Les fiches de travail

- Voici les types de fiches que vous retrouverez dans les pages suivantes :

  **wordfile**
  Fiche de travail de la rubrique Wordwork (travail sur un champ lexical).

  **teamfile**

  **pronfile**
  Fiche de travail de la rubrique Pronounce (travail sur la prononciation).

  **dvdfile**
  Fiche de travail de l'Atelier 1 (« Ateliers des groupes de compétence ») de chaque chapitre. Il s'agit d'une aide à la compréhension d'un reportage vidéo.

  **bonusfile**
  Fiche d'information. Pour chacune des 8 œuvres d'art (« Expression autour d'un document visuel »), il y a une fiche d'information divisée en trois sections : The artist, The background, The painting. Il y a également des fiches d'information qui accompagnent certaines pages Magazine.

- Le nom complet de la fiche apparaît en haut à gauche : c'est aussi le nom du fichier pdf correspondant. Vous trouverez tous les fichiers sur le site de libtheque.fr où vous pouvez les télécharger gratuitement.

- Le nom de la fiche comporte la référence de page : wordfile p13 est donc la fiche de travail qui correspond à l'activité lexicale qui se trouve page 13 du manuel de l'élève.

- Les fiches tapescript auxquelles on peut accéder par le manuel numérique, ne figurent pas ici parce que les textes des enregistrements figurent sur les pages précédentes.
Fear, injuries and danger

Complete the paragraphs using the words provided.

1. regardless of • warned • bombers • determined

The terrorist group had .................................. the government that they would send suicide ......................
into crowded public areas. They were .................................. to achieve their aims .........................
the loss of human life.

2. critically • cope • casualties • emergency • in shock

The local .................................. services could not .................................. with the number of ......................
Even those who were .................................. injured had to wait hours before being treated. Dozens of
people, although not physically injured, were .................................. and had to be hospitalised.

3. went off • threat • risk • scared • survival

Because of the constant terrorist .................................. , people were very ..................................<br>
Taking public transport was a huge .................................. ; they knew that, if a bomb ......................
in their bus, the chances of .................................. were very slim.

4. warning • danger • worried • fatalities

The terrorist group had given no .......................... of an attack on the station, and, as a result, there
were hundreds of .................................. . The government was extremely .............................. – there
was now the .................................. of another unannounced attack and they could do very little to stop it.
An overall understanding of the conversation

A. Read and find out.

1. Are these sentences true or false? Tick and give reasons for your answers by quoting from the text.

   1. The extract is a press article about the 9/11 attack in NYC.  
      T  F  
      □  □  
      .............................................................................................................................. 
      .............................................................................................................................. 

   2. The 2 characters are clearly identified.  
      T  F  
      □  □  
      .............................................................................................................................. 
      .............................................................................................................................. 

   3. The man's first reaction is to rush towards Corrine.  
      T  F  
      □  □  
      .............................................................................................................................. 
      .............................................................................................................................. 

   4. They feel isolated.  
      T  F  
      □  □  
      .............................................................................................................................. 
      .............................................................................................................................. 

   5. He has come to meet his friend Guillermo.  
      T  F  
      □  □  
      .............................................................................................................................. 
      .............................................................................................................................. 

   6. He will meet his friend later.  
      T  F  
      □  □  
      .............................................................................................................................. 
      .............................................................................................................................. 

B. Express yourself.

Report back to the class. Make full sentences.
Situate the conversation and understand the first paragraph (to "...down on them")

A. Read and find the information.

1. List the names of streets or avenues mentioned in the text.
   ...........................................................................................................................................
   ...........................................................................................................................................

2. Reread the first paragraph (to "...down on them") and say if these sentences are true or false. Give reasons for your answers by quoting from the extract.

   T   F

1. When Corrine saw him she thought that he was a few minutes late.   ☐   ☐
   ...........................................................................................................................................
   ...........................................................................................................................................

   The day before...

2. only a few people had been walking in the area.   ☐   ☐
   ...........................................................................................................................................
   ...........................................................................................................................................

3. you could see people running away from the area in the morning only. ☐   ☐
   ...........................................................................................................................................
   ...........................................................................................................................................

4. people had been covered with dust.   ☐   ☐
   ...........................................................................................................................................
   ...........................................................................................................................................

5. paper had kept falling on people.   ☐   ☐
   ...........................................................................................................................................
   ...........................................................................................................................................

B. Express yourself.

Report back to the class. Make full sentences.
Understand the rest of the extract

A. Read and find the information.

1 Reread the extract from “He paused to lean against a Mercedes” up to “dusty grime” and say if these sentences are true or false. Give reasons for your answers by quoting from the extract.

   | T | F |
---|---|---|
a. In the scene, the man was driving a Mercedes. | ✓ | ✓ |
b. He was holding a respirator. | ✓ | ✓ |
c. He looked neat and young. | ✓ | ✓ |
d. He was wearing smart clothes and looked elegant. | ✓ | ✓ |

2 Reread the extract from “Corrine approached slowly” up to “in shock or something” and say if these sentences are true or false. Give reasons for your answers by quoting from the extract.

   | T | F |
---|---|---|
e. When Corrine saw him, she was worried. | ✓ | ✓ |
f. She wanted to help him and offered him water. | ✓ | ✓ |
g. The streets were crowded with people but she didn’t mind. | ✓ | ✓ |
h. She understood he was probably in shock. | ✓ | ✓ |

