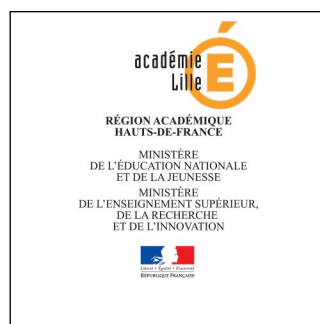
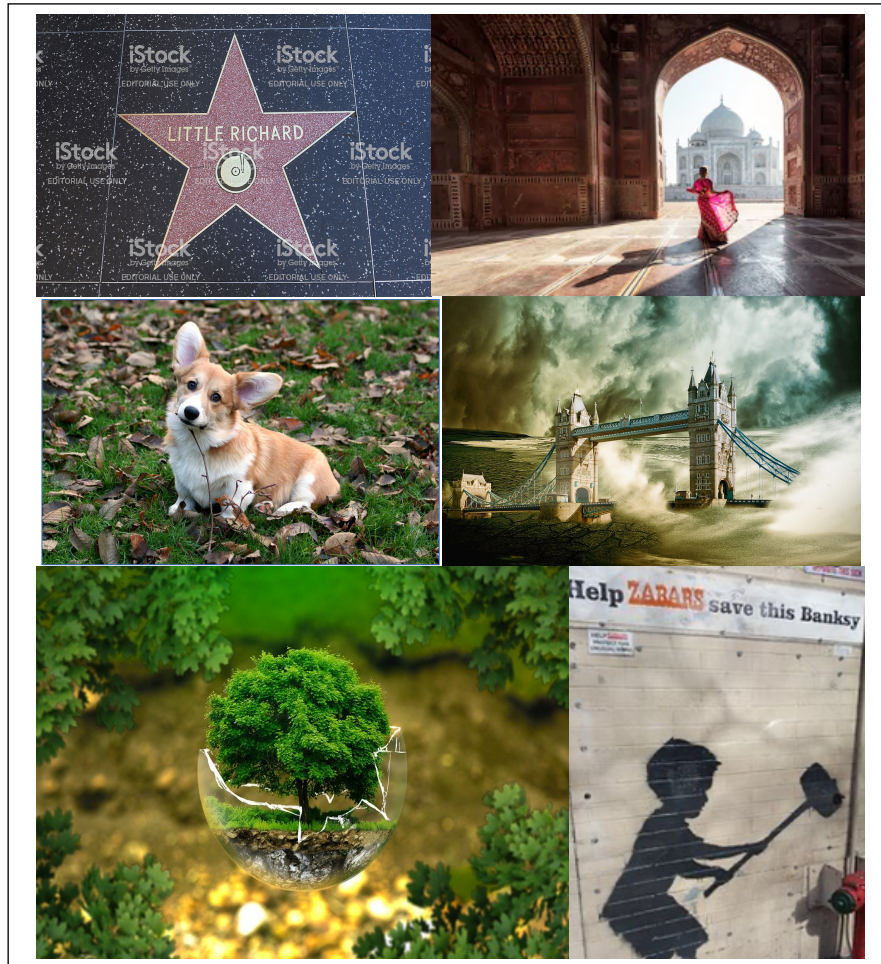


Carnet de jeux et d'apprentissage

Discipline : ANGLAIS

CYCLE 4 (5^{ème}, 4^{ème}, 3^{ème})



Été 2020
Académie de Lille

L'académie de Lille met à la disposition, des élèves et des familles, des cahiers de soutien pour chaque niveau de collège et la classe de seconde et ce pour la quasi-totalité des disciplines.

Ils ont vocation à repréciser les attendus de chaque discipline, quelle que soit la classe et à vous proposer des révisions, des exercices et des activités ludiques.

Ils ont été conçus de sorte à permettre un travail en parfaite autonomie, en respectant les programmes officiels et en apportant un éclairage spécifique sur des points considérés comme essentiels.

Avant de vous lancer dans la réalisation de ces activités, ces quelques conseils peuvent vous aider :

- Programmez chaque jour, si cela vous est possible une séance de travail d'une durée d'une heure environ ;
- Travaillez toutes les disciplines en établissant un emploi du temps journalier ;
- Relisez dans vos cours ou sur internet la leçon qui se reporte aux activités proposées.
- Lisez bien chaque consigne avant de réaliser l'activité et cherchez le cas échéant le vocabulaire inconnu ;
- Exercez-vous à reformuler la consigne pour vous assurer de la bonne compréhension du travail à faire si besoin ;
- Vérifiez les réponses une fois les exercices terminés et éventuellement refaites les activités le lendemain si trop d'erreurs ont été constatées ; NB : presque toutes les réponses aux activités sont regroupées en fin de document.
- En complément, vous pouvez relire dans votre manuel scolaire ou votre cahier de cours, voire sur internet, la leçon correspondant à l'activité.

Nous vous souhaitons de prendre du plaisir dans la réalisation des activités proposées et une excellente année scolaire 2020-2021.

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Auteurs :

Aurore Dillie, Nadia Hached, Arnaud Palette, Olivier Mevaere, formateurs et chargés de mission d'inspection.



Attendus du niveau

LANGUES VIVANTES ÉTRANGÈRES ET RÉGIONALES Compétences travaillées

Écouter et comprendre

- Comprendre des messages oraux et des documents sonores de nature et de complexité variables.
- Se familiariser aux réalités sonores de la langue, et s'entraîner à la mémorisation.
- Repérer des indices pertinents, extralinguistiques ou linguistiques, pour identifier la situation d'énonciation et déduire le sens d'un message.

PRIORITÉS :

- Repérer des indices sonores et isoler des informations très simples.
- Percevoir et identifier des mots, des expressions et des schémas prosodiques.

Lire

- Comprendre des documents écrits de nature et de difficultés variées issus de sources diverses.
- Développer des stratégies de lecteur par le biais de lectures régulières.
- S'approprier le document en utilisant des repérages de nature différente : indices extralinguistiques, linguistiques, reconstitution du sens, mise en relation d'éléments significatifs.

PRIORITÉS :

- Repérer des indices textuels élémentaires et isoler des informations simples dans un court texte narratif ou un énoncé informatif simple.
- Suivre des indications brèves et simples

Parler en continu

- Mobiliser à bon escient ses connaissances lexicales, culturelles, grammaticales pour produire un texte oral sur des sujets variés.
- Développer des stratégies pour surmonter un manque lexical lors d'une prise de parole, s'autocorriger et reformuler pour se faire comprendre.
- Respecter un registre et un niveau de langue.
- Mettre en voix son discours par la prononciation, l'intonation et la gestuelle adéquates.
- Prendre la parole pour raconter, décrire, expliquer, argumenter.

PRIORITÉS

- Lire à haute voix de manière expressive un texte bref après répétition et reproduire un modèle oral.
- Produire des expressions simples.
- Raconter en juxtaposant des phrases simples. Présenter ou décrire.

Écrire

- S'appuyer sur les stratégies développées à l'oral pour apprendre à structurer son écrit.

- Mobiliser les outils pour écrire, corriger, modifier son écrit.
- Reformuler un message, rendre compte, raconter, décrire, expliquer, argumenter.

PRIORITÉS

-Écrire un message simple.

- Produire de façon autonome quelques phrases.

Réagir et dialoguer

- Développer des stratégies de compréhension orale en repérant des indices extralinguistiques ou linguistiques et en élaborant un discours commun.
- Réagir spontanément à des sollicitations verbales, en mobilisant des énoncés adéquats au contexte, dans une succession d'échanges qui alimentent le message ou le contredisent.

PRIORITÉS

- Exprimer ses sentiments et réagir à des sentiments exprimés.

- Demander et donner des informations sur des sujets familiers.

Découvrir les aspects culturels d'une langue vivante étrangère et régionale

- Percevoir les spécificités culturelles des pays et des régions de la langue étudiée en dépassant la vision figée et schématisée des stéréotypes et des clichés.
- Mobiliser des références culturelles pour interpréter les éléments d'un message, d'un texte, d'un document sonore.
- Mobiliser ses connaissances culturelles pour décrire des personnages réels ou imaginaires, raconter.

PRIORITÉS

- Mettre en perspective des éléments de culture en s'éloignant des clichés et stéréotypes.

Thématique culturelle : rencontres avec d'autres cultures

Step One: Finding Willow

1. Watch the video *Finding Willow* and take notes.

<https://www.weo.fr/video/college-5eme-anglais-finding-willow/>



Concentrate on the people's intonation and tone to understand **how they feel**

What I can see	What I can hear

2. Let's recap! Fill in the blanks and put the sentences into the right order.

- a. Laura lost her _____.
- b. A _____ found the dog.
- c. Willow is a _____ like the Queen's dogs.
- d. Two women _____ Laura.
- e. One woman went to the _____.
- f. Laura was _____ in the park and playing _____ when Willow saw a cat.
- g. After the woman called Laura was _____.
- h. The woman who found Willow was _____ on a bench.

3. Practise your vocabulary: Match the words with the right pictures.



•

•

A bench



•

•

relieved



•

•

play fetch



•

•

A Corgi

4. Find out more about the RSPCA.



- a. Go to <https://www.rspca.org.uk/whatwedo> and read the information. How much can you say about the RSPCA?

.....
.....



Remember: concentrate on places, names, numbers and words you understand

- b. Recap all you've learnt about the RSPCA. You may use your phone or a MP4 to record yourself. Then listen to your recording.

Step Two : Queen Elizabeth II and animals

1. Write a list of all the animals you know.



if you don't know the words in English, you can use a dictionary or visit websites such as <https://www.wordreference.com/fr/>



2. Have a guess! Imagine which animals Queen Elizabeth II owns.

3. Read the document and check your ideas.

Royal pets: All the quirky animals the Queen owns

QUEEN ELIZABETH II is famed for her love of Welsh Corgis who she has shared Buckingham Palace with all her life. But what other animals has the Queen owned?

Then a Princess, the young Elizabeth first fell in love with the corgi breed at the home of a childhood friend. Her father King George VI, who was then the Duke of York, presented his daughter and her sister Margaret with a corgi called Dookie when she was only six years old. Dookie became the first of dozens of dogs the Queen has owned throughout her long life. In addition to Pembroke Welsh corgis, the Queen enjoys 'dorgis', which are a crossbreed of corgis and dachshunds. Thoroughbred horses have also long been the Queen's favourite - she had bred and raced horses since she was a young girl. However, dogs and horses are not the only animals Her Majesty is a fan of.

