right sentence:**

a. Fake news is intentionally fabricated and presented as real news.

#### Workshop B – But It’s All Invented!

**1 Read the comic strip and explain what the teacher asked the boy to do and why.**

The teacher asked the boy to redo his work because the information in his work is false.

**2 What does the boy think and why?**

The boy thinks he’s right because he took the information from the internet and more precisely from a blog he thinks credible.

**3 What does his friend answer?**

His friend answers that he wrote the information on the blog and that he invented everything.

#### 4 Explain how this comic strip illustrates the main problem with Internet.

This comic strip illustrates the main problem with Internet because, nowadays, a lot of people believe what they read or see on the internet without checking the source of the information.

#### Grammar Spot

a. Fake news articles frequently mislead people.

b. People are easily influenced.

*Comment appelle-t-on les mots soulignés ? À quel endroit se placent-ils ?*

Ce sont des adverbes. Ils se placent avant le verbe.

### Page 93

#### Workshop C – How To Spot Fake News

##### 1 Observe the document. What does it present?

The document presents different ways to spot and to identify fake news.

##### 2 Find the English equivalents for:

a. *enquêter* : investigate

b. *des gros titres* : headlines

c. *vérifier* : check

d. *appuyer, soutenir* : support(ing)

e. *une blague* : a joke

f. *exagéré* : outlandish

##### 3 Find the six adverbs and explain their meaning in French.

a. carefully: *attentivement*

b. extremely: *extrêmement*

c. quickly: *rapidement*

d. also: *aussi, également*

e. lazily:  *paresseusement*

f. too: *aussi, également*

##### 4 Orally recap what the document is about.

*Réponse possible* : The document is a poster that explains different ways to identify fake news. For example, one way is to carefully check the source and the author, etc.

##### 5 What about you? Do you check the news you read?

*Réponse libre*

#### Workshop D – Let's Revise!

Use the nouns, verbs and adverbs below to make as many sentences as you can about fake news.

*Réponse possible:*

- People rarely check the source
- Stories are frequently invented on social medias
- People are easily influenced by headlines.

## Workshop D – Let's Go Further!

### 1 Watch the video and take notes about:

- **examples of fake news:** a yellow panda and a fake quotation from Donald Trump
- **number of fake stories and videos on the Internet:** thousands
- **ways to spot fake news:** check if the story has been reported anywhere else : on the radio, TV or in newspapers. / Verify if you know the organisation that's made the story ? / Double check the website.

### 2 Orally recap using your notes.

*Réponse possible :* The video explains what fake news is and how to spot it. It gives examples such as the picture of a yellow panda and a quotation from Donald Trump that he never said. Thousands of fake stories and videos are shared on the internet. To deal with this problem, the video details ways to identify fake news : you must check if the story has been reported anywhere else...

### Task 1 S'exprimer à l'oral au sujet d'une problématique sociétale

#### Recap everything you've learnt so far about fake news.

*Réponse possible :*

Fake news are false stories invented by people to present it like real stories.

Fake stories are often used to mislead people about important subjects such as presidential elections and terrorist attacks. For example, a fake quotation from Donald Trump was used during presidential elections in the USA.

Nowadays, too many people rely on what they read on the internet. The boy in the comic strip "Great truths about History" is a good illustration of it.

However, you can identify fake news if you carefully investigate the site, the source and the author.

## Page 94

### Workshop E – The Issue Of "Clickbait"

#### Track 83

##### The Dangers of Clickbait

- Clickbait articles are easy enough to spot. The headlines are tactically written to trigger emotional arousal with the hope of literally baiting the reader into clicking on the link. These headlines are designed to jump out at you and catch your eyeballs [...].
- Generally, the article is a poorly rewritten version of a story that has already been reported somewhere else, or a complete non-story in itself. [...]
- Clickbait exists because of page views. In the modern digital age [...], success [...] is measured by site views, internet traffic, likes and shares. Therefore clickbait tactics are employed to drive traffic with the hope of turning over profits. Headlines are sensational and exaggerated and appeal to the very primal nature of humans.

### Gate 1

#### 1 Read the text and match each title with the correct paragraph.

- a. Definition of a clickbait article. = (§2)



- b. How a clickbait article works. = (§3)
- c. How to create a clickbait article. = (§1)

## 2 Find the English for:

- a. *repérer* (§1) = spot
- b. *déclencher* (§1) = trigger
- c. *attirer* (§3) = appeal

## 3 Read paragraphs 1 and 2 and say if each sentence below is right or wrong. Justify with the text.

- a. Clickbait articles are difficult to identify. FALSE (« Clickbait articles are easy enough to spot »)
- b. Headlines are created to catch your attention. TRUE (« These headlines are designed to jump out at you and catch your eyeballs »)
- c. In general, clickbait articles are true stories. FALSE (« Generally, the article is a [...] complete non-story in itself. »)

## 4 Read the 3rd paragraph and put the sentences in the right order to explain how a clickbait article works.

- a. Someone clicks on the article or shares it. = # 2
- b. The article becomes successful and profitable. = # 3
- c. Someone writes or creates a clickbait article. = # 1

## Gate 2

### 1 Read the text and say what the topic is.

The text is about « clickbait » headlines.