In 1957, the Royal Jersey Agricultural and Horticultural Society gifted her majesty with a cow called Beauchamp Oxford Lady. The bovine joined the royal dairy herd at Windsor where it provided milk and cheese for the royal family. In the 1960s, the Queen received a veritable menagerie of wild animals, including a pair of pygmy hippopotamuses from the president of Liberia, which she donated to London Zoo. Other animals given to Her Majesty include a sloth, a crocodile, an elephant, and at least two kangaroos. Another animal the Queen is heavily associated with is the swan. In fact, the British monarch owns all swans in open water in the UK.

express.co.uk

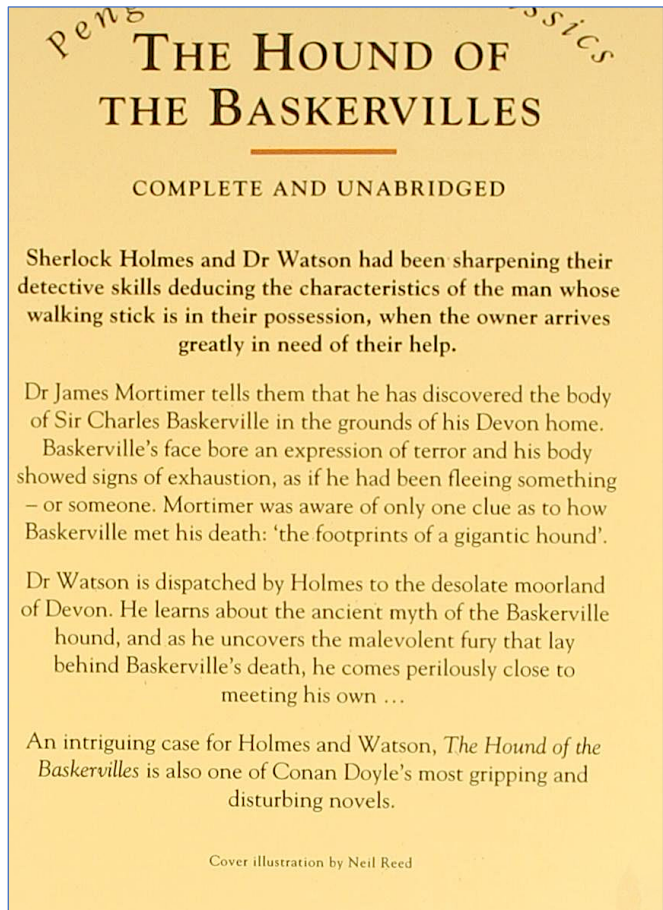
4. Let's recap! Say all you can about the animals the Queen owns.

5. Express your opinion: Are you surprised? Why? Why not?

.....

.....

Step Three: Animals in British Literature



1. Look at the document. What type of document is it?

- A newspaper article a book back cover a poem

2. Find out more about the story. Pick out elements and fill in the grid.

Title	
Author	
Characters	
Setting / Place	
Plot / Story	

3. Would you like to read the book? Why? Why not?

.....
.....

4. Your turn! Imagine your own story, write it and create a book cover.



You can use the same grid to prepare the elements you want to include in your story.

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

1. Crosswords

Across

- 2. a place where you can sit
- 4. Queen's Elizabeth's favourite dogs
- 5. The place where the story of the Hound of the Baskervilles takes place
- 8. A big grey animal

Down



- 1. the place where you can find the summary of a book
- 3. A famous character created by Conan Doyle
- 6. a charity protecting animals
- 7. The Queen owns all those in UK open water

2. Go to <http://puzzlemaker.discoveryeducation.com/CrissCrossSetupForm.asp> and create your own crosswords



Step One : Finding Willow

1. Watch the video *Finding Willow* and take notes.


What I can see 	What I can hear 
3 women A park the RSPCA 3 dogs a phone a phone call	Willow – Laura – Corgi – walking in a park – playing fetch – saw a cat – the Queen’s dogs – RSPCA – reading on a bench – so sweet – relieved – collar – name

2. Let’s recap! Fill in the blanks then put the sentences into the right order.

- a. Laura lost her dog Willow.
- b. A woman found the dog.
- c. Willow is a Corgi like the Queen’s dogs.
- d. Two women helped Laura.
- e. One woman went to the RSPCA.
- f. Laura was walking in the park and playing fetch when Willow saw a cat.
- g. After the woman called Laura was relieved.
- h. The woman who found Willow was reading on a bench.

a – c – f – d – e – b – h - g


3. Practise your vocabulary : Match the words with the right pictures



●


●

A bench




●

relieved



●

play fetch



●

A Corgi

(Note: Lines connect the smiley faces to the 'relieved' and 'play fetch' labels, and the bench image to the 'A bench' label.)

Step Two : Queen Elizabeth II and animals

4. Read the document and check your ideas.

Royal pets: All the quirky animals the Queen owns

QUEEN ELIZABETH II is famed for her love of Welsh **Corgis**, who she has shared Buckingham Palace with all her life. But what other animals has the Queen owned?

Then a Princess, the young Elizabeth first fell in love with the **corgi** breed at the home of a childhood friend. Her father King George VI, who was then the Duke of York, presented his daughter and her sister Margaret with a **corgi** called Dookie when she was only six years old. Dookie became the first of dozens of dogs the Queen has owned throughout her long life. In addition to Pembroke Welsh corgis, the Queen enjoys '**dorgis**', which are a crossbreed of corgis and dachshunds. Thoroughbred **horses** have also long been the Queen's favourite - she had bred and raced horses since she was a young girl. However, **dogs** and **horses** are not the only animals Her Majesty is a fan of.

In 1957, the Royal Jersey Agricultural and Horticultural Society gifted her majesty with a **cow** called Beauchamp Oxford Lady. The bovine joined the royal dairy herd at Windsor where it provided milk and cheese for the royal family. In the 1960s, the Queen received a veritable menagerie of wild animals, including a pair of pygmy **hippopotamus** from the president of Liberia, which she donated to London Zoo. Other animals given to Her Majesty include a **sloth**, a **crocodile**, an **elephant**, and at least two **kangaroos**. Another animal the Queen is heavily associated with is **swans**. In fact, the British monarch owns all swans in open water in the UK.

express.co.uk

Step Three : Animals in British Literature

1. Look at the document. What type of document is it?

a **book back cover**

2. Find out more about the story. Pick out elements and fill in the grid

Title	The Hound of the Baskervilles
Author	Conan Doyle
Characters	Dr Watson / Sherlock Holmes (detective) / Dr James Mortimer / Sir Charles Baskerville (victim) / The Baskerville hound
Setting / Place	Devon
Plot / Story	a dead body : Sir Charles Baskerville an inquiry by Dr Watson and Sherlock Holmes The ancient myth of the Baskervilles Hound

Let's play!

1. Crosswords

1. backcover
2. Bench
3. Holmes
4. Corgi
5. Devon
6. RSPCA
7. Swans
8. Elephant



Attendus du niveau

LANGUES VIVANTES ÉTRANGÈRES ET RÉGIONALES Compétences travaillées

Écouter et comprendre

- Comprendre des messages oraux et des documents sonores de nature et de complexité variables.
- Se familiariser aux réalités sonores de la langue, et s'entraîner à la mémorisation.
- Repérer des indices pertinents, extralinguistiques ou linguistiques, pour identifier la situation d'énonciation et déduire le sens d'un message.
- Savoir lire des documents vidéo et savoir mettre en relation images et documents sonores.

PRIORITÉS :

- Identifier le sujet d'une conversation.
- Comprendre les points essentiels d'un bref message oral pour réaliser une tâche, répondre à des besoins.

Lire

- Comprendre des documents écrits de nature et de difficultés variées issus de sources diverses.
- Développer des stratégies de lecteur par le biais de lectures régulières.
- S'approprier le document en utilisant des repérages de nature différente : indices extralinguistiques, linguistiques, reconstitution du sens, mise en relation d'éléments significatifs.

PRIORITÉS :

- Comprendre de courts textes simples, principalement de langue quotidienne.
- Comprendre des consignes écrites et savoir repérer des informations pertinentes et ciblées.

Parler en continu

- Mobiliser à bon escient ses connaissances lexicales, culturelles, grammaticales pour produire un texte oral sur des sujets variés.
- Développer des stratégies pour surmonter un manque lexical lors d'une prise de parole, s'autocorriger et reformuler pour se faire comprendre.
- Respecter un registre et un niveau de langue.
- Mettre en voix son discours par la prononciation, l'intonation et la gestuelle adéquates.
- Prendre la parole pour raconter, décrire, expliquer, argumenter.

PRIORITÉS

- Développer la confiance en soi, l'aisance à l'oral.
- Raconter, expliquer.

- **Exprimer son opinion personnelle et formuler quelques hypothèses sur des faits ou événements.**

Écrire

- S'appuyer sur les stratégies développées à l'oral pour apprendre à structurer son écrit.
- Mobiliser les outils pour écrire, corriger, modifier son écrit.
- Reformuler un message, rendre compte, raconter, décrire, expliquer, argumenter

PRIORITÉS

- **Écrire un message simple, un court récit, une courte description d'un événement ou d'une expérience personnelle.**
- **Résumer, rendre compte.**

Réagir et dialoguer

- Développer des stratégies de compréhension orale en repérant des indices extralinguistiques ou linguistiques et en élaborant un discours commun.
- Réagir spontanément à des sollicitations verbales, en mobilisant des énoncés adéquats au contexte, dans une succession d'échanges qui alimentent le message ou le contredisent.

PRIORITÉS

- **Échanger des informations.**
- **Demander et fournir des renseignements.**
- **Dialoguer sur des sujets très familiers.**

Découvrir les aspects culturels d'une langue vivante étrangère et régionale

- Percevoir les spécificités culturelles des pays et des régions de la langue étudiée en dépassant la vision figée et schématique des stéréotypes et des clichés.
- Mobiliser des références culturelles pour interpréter les éléments d'un message, d'un texte, d'un document sonore.
- Mobiliser ses connaissances culturelles pour décrire des personnages réels ou imaginaires, raconter...

PRIORITÉS

- **Décoder et mettre en perspective des éléments de culture.**
- **Éventuellement, restituer une expérience en tenant compte de la culture de l'interlocuteur.**

Thématiques culturelles : Rencontres avec d'autres cultures / Voyages et migrations

Step One: Discovering facts about India

1. Watch the video *Planning a Trip to India* and take notes.

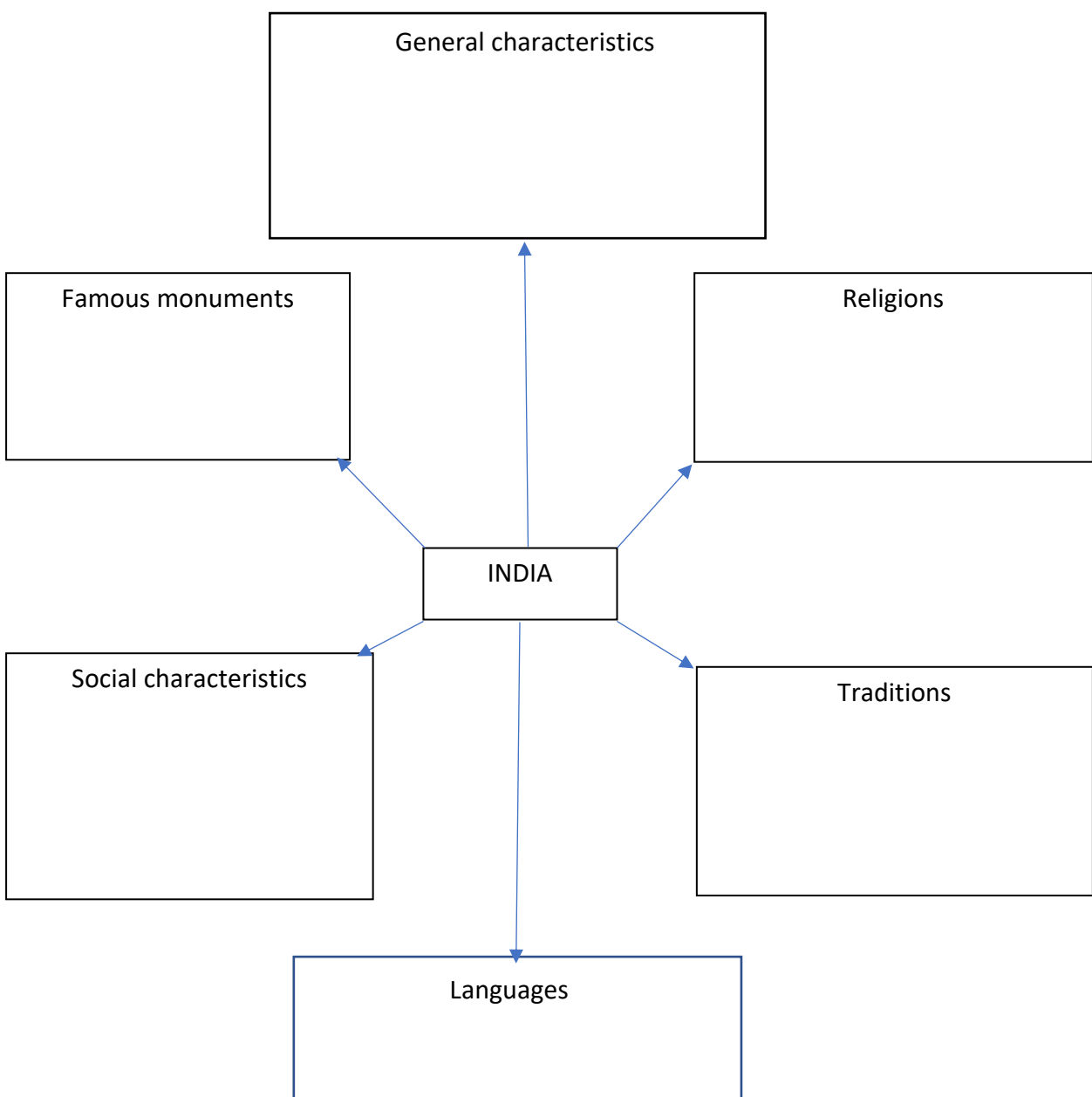
<https://www.weo.fr/video/4eme-anglais-planning-a-trip-to-india/>



2. Create a mindmap to organise your ideas.



A mindmap can be useful to organise your ideas and get ready to write or recap.



3. Practise your vocabulary: Match the words with their definitions

- | | | |
|----------|---|---------------------------------------|
| Slum | • | • a traditional dress |
| Buddhism | • | • a dot women have on their foreheads |
| Bindi | • | • a poor area |
| Sari | • | • one of the many religions in India |

4. Let's recap! Write your own recap. Don't forget to use link words.



Before writing, you can make a list of all the link words you know.

.....

.....

.....

.....

.....

.....

Step Two: Finding out more about India

1. Go to <https://www.india.gov.in/india-glance/profile> and read the information. How much can you say about India?



Remember: concentrate on places, names, numbers, and words you understand

2. Recap all you've learnt about India. You may use phone or a MP4 to record yourself. Then listen to your recording to check for your pronunciation.

3. Tom has prepared a short presentation of India for the English lesson. But some information is wrong. Find the mistakes and correct them.

India is one of the youngest civilizations in the world. It is the 7th smallest country in the world. It shares a border with Afghanistan, China and Russia. India is

a monarchy. It became independent in 1948. The flag is red, white and green.

Step Three: Art and India



1. Welcome to Bollywood!

a. Go to <https://www.youtube.com/watch?v=2bn9JlogY70> and describe the characteristics of Bollywood movie dance.



b. Find out more! Watch the video <https://www.youtube.com/watch?v=5e43b67AuVc> and fill in the grid :



What I can see 	What I can hear 

c. Let's recap ! What do you know about Bollywood ? Record yourself on a mp3 player or on your phone. Then listen again to check your pronunciation.




To check the pronunciation of a word you can go to:
<https://www.macmillandictionary.com/dictionary/british/bollywood>




2. Film review: Slumdog Millionaire

- a. Watch the film trailer:
<https://www.youtube.com/watch?v=A1zbwV7on6Q>
- b. Read the following film reviews. Highlight key words and say if the viewers loved the film or not.



 **ArielVronsky** → alstyle · 4 years ago
 It's a personal triumph. He combines the suspense of a game show with the vision and energy of "City of God" and never stops sprinting...
 That says a lot. The film is such a Masterpiece that even In only eight years ,Everyone still Calling it a Classic.
 3 ^ | v · Reply · Share ›

 **thevisitor967** → ArielVronsky · 3 years ago
 Just saw this film again because I'm about to go to Bombay. It still holds up. I would say it's the best film in the past 10 years! I loved everything about this movie--especially the music and cinematography. My favorite scene is when the brothers are stealing food on the train to the song of "MIA."
 1 ^ | v · Reply · Share ›

c. Give your opinion : Would you like to watch the movie? Why? Why not?



To express your opinion you can use : *I think, in my opinion...*

.....

.....

Let's play!

1. Find the odd one out

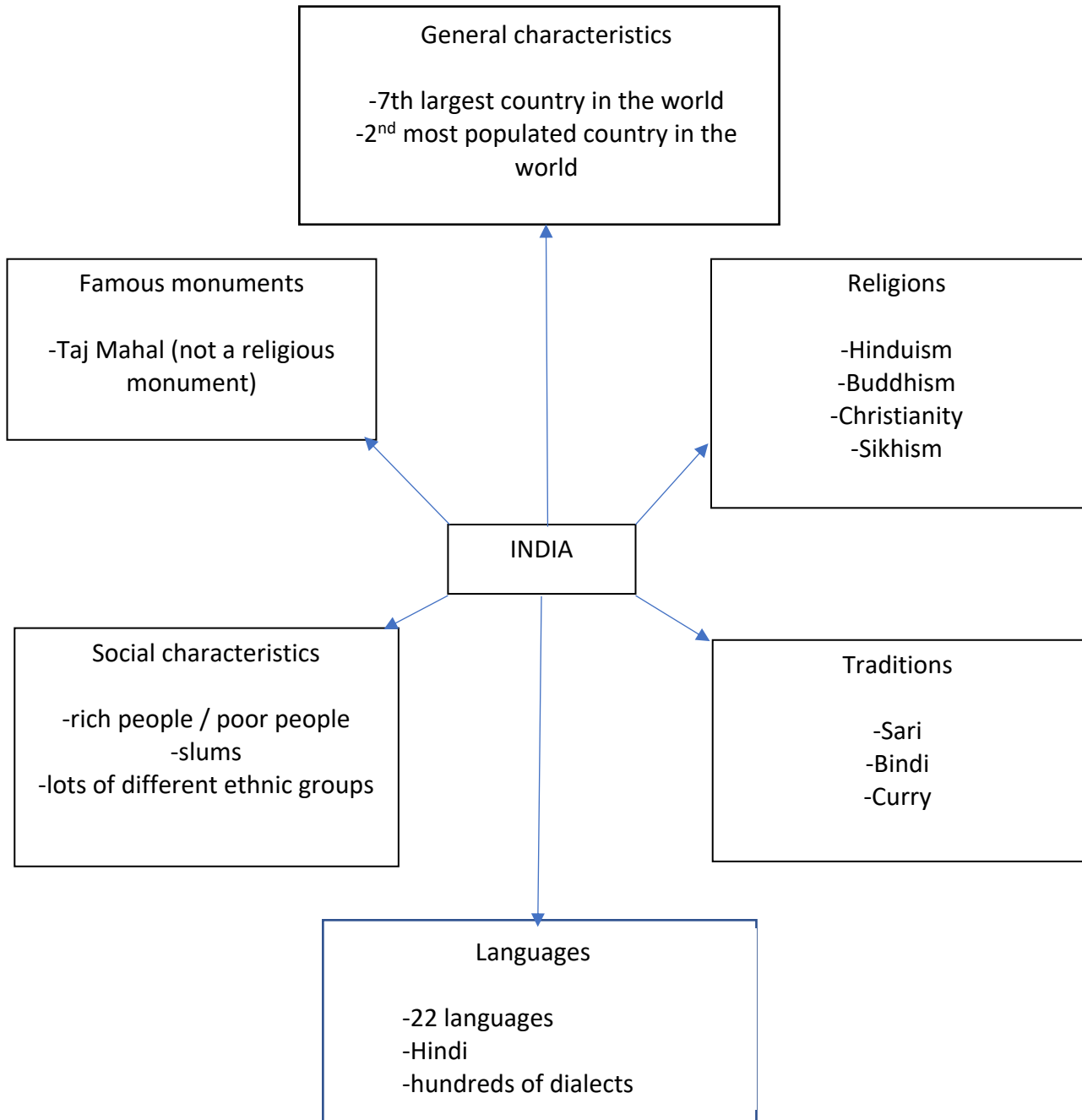
- Sikhism – Sari – Christianity – Buddhism
- Sari – Bindi – Dance – Curry
- Bollywood - Tollywood - Hollywood - Kollywood

2. Wordsearch: How many words about India can you find?

Y	M	M	X	D	M	R	B	X	B	J	O	C	B	H	L	U	C	B	W
C	V	U	L	A	O	A	G	T	M	O	P	T	Q	I	Z	A	A	O	I
A	W	A	L	D	A	O	V	O	P	T	M	R	Z	N	I	M	T	C	M
R	H	C	K	S	J	G	W	A	O	T	C	B	A	D	E	A	U	S	C
C	U	V	Q	U	J	K	X	Y	A	S	Q	W	A	I	Q	R	I	V	P
O	F	D	T	S	V	V	F	T	L	G	Y	E	M	Y	R	H	M	D	Z
M	H	I	N	D	U	I	S	M	A	L	E	L	H	Y	D	X	G	V	C
E	C	K	Z	P	P	G	W	T	T	B	O	N	R	D	O	H	A	M	I
D	J	Q	I	K	Q	Y	J	O	I	G	G	B	U	N	Z	F	L	B	P
N	O	I	T	A	Z	I	L	I	V	I	C	B	I	R	A	S	F	R	L

Step One: Discovering facts about India

2. Create a mindmap to organise your ideas.



3. Practise your vocabulary: Match the words with their definition.

- | | | |
|----------|---|---------------------------------------|
| Slum | ● | ● a traditional dress |
| Buddhism | ● | ● a dot women have on their foreheads |
| Bindi | ● | ● a poor area |
| Sari | ● | ● one of the many religions in India |

4. Let's recap ! Write your own recap. Don't forget to use link words.

India is the 7th largest country in the world and the 2nd most populated country in the world. The Taj Mahal is a famous monument but it is not a religious monument. There are many different religions in India such as Buddhism, Hinduism, Sikhism, Christianity. There are many different ethnic groups and along with Hindi 22 different languages and a hundred of dialects, so it is very diverse. Some people are rich, some are poor. Some live in slums. A slum is a poor area. Women sometimes wear a sari, which is a traditional dress, and they have a dot on their foreheads, which is called a Bindi.

Step Two: Finding out more about India



1. Tom has prepared a short presentation of India for the English lesson. But some information is wrong. Find the mistakes and correct them.

India is one of the ~~youngest~~ **oldest** civilizations in the world. It is the 7th ~~smallest~~ **largest** country in the world. It shares a border with Afghanistan, China and ~~Russia~~ **Pakistan**. India is a ~~monarchy~~ **democracy**. It became independent in ~~1948~~ **1947**. The flag is ~~red~~ **orange**, white and green.

Step Three: Art and India


1. Welcome to Bollywood!

- b. Find out more ! Watch the video <https://www.youtube.com/watch?v=5e43b67AuVc> and fill in the grid:

What I can see 	What I can hear 
US – UK – Europe – Saudi Arabia Indian map Movie posters Images from the 1st Indian movie Annual revenue : 8 – 10 billion dollars Tickets : 2 billion in 2015 Bollywood stars	over 2000 movies a year biggest film industry in the world UK Top 20 - US Top 20 Bollywood = not the entire Indian film industry Bollywood = Hindi Language film industry Bollywood : Mumbai Tollywood : Hyderabad Kollywood : Chennai Marathi / Kannada / Mayalam 1st Indian Film : 1912 / in Marathi language popularity Highest in the world Lowest ticket rate in the world Most expensive film / 36 million dollars Indian film industry : the most fascinating, entertaining, richest and popular in the world

2. Film review : Slumdog Millionaire.

- b. Read the following film reviews. Highlight key words and say if the viewers loved the film or not.