## 2 Find the English for:

- a. *repérer* (§1) = spot
- b. *déclencher* (§1) = trigger
- c. *attirer* (§3) = appeal

## 3 Read paragraph 1 and 2 and answer the questions.

- a. What is the main goal of a clickbait article?

The main goal of a clickbait article is to catch your attention to make you read the article.

- b. What type of stories do you read in a clickbait article?

You can read old rewritten stories or non-stories (invented stories).

## 4 Read the 3rd paragraph and answer the question.

How is the success of an article measured?

When you click on the article or share it, the article becomes successful and profitable.

## Grammar Spot

- a. These headlines are designed...
- b. Clickbait tactics are employed...

- Comment sont construites les formes verbales soulignées ?

Il y a l'auxiliaire be conjugué suivi d'un participe passé

- Cette construction correspond-elle à la forme active ou la forme passive ?

Cela correspond à la forme passive.

**Task 2 Écrire un titre accrocheur**

Use the different pictures on page 111 and write a clickbait headline for each one.

*Réponse libre*

**Page 95**

Workshop F – Hoax and Catfish

**Be All Ears!**

**Listen and pay attention to the stressed syllables. Then repeat.**

**foucherconnect 19sku60**

incredibly – apparently – very – freely – tragically – intentionally

**foucherconnect.fr/19sku61**

**0:00 to 0:25**

This evening, a huge story caught everyone by surprise : a love story that led to a kind of sensational hoax. The star athlete for the Notre Dame football team riveted the nation with his inspiring story of a girlfriend who have died of leukemia right before a crucial game. It turns out that girl apparently never existed.

ABC's Dan Harris explains the incredible tale of fame and deception.

**0:26 to 1:04.**

Reporter : It was one of the most dramatic and emotional stories in recent sports history.

Manti Te'o, the star linebacker for Notre Dame, enduring the death of both his grandmother and then his girlfriend within just six hours.

Manti Te'o : You take the love of my life. Last thing she said to me was "I love you".

Reporter : Te'o then went on to lead his team to a series of epic victories. Propelled by his success and his story, he was a finalist for the Heisman trophy. All along, he spoke freely about his twin tragedy.

Manti Te'o : My older brother called me and he was just crying and crying and crying and that's when I kind of knew, but I was still in denial.

**1:05 to 1:20.**

Reporter : But tonight, word that that girlfriend, Lennay Kekua, never existed at all. The story, first reported on the sports news website Deadspin, says she was a hoax, and the picture we all saw was of another woman who is very much alive and says she doesn't know Te'o at all.

**1:21 to 1:40.**

Late today, Notre Dame released a statement that coaches were informed by Te'o and his parents that the star had been the victim of what appears to be a hoax. The college says someone using the fictitious name Lennay Kekua apparently ingratiated herself with Manti and conspired with others to lead him to believe she had tragically died of leukemia.

**1:41 to 2:12.**

The question : was this a case of “catfishing” ? A term based on a documentary about a young man who is fooled into an online romance with a woman pretending to be somebody else. Te’o himself has now issued a statement to our partner network, ESPN, saying he developed what he thought was an authentic, emotional relationship with a woman he met on the internet and that they communicated both online and on the phone. He calls this entire episode incredibly embarrassing. That’s a direct quote and he says he hopes others can learn from it.  
Twists and turns of a modern world and a modern era.

## 1 Before watching the video

Look at the picture above.

- What is the woman’s job? The woman is a journalist.
- What do you expect the video to be about? It may be a news report about an athlete.

## 2 Time to watch

### Gate 1

Use **Worksheet 9** (document élève et corrigé sur clé USB de l’enseignant)

### Gate 2

**Watch the whole video and take notes. Then answer the questions.**

- Who is Manti Te’o? Manti Te’o is a football player.
- What tragedy happened to him? His grandmother and his girlfriend died.
- Was this tragedy a reality? No, his girlfriend did not really die.
- Why does the journalist say Manti is a victim of “catfishing”? Because the girlfriend never existed. It was a girl pretending to be someone else.

## 3 React after watching the video

What do you think about “catfishing”? *Réponse libre*

### TASK 3 rendre compte d’un extrait de journal télévisé

**Write a paragraph to sum up what you have understood about the video.**

*Réponse libre*

## Page 96 – Word Page

### 1 Listen to the words and match with the pictures.

#### Track 84

a. to manipulate – b. a headline – c. catfish – d. to investigate – e. to trust

	a	b	c	d	e
Picture n°	5	3	1	4	2

### 2 Find the odd one and justify your choice.

- True *car c’est l’opposé des des trois autres mots.*

2. **Fake** car c'est l'opposé des trois autres mots.  
 3. **Mislead** qui n'a pas la même signification que les trois autres mots.  
 4. **Easily** car il n'est pas un adverbe de fréquence contrairement aux autres.