 **ArielVronsky** → alstyle · 4 years ago
 It's a **personal triumph**. He combines the suspense of a game show with the vision and energy of "City of God" and never stops sprinting...
 That says a lot. The film is such a **Masterpiece** that even in only eight years, everyone still calls it a **Classic**.
 3 ^ | v · Reply · Share >

 **thevisitor967** → ArielVronsky · 3 years ago
 Just saw this film again because I'm about to go to Bombay. It still holds up. I would say it's **the best** film in the past 10 years! **I loved everything** about this movie--especially the music and cinematography. My favorite scene is when the brothers are stealing food on the train to the song of "MIA."
 1 ^ | v · Reply · Share >

-> They loved the film

1. Find the odd one out

- Sikhism - ~~Sari~~ – Christianity – Buddhism
 Sari - Bindi - Dance – ~~Curry~~
 Bollywood - Tollywood - ~~Hollywood~~ - Kollywood

2. Wordsearch : How many words about India can you find?

BOLLYWOOD	BOMBAY	BUDDHISM
CIVILIZATION	CURRY	DEMOCRACY
FLAG	HINDI	HINDUISM
SARI	SLUM	



Los Angeles, USA - April 18, 2014: Little Richard's star on Hollywood Walk of Fame in Hollywood, California.

Thématique culturelle : rencontre avec d'autres cultures

Découvrir la vie de l'un des pionniers du rock and roll

Comprendre la biographie d'une personne célèbre

Rédiger une biographie sur une célébrité

Le prétérit simple

Le lexique lié à la biographie et à la musique

Quelques conseils utiles pour comprendre un texte.

- Avant de lire un document, regardez bien le titre, la source et la photo. Essayez d'anticiper les informations que vous allez découvrir dans le texte en vous posant des questions. Vous pouvez également construire une carte mentale.
- Pendant la lecture, surlignez les informations essentielles : les noms, les lieux, les événements, les dates... Vous pouvez utiliser des couleurs différentes en fonction du type d'informations trouvées puis essayez de répondre à vos questions.
- Vous avez besoin de comprendre un mot, vous pouvez vérifier le sens sur ce site:

<https://www.wordreference.com/fr/> mais vous n'êtes pas obligé de connaître tous les mots pour comprendre un texte.



ROCK AND SOUL MUSIC

READING ACTIVITIES

1. Read the biography of this celebrity and tick the elements mentioned about him in the text

<input type="checkbox"/> INFORMATION ABOUT HIS IDENTITY	<input type="checkbox"/> MUSIC CAREER
<input type="checkbox"/> CHILDHOOD	<input type="checkbox"/> STUDIES AS AN ADULT
<input type="checkbox"/> CHILDREN	<input type="checkbox"/> PETS
<input type="checkbox"/> TRAVELS	<input type="checkbox"/> FAVOURITE SPORTS

Little Richard, Founding Father of Rock Who Broke Musical Barriers, Dead at 87



Ever heard of rock and roll star Richard Wayne Penniman? He is one of the early creators of rock and roll music in the 1950s.

Richard Wayne Penniman known by his stage name **Little Richard**, was an American artist, songwriter, and musician. He was born on December 5th 1932 in Macon, Georgia, USA. He was the third of twelve children and he grew up in a strict family. He found his passion for music in his hometown singing gospel in church and playing the piano. His father wasn't supportive of his son's music and accused him of being gay. Little Richard left home at the age of 13.

In 1951, influenced by rhythm and blues, Little Richard began his music career by making gospel and jazz but did not sell many records at that time. In 1955, his song "*Tutti Frutti*" became a big hit both in the United States and in the United Kingdom. His charismatic showmanship and dynamic music were characterized by frenetic piano playing. Little Richard nicknamed "*The Architect of Rock and Roll*" became one of the first true **Rock and Roll** performers.

Little Richard made himself a star through strong personality, breaking racial and sexual taboos. He also influenced many Rock and Roll musicians who started after him. Elvis Presley called him 'the greatest'. Otis Redding called him his 'inspiration' and James Brown called him his 'idol'.

In 1957, when he was at his most popular point, Little Richard quit rock and roll music. He went to Oakwood college to study theology¹. He became a church preacher. He then went on to play only Gospel music for many years. In 1964, he returned to playing rock and roll, and also continued playing Gospel music.

In 1986, Little Richard was one of the 10 original inductees² into the Rock and Roll Hall of Fame Museum, and in 1993, he was awarded a Lifetime Achievement Award³ at the Grammys

Little Richard died of cancer on May 9, 2020 at his brother's home in Nashville, Tennessee at the age of 87.

Adapted from https://en.wikipedia.org/wiki/Little_Richard

1. Theology = study of religion
2. an inductee = a person selected / chosen to be part of something
3. a Grammy Award = an award which recognizes achievements in the music industry

2. Read the text again and fill in the grid.

FULL NAME	
NICKNAMES	
DATE AND PLACE OF BIRTH	
NATIONALITY	
CHILDHOOD	
DATE AND PLACE OF DEATH	
CAUSE OF DEATH	

3. Say if the following statements about this celebrity are right or wrong. Justify your answer.

	Right	Wrong	Justify quoting from the text
1. Little Richard had a big family.	<input type="checkbox"/>	<input type="checkbox"/>	
2. His father loved his son's music.	<input type="checkbox"/>	<input type="checkbox"/>	
3. Little Richard became very successful in 1951.	<input type="checkbox"/>	<input type="checkbox"/>	
4. The music he played was very dynamic.	<input type="checkbox"/>	<input type="checkbox"/>	
5. A lot of rock and roll musicians were influenced by his music	<input type="checkbox"/>	<input type="checkbox"/>	

4. What event do these dates refer to?

1951	
1955	
1957	
1964	
1986	
1993	

5. Answer the following questions about Little Richard.

1. How many brothers and sisters did Little Richard have?

2. What did he like doing when he was a young boy?

3. Why did he leave home at the age of 13?

4. How did he start his career?

5. How did he make himself a star?

YOUR TURN

1. Read the biography of Jimi Hendrix and put the verbs in the brackets in the simple past. Some verbs are in the negative form.

James Marshall Hendrix better known as Jimi Hendrix (*be*) born in Seattle on November 27th, 1942. He..... (*be*) an American rock guitarist, singer and songwriter. He (*grow up*) without much money or attention; his parents (*divorce*) in 1951. Jimi Hendrix (*not /be*) a great student and he (*not / get along*) with some of his teachers. He (*find*) his first guitar at the age of 14 and he (*learn*) to play the electric guitar. He (*become*) famous in England and then all over the world after he (*play*) at the Monterey Pop Festival in 1967. He..... (*die*) of an overdose of barbiturates in London on September 18, 1970.

2. Find the following questions to the corresponding answers.

-? Elvis Presley married Priscilla Beaulieu in 1967.
-? Otis Redding died in a plane crash in 1967.
-? James Brown had 9 children?
-? Chuck Berry became famous in 1956.
-? Janis Joplin studied at the University of Texas.

What do all these people have in common with Little Richard? Click on the link below:

<https://kids.kiddle.co/> (enter the name of the person and read)



3. How do you pronounce the ed-ending of these regular verbs? [d], [t] or [id]?

started / wanted / arrested	
died / returned / continued	
influenced / divorced / stopped	

4. These verbs are often used when you read or write a biography. Find their simple pasts in this wordsearch. Underline the irregular verbs.

P D C G D E M D O M	Ex. BE → WAS / WERE	
L B E C A M E A M G	BECOME	HAVE
A D T T H I X O D D	BEGIN	LEAVE
Y D E C R O V I D E	DIVORCE	MAKE
E S T R G A O U T I	DIE	MARRY
D H A P E R T B N D	FIND	PLAY
V M Q W B W E S E U	GO	SELL
D N U O F G O W W T	GROW UP	START
L E F T A L Y M U S		STUDY
B Y Z N D E I D I P		


Let's play with irregular verbs! Click on the links below.

https://www.macmillandictionary.com/verb_wheel/

<https://www.gamestolearnenglish.com/past-tense-game/>



5. Use the elements in the grid and write a short biography of Aretha Franklin.

	FULL NAME	<i>(be)</i> / Aretha Louise Franklin
	DATE AND PLACE OF BIRTH	<i>(be born)</i> / March 25, 1942, Memphis, Tennessee, USA
	OCCUPATION	<i>(be)</i> / singer, songwriter, pianist, actress
	CHILDHOOD	<i>(grow up)</i> / Detroit, Michigan, USA / <i>(sing)</i> gospel in church
	BEGINNING OF HER CAREER	<i>(become)</i> famous / 1966 -- <i>(play)</i> soul music, jazz, rock and roll
	PRIVATE LIFE / CHILDREN	<i>(marry)</i> (1961) & (1978) / <i>(have)</i> 4 children
	DATE AND PLACE OF DEATH	<i>(die)</i> / August 16, 2018, Detroit, Michigan, USA

Would you like to learn more about Rock'n'Roll? Click on this link and watch the video!

<https://www.weo.fr/video/cycle-4-anglais-the-king-of-rocknroll/>



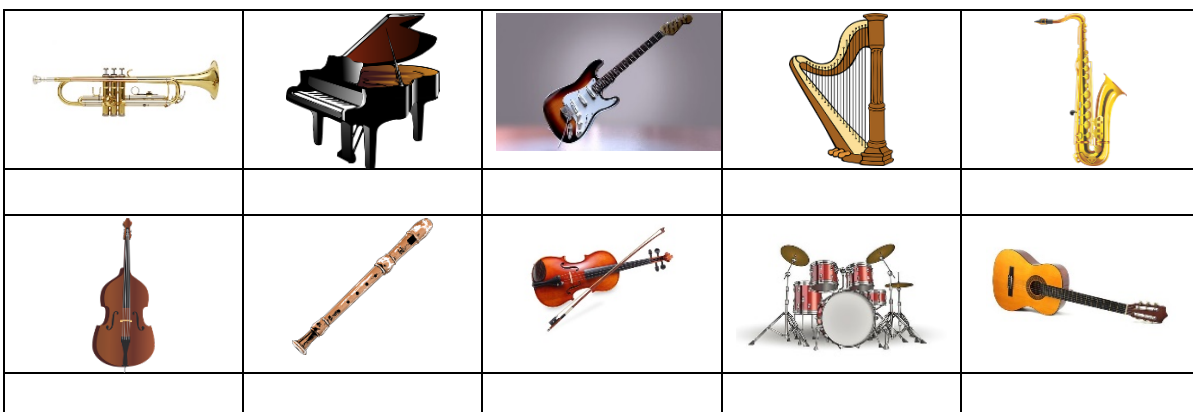
LET'S PLAY NOW!

1. Find words about music in these crosswords.

	<p>ACROSS</p> <p>3. a flat plastic disc used for music</p> <p>4. writes the music and words for songs</p> <p>6. plays an instrument</p> <p>8. creates things with skills and imagination</p> <p>9. a group of musicians who play music together</p> <p>11. ability to entertain people</p> <p>DOWN</p> <p>1. entertains people by acting, singing or playing music</p> <p>2. a prize given to someone</p> <p>5. a style of popular dance music that began in the 1950s in the US</p> <p>7. a thing that is very popular of successful</p> <p>10. a musical instrument you play by hitting with the hand or a pair of sticks</p>
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2. How much do you know about music instruments? Match the following words with the right pictures.

*drums – saxophone – double bass – electric guitar – flute
acoustic guitar – trumpet – piano – violin – harp*



3. How well do you know about Rock'n Roll music?

1. Which country gave rise to Rock and Roll?

United Kingdom

United States

Germany

2. What are the three most common instruments used in a rock band?
 flute, piano, tuba guitar, bass, drums harmonica, guitar, bass
3. Which type of music did not influence Rock and roll?
 jazz country reggae
4. Some people believe Rock and Roll contributed to:
 the Industrial Revolution the second world war the Civil Rights Movements*
5. Who is known as the King of Rock'n Roll?
 Michael Jackson John Lennon Elvis Presley
6. When was the Rock and Roll Hall of Fame and Museum in Cleveland created?
 1973 1983 1993

***The Civil Rights Movement:** *a struggle by black Americans (African-Americans) to end racial discrimination and gain equal rights under the law. It began in the late 1940s and ended in the late 1960s.*

You would like to learn more about Rock'n Roll? Click on this link and watch the video!

<https://www.weo.fr/video/cycle-4-anglais-the-king-of-rocknroll/>



READING ACTIVITIES

1. Read the biography of this celebrity and tick the elements mentioned about him in the text.

<input checked="" type="checkbox"/> INFORMATION ABOUT HIS IDENTITY	<input checked="" type="checkbox"/> MUSIC CAREER
<input checked="" type="checkbox"/> CHILDHOOD	<input checked="" type="checkbox"/> STUDIES AS AN ADULT
<input type="checkbox"/> CHILDREN	<input type="checkbox"/> PETS
<input type="checkbox"/> TRAVELS	<input type="checkbox"/> FAVOURITE SPORTS

2. Read the text again and fill in the grid.

FULL NAME	Richard Wayne Penniman
NICKNAMES	Little Richard, The architect of Rock and Roll
DATE AND PLACE OF BIRTH	December 5 th 1932, Macon, Georgia, USA
NATIONALITY	American
CHILDHOOD	He grew up in a very strict family
DATE AND PLACE OF DEATH	May 9 th 2020, Nashville, Tennessee, USA
CAUSE OF DEATH	Cancer

3. Say if the following statements about this celebrity are right or wrong. Justify your answer.

	Right	Wrong	Justify quoting from the text
1. Little Richard had a big family.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	He was the third of twelve children
2. His father loved his son's music.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	He was not supportive of his music
3. Little Richard became very successful in 1951.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	He didn't sell many records
4. The music he played was very dynamic.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	His music was characterized by frenetic piano playing
5. A lot of rock and roll musicians were influenced by his music	<input checked="" type="checkbox"/>	<input type="checkbox"/>	He also influenced other rock and roll musicians who started after him

4. What event do these dates refer to?

1951	He began his music career
1955	His song "Tutti Frutti" became a big hit
1957	He quit rock and roll and went to college to study theology

1964	He returned to playing rock and roll
1986	He was one of the 10 original inductees into the Rock and Roll Hall of Fame Museum
1993	he was awarded a Lifetime Achievement Award at the Grammys

5. Answer the following questions about Little Richard.

- How many brothers and sisters did Little Richard have?
⇒ He had eleven brothers and sisters
- What did he like doing when he was a young boy?
⇒ He liked singing gospel in church and playing the piano
- Why did he leave home at the age of 13?
⇒ He didn't get on well with his father who accused him of being gay.
- How did he start his career?
⇒ He started his career by making gospel and jazz.
- How did he make himself a star?
⇒ He made himself a star through strong personality, breaking racial and sexual taboos.

YOUR TURN

- 1. Read the biography of Jimi Hendrix and put the verbs in the brackets in the simple past. Some verbs are in the negative form.**

*James Marshall Hendrix better known as Jimi Hendrix **was** born in Seattle on November 27th, 1942. He **was** an American rock guitarist, singer and songwriter. He **grew up** without much money or attention; his parents **divorced** in 1951. Jimi Hendrix **was not (wasn't)** a great student and he **did not (didn't)** get along with some of his teachers. He **found** his first guitar at the age of 14 and he **learned** to play the electric guitar. He **became** famous in England and then all over the world after he **played** at the Monterey Pop Festival in 1967. He **died** of an overdose of barbiturates in London on September 18, 1970.*

- 2. Match the following questions to the corresponding answers.**

- Who did Elvis Presley marry in 1967? Elvis Presley married Priscilla Beaulieu in 1967.
- How did Otis Redding die? Otis Redding died in a plane crash in 1967.
- How many children did James Brown have? James Brown had 9 children?
- When did Chuck Berry become famous? Chuck Berry became famous in 1956.
- Where did Janis Joplin study? Janis Joplin studied at the University of Texas.

- 3. How do you pronounce the ed-ending of these regular verbs? [d], [t] or [id]?**

started / wanted / arrested	[id]
-----------------------------	------

died / returned / continued	[d]
influenced / divorced / stopped	[t]

4. These verbs are often used when you read or write a biography. Find their simple pasts in this wordsearch. Underline the irregular verbs.

P D C G D E M D O M
 L B E C A M E A M G
 A D T T H I X O D D
 Y D E C R O V I D E
 E S T R G A O U T I
 D H A P E R T B N D
 V M Q W B W E S E U
 D N U O F G O W W T
 L E F T A L Y M U S
 B Y Z N D E I D I P

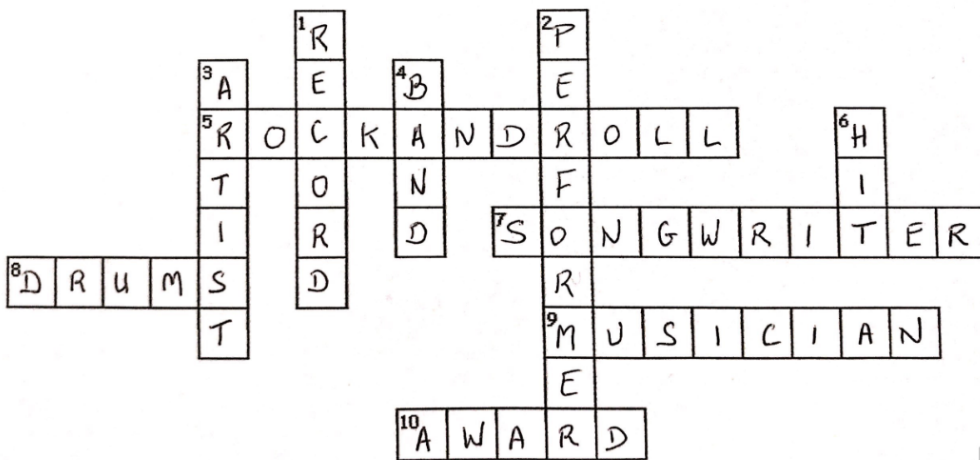
- Ex. BE → WAS / WERE HAVE / HAD
BECOME / BECAME LEAVE / LEFT
BEGIN / BEGAN MAKE / MADE
 DIVORCE / DIVORCED MARRY / MARRIED
 DIE / DIED PLAY / PLAYED
FIND / FOUND SELL / SOLD
GO / WENT START / STARTED
GROW UP / GREW UP STUDY / STUDIED

5. Use the elements in the grid and write a short biography of Aretha Franklin.

Her name was Aretha Louise Franklin. She was born on March 25th 1942 in Memphis Tennessee, USA. She was a singer, songwriter, pianist and actress. She grew up in Detroit, Michigan, USA. When she was a little girl, she usually sang gospel in church. She became famous in 1966. She played soul music, jazz and rock and roll. She married twice in 1961 and then in 1978. She had four children. Aretha Franklin died on August 16th 2018 in Detroit, Michigan, USA.










LET'S PLAY NOW!

1. Find words about music in these crosswords.



2. How much do you know about music instruments? Match the following words with the right pictures.

*drums – saxophone – bass – electric guitar – flute
acoustic guitar – trumpet – piano – violin – harp*

				
trumpet	piano	electric guitar	harp	saxophone
				
bass	flute	violin	drums	acoustic guitar

3. How well do you know about Rock'n Roll music?

- Which country gave rise to Rock'n Roll?
 - United Kingdom
 - United States
 - Germany
- What are the three most common instruments used in a rock band?
 - flute, piano, tuba
 - guitar, bass, drums
 - harmonica, guitar, bass
- Which type of music did not influence Rock'n Roll?
 - jazz
 - country
 - reggae
- Some people believe Rock and Roll contributed to:
 - the Industrial Revolution
 - the second world war
 - the Civil Rights Movements*
- Who is known as the King of Rock and Roll?
 - Michael Jackson
 - John Lennon
 - Elvis Presley
- When was the Rock and Roll Hall of Fame and Museum in Cleveland created?
 - 1973
 - 1983
 - 1993

***The Civil Rights Movement:** *a struggle by black Americans (African-Americans) to end racial discrimination and gain equal rights under the law. It began in the late 1940s and ended in the late 1960s.*



Attendus du niveau

✓ **Écouter, visionner et comprendre :**

Je peux comprendre les points principaux des bulletins d'information radiophoniques et de documents enregistrés simples, sur un sujet familier, si le débit est assez lent et la langue relativement articulée.

✓ **Lire :**

Je peux comprendre des lettres personnelles, des courriels et des publications simples sur les réseaux sociaux, qui relatent de façon assez détaillée d'événements et d'expériences.

✓ **Interagir :**

Je peux transmettre à des personnes fréquentées dans la vie quotidienne une information simple et immédiatement pertinente en communiquant de manière compréhensible les points qui lui semblent importants.

Focus sur des notions essentielles

Thématique culturelle : Le village, le quartier, la ville : Londres

Comprendre un dialogue

Faire part de ses expériences : le prétérit

Comparer avec les superlatifs

Exprimer le conseil avec SHOULD

Découvrir les monuments / les quartiers principaux de Londres

London

Follow this link to listen to the dialogue:

<https://www.reseau-canope.fr/overseas-impressions/cycle-4/visiting-london.html - c20575>



A. MAIN INFORMATION

1. Fill in the grid

Characters' names	General information (job/ place...)

2. What is the boy talking about?

The best monuments to visit in London <input type="checkbox"/>
The universities in London <input type="checkbox"/>
The museums in London <input type="checkbox"/>
The shows you must see in London <input type="checkbox"/>
The weather in London <input type="checkbox"/>
A particularly famous tourist attraction <input type="checkbox"/>
Shopping in London <input type="checkbox"/>
Places to enjoy oneself at night <input type="checkbox"/>

B. GOING A BIT FURTHER

Listen to the dialogue again.

3. According to the boy, what are the top three places to see?

Write the numbers 1,2 and 3 after the places below.

Big Ben and the Houses of Parliament	<input type="checkbox"/>
The Tower of London	<input type="checkbox"/>
The British Museum	<input type="checkbox"/>
Tower Bridge	<input type="checkbox"/>
The Tate Gallery	<input type="checkbox"/>
The London Eye	<input type="checkbox"/>
Buckingham Palace	<input type="checkbox"/>
The Tate Modern	<input type="checkbox"/>

4. Give more information about the top three places.

	Name of the place	information about the place
Place 1		
Place 2		
Place 3		

5. Match the different places and the information.

PLACES		INFORMATION
the Tate Modern Write the numbers:		1. Historical artefacts from all over the world
the National Gallery Write the numbers:		2. It offers good views over London.
the British Museum Write the numbers:		3. It is the place where they keep the Crown Jewels
the Natural History Museum Write the numbers:		4. It was a prison
The London Eye Write the numbers:		5. Classical paintings
The Tower of London Write the numbers:		6. Information about animals and natural history
		7. It was a place of execution
		8. The national collection of modern and contemporary art
		9. It was a zoo
		10. The world's highest observation wheel
		11. It was a royal palace

6. According to the boy, what are the best areas to go to at night?

Covent Garden	<input type="checkbox"/>	Soho	<input type="checkbox"/>
Leicester Square	<input type="checkbox"/>	Mayfair	<input type="checkbox"/>
Knightsbridge	<input type="checkbox"/>	Marylebone	<input type="checkbox"/>
Trafalgar Square	<input type="checkbox"/>	Oxford Circus	<input type="checkbox"/>
Piccadilly Circus	<input type="checkbox"/>	Oxford Street	<input type="checkbox"/>

7 a. What is the Globe?