### 3 Link these verbs to their synonyms.

- |               |              |
|---------------|--------------|
| a. manipulate | 3. influence |
| b. trust      | 1. rely on   |
| c. mislead    | 4. misinform |
| d. spot       | 2. identify  |

### 4 Spelling: fill in the missing vowels. Listen and check.

#### Track 85

a. headline – b. source – c. clickbait – d. hoax – e. deception

a. headline – b. source – c. clickbait – d. hoax – e. deception

### 5 Challenge!

Be the first to write a sentence with at least three words from exercises 1, 2 and 3 and win the challenge! (3 words = 1 point, 4 words = 2 points, 5 words = 3 points, 6 words = 4 points)

### 6 Choose the right word to complete the sentences.

- It is important to **check** the source when you read a news story.
- In general, you can't **trust** a clickbait article.
- During elections, fake news can be used to **influence** people.
- Bigfoot and the Loch Ness Monster are considered to be **hoaxes**.
- A **headline** is the title of a newspaper story.

### 7 Listen to these definitions and correct what is wrong.

#### Track 86

- A source is a person or book that provides information for a news story.
- A hoax is a deception which is intended to mislead people.
- To catfish is to pretend on social media to be someone different.
- A joke is a funny story to make people laugh.

- A source is a person or book that provides information for a ~~fake~~ story.
- A hoax is a ~~manipulation~~ which is intended to mislead people.
- To catfish is to ~~mislead~~ on social media to be someone different.
- A joke is a ~~sad~~ story to make people laugh.

Sounds Right!

### 1 Listen and repeat.

#### Track 87

catfish – tactic – information – fake

2 Listen and select the correct sound: /æ/ ou /eɪ/. Then repeat.

**Track 88**

a. investigate – b. fabricated – c. tactic – d. catch – e. make

- a. investigate / eɪ /
- b. fabricated / æ / – / eɪ /
- c. tactic / æ /
- d. catch / æ /
- e. make / eɪ /

**Page 97 - Grammar**

1 Complétez ces énoncés avec l'adverbe entre parenthèses.

- a. Readers **sometimes** check the source of an article.
- b. Fake news is **constantly** on the Internet.
- c. Teenagers **occasionally** share clickbait articles.
- d. I'm **always** surprised to read fake news.
- e. The football star was **probably** unaware of the deception.

2 Réécrivez ces mots dans le bon ordre pour former une phrase correcte.

- a. Fake news often misleads people.
- b. Teenagers easily rely on social media.
- c. Obama strongly denounced fake news.
- d. Checking the source is extremely important.

3 Repérez les éléments demandés dans chaque phrase.

- a. Fake news is news that is **fabricated** intentionally. (participe passé)
- b. Fake news is **particularly** common on the internet. (adverbe)
- c. Clickbait headlines are **only** designed to make you click. (adverbe)
- d. These headlines **are** usually exaggerated. (auxiliaire)
- e. Fake news can be written **by** anybody. (complément d'agent)

4 Transformez ces phrases à la forme passive en suivant l'exemple. Faites attention au temps à utiliser.

- a. Fake news are shared by some people.
- b. The football star was catfished by a girl.
- c. But the truth was discovered by Manti Te'o.
- d. Fake news are often spotted by us.
- e. A fake story was presented as a real story by Trump.

## Page 98 – Project Write A Fake News Story

**Scénario :** Dans le cadre de la semaine de la presse et des médias à l'école, vous devez réaliser et écrire une « infox » afin de sensibiliser vos camarades aux dangers de ces histoires.

Ce projet, et de manière plus générale cette unité, permet de compléter les connaissances acquises en cours de français (« Apprendre à questionner : vérifier les sources, croiser les points de vue, appréhender le processus de construction de l'information. »).

Ce projet entre dans le cadre de l'utilisation de la langue vivante dans les situations et les actes de la vie sociale et citoyenne. Il se situe au niveau B1 et propose à l'élève d'écrire sa propre « fake news » (ou « infox »). Un travail de recherche devra être effectué avant le travail d'écriture afin de trouver les éléments clés qui formeront la « fake news ».

La grille d'auto-évaluation lui permet de suivre sa progression au cours de la séquence.

## Page 99 – AP – Accompagnement Personnalisé – Raconter une histoire

### Track 89

I'm going to talk about my last work experience at Disneyland.

At first, I was so excited to work there because I'm a big fan of Disney movies!

But, then, when I actually started to work, it did not feel like a Disney movie anymore!

I felt like the internship never ended. I had to stand up all day at the entrance of the park to give visitors maps. Sometimes, it was very hot. So, one day, I asked my tutor if I could do something else and he accepted. So, in my opinion, when you feel unhappy about your internship, talk about it!

### Observation

Écoutez l'histoire racontée par Melvin.

a. De quoi parle son histoire ?

Son histoire parle du travail qu'il a effectué à Disneyland.

b. A-t-il respecté le point de stratégie numéro 3 ?

Oui, puisque Melvin se sert de son expérience pour raconter une histoire. Il parle également de ce qu'il a ressenti et finit par donner son opinion.

À vous de jouer !

À partir des points de stratégie et de ce que vous avez analysé du travail effectué par Melvin, racontez une histoire sur le sujet suivant :

Have you ever been a victim of fake news?

Réponse libre













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