7b. Where is it situated?

7 c. Which playwright is the Globe associated with?

8 a. What sort of food can you find in London and where?

Places mentioned	Type of food

8 b. What is "afternoon" tea?

9. Shopping in London

Places mentioned	Characteristics

C. YOUR TURN

1. After visiting London, Tom decided to write an E-mail to his English penfriend to tell him what he did. Can you help him put the verbs in the past tense?

Hi Peter!

Yesterday, I (visit) _____ London and it (be) fantastic! Let me tell you what I (do) _____. I (start) _____ from Big Ben and the Houses of Parliament. The clock tower is very impressive. Then, I (walk) _____ to Buckingham Palace and I (watch) _____ the Changing of the Guard. Unfortunately, I (not see) _____ the Queen but she (be) in her palace because the flag (fly) _____ above the building. Then I (wander) _____ down Pall Mall and I (reach) _____ Trafalgar Square. It (be) _____ such a long walk! But well worth it! After that I (have) _____ a nice meal in a Chinese restaurant in Soho. Then I (take) _____ the Tube to the British Museum. Because I (want) _____ to see the Rosetta Stone and I (find) _____ the Egyptian mummies very well preserved. I (spend) _____ the end of the day in Oxford Street and I (buy) _____ lots of stuff for my friends. There are so many things to do here that I (not get) _____ bored at all.

See you soon!

Tom

2. Put the adjectives into the superlative form

- (famous) _____ London icon is Big Ben and the Houses of Parliament.
- (popular) _____ place to go at night is the West end.
- The Shard is (high) _____ building in London.
- Hamley's is (big) _____ toy store in London.
- Harrods is (expensive) _____ department store in London.
- Richmond is one of (good) _____ places to live in London.

g. Camden is one of (hippy) _____ areas in all of London.

h. Hackney is one of (cool) _____ places.

3. Now you know London a little bit better! Give advice using 'should'

(Tool box: book a ticket / try / have lunch /visit /do some shopping / go)

a. I'd like to see some modern art!

b. I'd like to see a play by Shakespeare!

c. I'd like to learn about animals and natural history!

d. I'd like to have a good view over London!

e. I'd like to have a traditional fish and chips!

f. I'd like to see the Crown Jewels.

g. I'd like to buy things for my friends!

Let's play!

A. Palace? Circus? Square? Park? Bridge? Castle? Make your choice!

1. Oxford: _____
2. Trafalgar: _____
3. Buckingham: _____
4. St James: _____
5. Leicester: _____
6. Piccadilly: _____
7. London: _____
8. Windsor: _____

If you need help, follow the link and enter your search:

<https://www.londoncitybreak.com/map>



B. Quiz time! How much do you know about London now?

1. The Queen lives in _____
2. The name of the bell in the clock tower next to the parliament is _____
3. The big wheel on one side of the river Thames is called _____
4. The Chinese district is called _____
5. The main shopping street in London is called _____
6. The Crown Jewels are kept in _____
7. Shakespeare's theatre is called _____
8. The most famous bridge that crosses the river Thames is called _____
9. To see modern art, you go to _____
10. The place known for its video displays on walls and its neon signs is _____

C. Pronunciation of the -ed ending: Find the odd one out (trouver l'intrus)

1. reached/asked/wandered/watched
2. visited/ wanted/ demanded/ played
3. begged/relaxed/travelled/blamed

Corrigés

A. MAIN INFORMATION

1. Fill in the grid

Characters' names	General information (job/ place...)
Lisa Brown	She is a reporter at CCG Campus radio
Paddy	He is a Londoner / He has lived in Central London for over 10 years

2. What is the boy talking about?

The best monuments to visit in London	<input checked="" type="checkbox"/>
The universities in London	
The museums in London	<input checked="" type="checkbox"/>
The shows you must see in London	
The weather in London	
A particularly famous tourist attraction	<input checked="" type="checkbox"/>
Shopping in London	<input checked="" type="checkbox"/>
Places to enjoy oneself at night	<input checked="" type="checkbox"/>

3. According to the boy, what are the top three places to see?

Big Ben and the Houses of Parliament	1
The Tower of London	
The British Museum	
Tower Bridge	3
The Tate Gallery	
The London Eye	
Buckingham Palace	2
The Tate Modern	

4. Give more information about the 3 places

Place 1	Big Ben and the houses of parliament	There is a clock tower Big Ben is the name of the bell
Place 2	Buckingham Palace	It is where the Queen lives and where tourists can see the changing of the Guard
Place 3	Tower Bridge	It is one of the most famous bridges crossing the river Thames

5. Match the different places and the information.

PLACES		INFORMATION
the Tate Modern Write the numbers: 8		1. Historical artefacts from all over the world 2. It offers good views over London. 3. The place where they keep the Crown Jewels 4. A prison 5. Classical paintings 6. Information about animals and natural history 7. A place of execution 8. The national collection of modern and contemporary art 9. A zoo 10. The world's highest observation wheel 11. A royal palace
the National Gallery Write the numbers : 5		
the British Museum Write the numbers: 1		
the Natural History Museum Write the numbers: 6		
The London Eye Write the number: 2-10		
The Tower of London Write the numbers: 3-4-9-7-11		

6. According to the boy, what are the best areas to go to at night?

Covent Garden		Soho	<input checked="" type="checkbox"/>
Leicester Square	<input checked="" type="checkbox"/>	Mayfair	
Knightsbridge		Marylebone	
Trafalgar Square		Oxford Circus	
Piccadilly Circus	<input checked="" type="checkbox"/>	Oxford Street	

7 a. What is the Globe? It is an accurate replica of the 16th 17th century theatre (lien)

7b. Where is it situated? On the banks of the Thames

7c. Which playwright is the Globe associated with? Shakespeare

8 a. What sort of food can you find in London and where?

Places mentioned	Type of food
Pubs	Traditional English food
Curry houses	Indian food

8 b. What is an afternoon tea? It is a pot of tea with scones, jam and cream

9. Shopping in London

Places mentioned	Characteristics
Covent Garden	Chic market
Oxford Street	The main shopping street in London

C. YOUR TURN

1. After visiting London, Tom decided to write an E-mail to his English penfriend to tell him what he did. Can you help him put the verbs in the past tense?

Hi Peter!
Yesterday, I **visited** London and it **was** fantastic! Let me tell you what I **did**. I **started** from Big Ben and the Houses of Parliament. The clock tower is very impressive. Then, I **walked** to Buckingham Palace and I **watched** the Changing of the Guard. Unfortunately, I **didn't see** the Queen but she **was** in her palace because the flag **flew** above the building. Then I **wandered** down Pall Mall and I **reached** Trafalgar Square. It **was** such a long walk! But well worth it! After that I **had** a nice meal in a Chinese restaurant in Soho. Then I **took** the Tube to the British Museum. Because I **wanted** to see the Rosetta Stone and I **found** the Egyptian mummies very well preserved. I **spent** the end of the day in Oxford Street and I **bought** lots of stuff for my friends. There are so many things to do here that I **didn't get** bored at all.

See you soon!
Tom

2. Put the adjectives into the superlative form

- a. The **most famous** London icon is Big Ben and the Houses of Parliament.
- b. The **most popular** place to go at night is the West end.
- c. The Shard is **the highest** building in London.
- d. Hamley's is **the biggest** toy store in London.
- e. Harrods is **the most expensive** department store in London.
- f. Richmond is one of **the best** places to live in London.
- g. Camden is one of **the hippiest** areas in all of London.
- h. Hackney is one of **the coolest** places.

3. Now you know London a little bit better! Give advice using 'should'

(Tool box: book a ticket / try / have lunch /visit /do some shopping / go)

- a. I'd like to see some modern art!
⇒ You **should go** to the Tate Modern.
- b. I'd like to see a play by Shakespeare!
⇒ You **should book a ticket** at the Globe.
- c. I'd like to learn about animals and natural history!
⇒ You **should visit** the Natural History Museum.
- d. I'd like to have a good view over London!

- ⇒ You **should try** the London Eye.
- e. I'd like to have a traditional fish and chips!
⇒ You **should have lunch** in a pub.
- f. I'd like to see the Crown Jewels.
⇒ You **should visit** the Tower of London
- g. I'd like to buy things for my friends!
⇒ You **should do some shopping** in Oxford Street.

Let's play!

Situe les différents/principaux monuments de Londres sur une carte

Aide Tom à retrouver son chemin dans Londres

Retrouve les pays du Commonwealth sur une carte (les adjectifs de nationalité)

A. Palace? Circus? Square? Park? Bridge? Castle? Make your choice!

1. Oxford Circus
2. Trafalgar Square
3. Buckingham Palace
4. St James Park
5. Leicester Square
6. Piccadilly Circus
7. London Bridge
8. Windsor castle

B. Quiz time! How much do you know about London now?

1. The Queen lives in **Buckingham Palace**
2. The name of the bell in the clock tower next to the parliament is **Big Ben**
3. The big wheel on one side of the river Thames is called **the London Eye**
4. The Chinese district is called **Chinatown**
5. The main shopping street in London is called **Oxford Street**
6. The Crown jewels are kept in **The Tower of London**
7. Shakespeare's theatre is called **The Globe**
8. The most famous bridge that crosses the river Thames is called **Tower Bridge**
9. To see modern art, you go to **The Tate Modern**
10. The place known for its video displays on walls and its neon signs is **Piccadilly Circus**

C. Pronunciation of the -ed ending: Find the odd one out (trouver l'intrus)

1. wandered /d/
2. played /d/
3. relaxed /t/



Attendus du niveau

✓ Ecouter, visionner et comprendre

Je peux comprendre les points principaux des bulletins d'information radiophoniques et de documents enregistrés simples, sur un sujet familier, si le débit est assez lent et la langue relativement articulée.

✓ Ecrire

Je peux écrire des descriptions détaillées non complexes sur une gamme étendue de sujets familiers dans le cadre de son domaine d'intérêt.

Thématique culturelle : Ecole et société

ACTING FOR THE ENVIRONMENT

Your project: You are a classroom assistant at St Mary Bryanston Square Primary school in London. You work alongside teachers in the classroom and help pupils. You want to publish an article on the school website to let parents know what is done for the environment in your school.

A. The pupils at St Mary Bryanston Square Primary school first watched a video about pollution

<https://www.bbc.com/news/av/science-environment-39170488/what-does-air-pollution-do-to-our-bodies>



Then they had to fill in this questionnaire. Try to do it too!

1. Where does much of the air pollution come from?

- It comes from traffic.
- It comes from factories.
- It comes from heavy smokers.

2. A grain of sand is...

- the same size as an air pollution particle.
- larger than an air pollution particle.
- smaller than an air pollution particle.

3. Air pollution particles can reach.

- our brain, which may cause dementia.
- our nerves, which may cause paralysis.
- our blood stream, which may cause cancer.

4. According to this video, what are the consequences of air pollution?

- It reduces people's life expectancy.
- It causes problems in the mental development of children.
- It affects our nervous system.
- It is responsible for serious diseases like heart attacks and asthma.
- It can limit the growth of children's lungs.

After that, the pupils talked together about the different ways they could limit air pollution in the area and started working on this project. As a classroom assistant, you were on duty in another school. Imagine what the pupils probably suggested.

B. Today is a big day because the mayor of London, Sadiq Khan is visiting your school

1. Watch the video from the beginning to 0:59 and answer the questions:

<https://www.youtube.com/watch?v=IQAJCRIGT9M>



a. What is so special with the location of this school?

b. Write down the pupils' ideas:

Pupil 1 (Laura):

Pupil 2 (Tom):

Pupil 3 (Shan):

Pupil 4 (Amrit):

Pupil 5 (Leila):

c. Express the consequence of each idea using IF

If+ présent → futur dans la principale

ex. According to Laura, if people *talk* about pollution around them, they *will make* others understand that it is a very important issue.

According to Tom,

According to Shan,

According to Amrit,

According to Leila,

2. Watch the video from: 'I hope somebody is writing this down ...' to '...pick up times' (1:18)

a. Which ideas/measures have already been put into place?

Measure 1:

Measure 2:

Measure 3:

b. Imagine the consequences of each measure and say why it is good for the environment. Use the word bank below for help.

WORD BANK

use public transport
to travel in a sustainable way
ease congestion
reduce the greenhouse effect
remove nitrogen dioxide
harmful to human health
make the air cleaner

cut pollution
clean up the air
act as air pollution filters
walk to school

3. Watch the video from: 'What is the new money going to be used for ' to 'work for our children' (1:44)

a. Where will the money come from? Select the correct answer?

- From all the people who live in the area.
- From the charge imposed on diesel vehicles parking in the area.
- From the businesses open in the area.
- From a partnership between the school and a company in the area.

b. What will the money be used for? Select the correct answer?

- To install an air filtration system within the school
- To buy plants to put in the classrooms
- To build new windows to look at the road
- To protect the school with greenery

C. Now you have gathered enough information to write your blog post. Follow the template below for help.

Find a strong captivating title that will encourage people to read.

Identify the problem.

Say what your personal connection to this problem is.

Say how the kids and the staff discovered the solution to the problem. You can add quotes from pupils.

Write about Sadiq Khan's visit to your school and the help provided.

Don't forget a blog is interactive so ask parents questions to stimulate the discussion.

Let's play!

1. Log on to : <https://learnenglishkids.britishcouncil.org/word-games/environment>

→ Learn words about the environment and match the word to the picture



2. Log on to : <https://learnenglishkids.britishcouncil.org/songs/its-up-me-and-you>

→ Listen to the song and make sentences



3. Log on to : <https://learnenglishkids.britishcouncil.org/songs/do-your-best>

→ Listen to the song and make sentences



A. The pupils at St Mary Bryanston Square Primary school first watched a video about pollution

<https://www.bbc.com/news/av/science-environment-39170488/what-does-air-pollution-do-to-our-bodies>

Then they had to fill in this questionnaire. Try to do it too!

1. Where does much of the air pollution come from?

- It comes from traffic.
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- larger than an air pollution particle.
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- It can limit the growth of children's lungs.

After that, the pupils talked together about the different ways they could limit air pollution in the area and started working on this project. As a classroom assistant, you were on duty in another school. Imagine what the pupils probably suggested.

Perhaps they suggested they could advise the pupils to walk to school or to take public transport. Perhaps they talked about informing parents about their project and giving them advice....

B. Today is a big day because the mayor of London, Sadiq Khan is visiting your school!

1. Watch the video from the beginning to 0:59 and answer the questions:

<https://www.youtube.com/watch?v=IQAJCRIGT9M>

a. What is so special with the location of this school?

It is situated just yards from one of the busiest most polluting roads in London, the Marylebone Road.

b. Write down the pupils' ideas:

Pupil 1 (Laura): Spread the word that pollution is a bad thing and affects millions of people around the world

Pupil 2 (Tom): you can plant plants that feed on pollution

Pupil 3 (Shan): close the road and only let bicycles and scooters and people walking can pass

Pupil 4 (Amrit): make electric cars cheaper because they're quite expensive

Pupil 5 (Leila): when you're waiting you should switch off your engines so that there's no more pollution going round

c. Express the consequence of each idea using IF

If+ présent → futur dans la principale

ex. According to Laura, if people talk about pollution around them, they will make others understand that it is a very important issue.

According to Tom, if people plant plants that feed on pollution, the air will be cleaner.

According to Shan, if roads are closed, the pollution will go down in the area.

According to Amrit, if electric cars are cheaper, more people will buy them.

According to Leila, if you switch off your engine when you are waiting, you will not pollute so much.

2. Watch the video from: 'I hope somebody is writing this down...' to '...pick up times' (1:18)

a. Which ideas/measures have already been put into place?

Measure 1: the staff car park has been turned into a garden

Measure 2: a green wall is being grown as a pollutant barrier

Measure 3: from September the road outside will be closed to vehicles at drop-off and pick-up time.

b. Imagine the consequences of each measure and say why it is good for the environment. Use the word bank below for help.

As the car park has been turned into a garden, the staff can't park there anymore and they may travel in a more sustainable way instead. If they do so, they will ease congestion and help in reducing the greenhouse gas emission.

The green wall acts as a pollutant barrier so the plants remove nitrogen dioxide which is harmful to human health and release oxygen / the plants make the air cleaner/ cut pollution / clean up the air / act as air pollution filters

As it will be impossible for cars to have access to the road near the school, people may walk to school with their children or use public transport. So they will ease congestion and help in reducing the greenhouse gas emission.

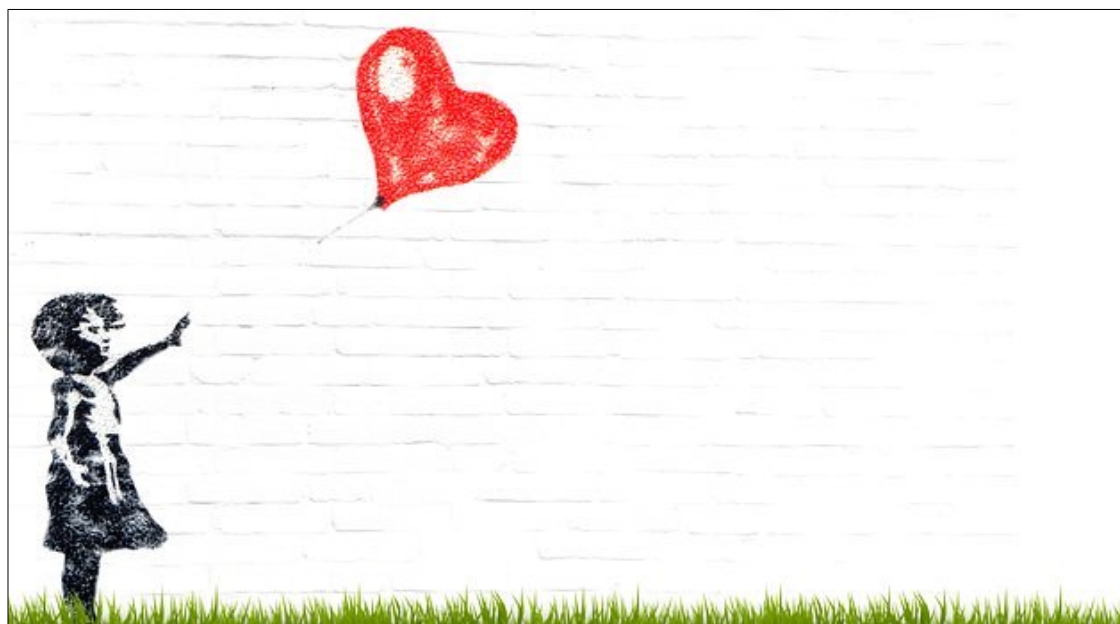
3. Watch the video from: 'What is the new money going to be used for ' to 'work for our children' (1:44)

a. Where will the money come from? Select the correct answer?

- From all the people who live in the area.
- From the charge imposed on diesel vehicles parking in the area.
- From the businesses open in the area.
- From a partnership between the school and a company in the area.

b. What will the money be used for? Select the correct answer?

- To install an air filtration system within the school
- To buy plants to put in the classrooms
- To build new windows to look at the road
- To protect the school with greenery



Attendus de niveau

LIRE ET COMPRENDRE

- ✓ Acquérir des stratégies de réception telles que la formulation d'hypothèses (en lien avec la situation de communication et/ou la typologie des documents),
Je suis capable d'**analyser le type de document**, sa **structure interne** pour parvenir à une **compréhension plus détaillée**.
- ✓ Acquérir des stratégies telles que l'identification, l'inférence (confrontation d'indices),
Je suis capable de **mettre en lien les informations** que j'ai comprises notamment pour **déceler les différents points de vue** dans un document. Je peux également **m'appuyer sur les éléments que j'ai compris** pour construire le sens de passages plus difficiles
- ✓ Acquérir des stratégies d'interprétation.
Je suis capable d'**analyser le but et la fonction** d'un document ainsi que de **déceler les intentions** des personnes qui s'expriment.

ÉCRIRE ET RÉAGIR A L'ÉCRIT

- ✓ Acquérir des stratégies de répétition ou paraphrase, d'adaptation du message, d'explicitation, d'illustration.
Je suis capable de **développer** davantage mes productions et d'utiliser différents éléments pour **argumenter, expliquer, donner mon point de vue**.
Je suis capable de mobiliser un **lexique et des expressions grammaticales plus variées** pour écrire des textes et messages **plus riches**.
- ✓ S'appuyer sur des connaissances culturelles ou interculturelles qui lui sont propres.
Je suis capable d'**utiliser le contenu culturel** de mes cours pour enrichir mes productions et mieux transmettre un message.

Thématique culturelle : Langages (langage artistique)

GENERAL CONTEXT OF YOUR PROJECT

Imagine your arts teacher has asked you to present the work of the street artist Banksy. Problem: you don't know anything about Banksy!
You decide to start an investigation.

1- Discovering Banksy

You search the web for his name and find the following text and video about a Banksy exhibition.



Who is Banksy?

Banksy, a street artist whose identity remains unknown, is believed to have been born in Bristol, England, around 1974. He rose to prominence for his provocative stenciled¹ pieces in the late 1990s.

Artwork

Banksy's artwork is characterized by striking images, often combined with slogans. His work often engages political themes, satirically critiquing war, capitalism, hypocrisy and greed. Common subjects include rats, apes, policemen, members of the royal family, and children.

A- Read the text above and THEN watch the video by following the link below:
<https://www.youtube.com/watch?v=MeQ2B6zM7xk>



B- Find all the information given about the exhibition. Fill in the blanks with stressed (accentués) words from the video.

Vocabulary: An exhibition = une exposition / to be on display = to be exhibited (être exposé)

70 / 40 / 30 original works (**CIRCLE the correct answer**) by the _____

(nationality + other information from the text) artist Banksy are _____

in (place) _____ :

techniques, _____, _____.

This exhibition has been already been to _____

(places). It has attracted _____ (number) people.

C- Listen from 00:17 to 00:39: Fill in the grid with stressed (accentués) words from the extract.

Vocabulary: a messenger = un messenger / to solve = résoudre

¹ Stencil : pochoir : technique d'impression qui permet de reproduire plusieurs fois des motifs sur un support par un cache qui empêche la peinture ou l'encre d'atteindre le support.

What Banksy is	What Banksy is not

2 – Banksy: Genius or Vandal?

The title of the exhibition attracts your attention. By surfing on the internet, you find the following website:

<https://www.debate.org/opinions/is-banksys-work-vandalism>



You will find an abridged version below.

A- Read the different YES / NO arguments in the following document and:

- a- HIGHLIGHT (surlignez) the KEY WORDS in each argument.
- b- CROSS OUT (barrez) the arguments you disagree with.
- c- CIRCLE (entourez) the arguments you agree with.

The screenshot shows the Debate.org website interface. At the top, there are navigation tabs for DEBATES, OPINIONS, FORUMS, and POLLS. A search bar and user options (Sign In, Sign Up) are on the right. The main content area features the debate topic "Is Banksy's work vandalism?" with a thumbnail image of a street art piece. Below the title, there are social media sharing icons (Facebook, Twitter, LinkedIn, Google+, Email) and a poll. The poll shows 44% of users saying "Yes" and 56% saying "No".

YES	NO
Vandalism is when someone paints on a wall without legal authorization to do so. He is breaking the law by vandalizing public property ² so this person should be treated like a criminal.	I think that banksy's works are very creative. It could encourage a lot of the younger generation to do street art and express their own minds ³ and this is what we call art.
He puts his works on things that do not belong ⁴ to him. Art or not. Die.	Vandalism diminishes the property's value ⁵ . Banksy's work INCREASES ⁶ the value of property

² Property : propriété

³ To express one's mind : donner son avis

⁴ To belong : appartenir

⁵ Value : valeur

⁶ To increase : augmenter

Banksy's work is responsible for making people follow the trend ⁷ of destroying public property.	Banksy shows a message. His work speaks the truth. He has won awards ⁸ , this shows that the people like the work he is doing and the message that he is conveying. ⁹
---	---

B- Expressing your point of view

a- Look at the following word bank.

Exprimer son point de vue	Prendre position
As far as I'm concerned / to my mind / from my point of view / in my opinion: selon moi JAMAIS: According to me	She is right (elle a raison) She is wrong (elle a tort)
Ce que je veux dire: The point is / What I mean is	Up to a certain point (dans une certaine mesure)
Il me semble que: It seems to me that Je suis convaincu que: I am convinced that	On the one hand: d'un côté On the other hand: de l'autre côté
J'ai une opinion partagée: I have a mixed opinion. Cela depend de: It depends on	Je suis d'accord / pas d'accord: I agree with / I disagree with
	J'approuve / je désapprouve: I approve of / disapprove of

b- Using some of these expressions, explain in simple words your personal point of view on the question.

Use linking words to connect your ideas. Check the following link:

<https://www.english-at-home.com/grammar/linking-words/>



Write 80 words.

⁷ The trend : la tendance.

⁸ Awards : récompenses

⁹ To convey : faire passer

Now that you have made up your mind about this question, you decide to have a look at a few of his paintings.

3- Nola (The Umbrella Girl), New Orleans 2008.

Click on the following link: <https://www.weo.fr/video/cycle-4-3eme-niveau-b1-du-cecrl-anglais-banksy-and-katrina/>



- A- Watch the video from 3:00 to 13:00.
- B- Say what is the logical order to follow when presenting a work of art by putting the following suggestions in the right order:

Wrong order	Right order
1. Interpretation of the message	
2. Description (composition, colours, artistic choices)	
3. Context	
4. Analysis of the symbols	
5. Introduction (nature, author, date).	

4- Your project

You decide to write a presentation of the graffiti below.

- ⇒ Use the model that you can read at 9:25 in the video above.
- ⇒ Use the work bank given.
- ⇒ Use the suggestions given.
- ⇒ Write 100 words.

Word bank:

A gauche: on the left-hand side	A coat: un manteau
A droite: on the right-hand side	To lick: lécher
A dumpster fire: un feu de benne à ordures	Snowflakes: des flocons de neige
Wide-open: grand ouvert	Ashes: des cendres
A woolly hat: un bonnet	To pollute: polluer

Suggestions:

- Look at the two sides of the wall. What impression does it give? Why did Banksy make this artistic choice?
- Describe the boy's clothes: what season is described?
- Describe the boy's attitude: what is he licking / ingesting exactly?
- What was Banksy's intention when he made this graffiti in your opinion?



Season's Greetings (2018)

A- Word puzzle: STREET ART

Look for the following words in the puzzle below:

- ARTWORK : œuvre
- BANKSY
- EXHIBITION : exposition
- GRAFFITI
- MURAL : peinture murale
- PAINT : peinture
- SLOGAN
- SPRAY
- STENCIL : pochoir
- TAG
- WALL : mur

P	U	G	F	C	D	Z	W	W	N	X	B	U	A	O
Q	Y	G	C	W	F	A	M	O	V	A	H	N	R	D
S	H	A	Q	I	L	P	I	S	N	K	E	R	T	L
K	Z	E	R	A	N	T	S	K	U	H	F	B	W	L
N	D	P	R	P	I	H	S	T	Z	B	H	A	O	R
Q	V	U	X	B	S	Y	V	Z	E	H	Y	L	R	C
L	M	J	I	N	A	G	O	L	S	N	Z	G	K	Z
D	Q	H	S	N	X	N	Y	J	B	I	C	T	Q	J
C	X	T	A	H	I	G	E	D	H	F	V	I	Y	S
E	L	Y	G	R	A	F	F	I	T	I	G	I	L	I
E	H	I	I	O	T	E	J	D	P	A	I	Y	E	F
C	A	J	C	P	N	F	T	Y	J	T	T	Y	G	E
Q	U	Y	A	W	I	C	G	N	A	M	A	N	T	S
W	A	L	L	Q	A	T	H	Q	Q	R	V	G	D	T
R	B	Y	D	F	P	M	B	F	H	T	X	T	K	H

B- Crosswords

Street art

Horizontal

3. French street artist Franck Slama's nickname
6. Street art's birthplace (American city)
7. Street art performance of a group of people who assemble suddenly in a public space
9. Stylized personal signature which contains graffiti writer's name
10. Music style associated to street art

Vertical

1. Name of Banksy's self-destructing artwork
2. Banksy's favourite animal on walls
4. Banksy's nationality
5. First street art style
8. Banksy's favourite painting technique

C- Quiz: What is the name of the following stencils by Banksy?

Use the internet to find the correct answers.

1- a) Stan b) Diamond c) Angel



2- a) Berlin b) Gaza c) Vietnam



3- a) Play b) Napalm c) Brainwash



4- a) Palestine b) Cuba c) Iran



5- a) Jackie Brown b) Reservoir Dogs c) Pulp Fiction



6- a) Agadir b) Zebra c) Sahara



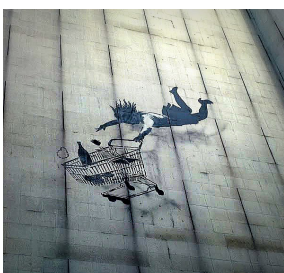
7- a) UK b) clothes c) Slave labour



8- a) Flower thrower b) Flower time c) Peace



9- a) The trolley b) Sales c) The fall



10- a) Punks b) Destroy capitalism c) waiting queue



1- Discovering Banksy

A- 70 original works by the British anonymous artist Banksy are on display in Lisbon: stencil techniques, sculptures, videos and photographs. This exhibition has already been to Moscow and Madrid. It has attracted 600,000 people.

Listen from 00:17 to 00:39: Fill in the grid with stressed (accentués) words from the extract.

What Banksy is	What Banksy is not
A messenger: he shows us the problem and makes people think about it so that they can do something about it.	Not somebody who can solve problems / who has the power to solve problems.

2 – Banksy: Genius or Vandal?

A- HIGHLIGHT the KEY WORDS in each argument.

YES	NO
Vandalism is when someone paints on a wall without legal authorization to do so. He is breaking the law by vandalizing public property so this person should be treated like a criminal.	I think that banksy’s works are very creative. It could encourage a lot of the younger generation to do street art and express their own minds ¹⁰ and this is what we call art.
He puts his works on things that do not belong to him. Art or not. Die.	Vandalism diminishes the property's value. Banksy's work INCREASES the value of property
Banksy’s work is responsible for making people follow the trend of destroying public property.	Banksy shows a message. His work speaks the truth. He has won awards ¹¹ , this shows that the people like the work he is doing and the message that he is conveying. ¹²

B- Expressing your point of view: exemple de production possible.

Up to a certain point, it is true that Banksy's work can be considered as vandalism. Those walls do not belong to him, and he didn't ask permission for spraying paint on them. Therefore, he destroys public property, and that is illegal.

However, I'm convinced that Banksy's stencils are works of art. They aren't random¹³ graffiti which don't have any meaning or thought¹⁴ behind them. What's more, Banksy uses public walls in order to convey important messages and that, I believe, is what really proves he is not a vandal. He is a committed¹⁵ artist, who fights for what he believes in.

En vert: les expressions d’opinion

En bleu: les mots de liaison

¹⁰ To express one’s mind : donner son avis

¹¹ Awards : récompenses

¹² To convey : faire passer

¹³ Random : n’importe quel (ici dans le contexte)

¹⁴ pensée

¹⁵ Committed : engagé

3- Nola (The Umbrella Girl), New Orleans 2008.

Right order
Introduction (nature, author, date).
Context
Description (composition, colours, artistic choices)
Analysis of the symbols
Interpretation of the message

4- Your project

This is a stencil / a mural painting by Banksy. It was painted on the walls of a building in 2018.

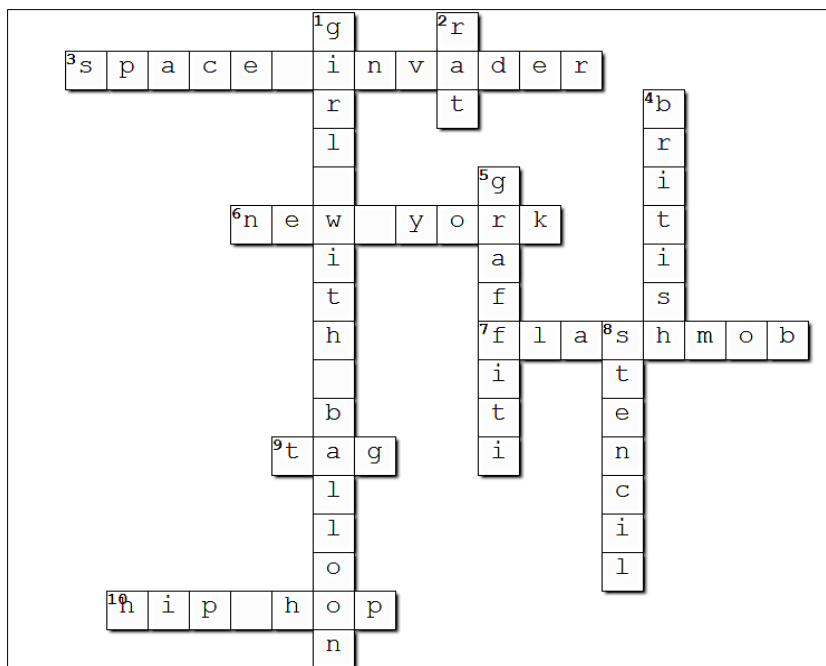
From one side of the building, **on the right-hand side**, the image appears to show a child licking snowflakes out of the air. His arms are wide open. He is wearing a woolly hat and a coat. It seems that it is wintertime.

Banksy created a surprise effect because on the other side of the corner, **on the right-hand side**, we realize that the kid is actually ingesting ash from a dumpster fire.

As far as the message is concerned, the image draws attention to the fact that more than 90% of the world's people are breathing polluted air. Banksy chose to show a child as a victim of pollution to shock and make people react.

LET'S PLAY!

B- Crosswords



C- Quiz

- 1- c) 2- b) 3- b) 4- a) 5- c) 6- b) 7- c) 8- a) 9- c) 10- b)