3 Reread the extract from “Are you... all right?” up to the end and complete the following grid.

<table>
<thead>
<tr>
<th>Corrine said:</th>
<th>Are you... all right?</th>
</tr>
</thead>
<tbody>
<tr>
<td>He finally said:</td>
<td></td>
</tr>
<tr>
<td>She replied:</td>
<td></td>
</tr>
<tr>
<td>He inquired:</td>
<td></td>
</tr>
<tr>
<td>She asked:</td>
<td></td>
</tr>
<tr>
<td>He said:</td>
<td></td>
</tr>
<tr>
<td>She finally asked:</td>
<td></td>
</tr>
</tbody>
</table>

B. Express yourself and act out.

1 Report back to the class on activities 1 and 2. Make full sentences.

2 Report back to the class on the conversation in activity 3 using reported speech.

3 Act out the conversation in front of your classmates.
Facts about the World Trade Center, the 9/11 attack, and Ground Zero - present and future

A. Find information.

1 Find out about the World Trade Center and the 9/11 attack.
Log on to http://September11news.com or on to http://www.guardian.co.uk/world/2002/aug/18/usa. terrorism and fill in the following grids.

The World Trade Center

| Built in |  |
| Height |  |
| Number of storeys |  |
| Number of companies working there |  |
| Number of people working there |  |
| Number of daily visitors |  |

The 9/11 attack

| Location |  |
| Time |  |
| Casualties |  |
| Distance from which the attack was visible in miles/kms |  |
| Number of days workers were digging at Ground Zero |  |

2 Find out about Ground Zero present and future.
Log on to http://www.camvista.com/usa/NYwebcams and key in the words: “Project Rebirth Ground Zero webcam in NY” to see a live webcam on the building site.
Log on to http://www.glasssteelandstone.com, select “Freedom Tower” (New York) and complete the grid.

| Name of the main tower |  |
| Architect |  |
| Number of storeys |  |
| Height to roof (give one important detail) |  |
| Height to tip of spire (give one important detail) |  |
| Cost |  |

B. Express yourself.

Report back to the class. Make full sentences.
The urban landscape

A. Tick the words whose meaning you know and which you can pronounce correctly.

<table>
<thead>
<tr>
<th>ENGLISH</th>
<th>FRENCH</th>
</tr>
</thead>
<tbody>
<tr>
<td>alley</td>
<td>église</td>
</tr>
<tr>
<td>basilica</td>
<td>basilique</td>
</tr>
<tr>
<td>block</td>
<td>bâtiment</td>
</tr>
<tr>
<td>bridge</td>
<td>château d'eau</td>
</tr>
<tr>
<td>building</td>
<td>cathédrale</td>
</tr>
<tr>
<td>by-pass</td>
<td>[appartements en] copropriété</td>
</tr>
<tr>
<td>cathedral</td>
<td>cinémas</td>
</tr>
<tr>
<td>church</td>
<td>église</td>
</tr>
<tr>
<td>condominium (US)</td>
<td>(appartements en) copropriété</td>
</tr>
<tr>
<td>department store</td>
<td>église</td>
</tr>
<tr>
<td>downtown (US), town centre (UK)</td>
<td>église</td>
</tr>
<tr>
<td>high rise building, tower block</td>
<td>église</td>
</tr>
<tr>
<td>hospital</td>
<td>hôpital</td>
</tr>
<tr>
<td>inner city</td>
<td>métro</td>
</tr>
<tr>
<td>intersection (US), crossroads (UK)</td>
<td>métro</td>
</tr>
<tr>
<td>movie theater (US), cinema (UK)</td>
<td>métro</td>
</tr>
<tr>
<td>outskirts</td>
<td>église</td>
</tr>
<tr>
<td>overpass (US), flyover (UK)</td>
<td>métro</td>
</tr>
<tr>
<td>row of houses</td>
<td>maisons ouvrières</td>
</tr>
<tr>
<td>shop window</td>
<td>métro</td>
</tr>
<tr>
<td>shopping mall (US), shopping centre (UK)</td>
<td>métro</td>
</tr>
<tr>
<td>skyscraper</td>
<td>gratte-ciel</td>
</tr>
<tr>
<td>square</td>
<td>gratte-ciel</td>
</tr>
<tr>
<td>stadium</td>
<td>gratte-ciel</td>
</tr>
<tr>
<td>station</td>
<td>gratte-ciel</td>
</tr>
<tr>
<td>stock exchange</td>
<td>gratte-ciel</td>
</tr>
<tr>
<td>stop light (US), traffic lights (UK)</td>
<td>gratte-ciel</td>
</tr>
<tr>
<td>store (US), shop (UK)</td>
<td>gratte-ciel</td>
</tr>
<tr>
<td>street</td>
<td>gratte-ciel</td>
</tr>
<tr>
<td>suburb(s)</td>
<td>gratte-ciel</td>
</tr>
<tr>
<td>subway (US), underground, tube (UK)</td>
<td>gratte-ciel</td>
</tr>
<tr>
<td>terraced houses (UK)</td>
<td>gratte-ciel</td>
</tr>
<tr>
<td>tunnel</td>
<td>gratte-ciel</td>
</tr>
<tr>
<td>underpass</td>
<td>gratte-ciel</td>
</tr>
<tr>
<td>water tower</td>
<td>gratte-ciel</td>
</tr>
</tbody>
</table>

B. Complete the right-hand column with words from the list below.

The emails from the first five teenagers

A. Listen and find the information.

Listen to the messages from the first five teenagers. Take notes and fill the following grid.

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Express yourself.

Report your findings to the rest of the class. Make full sentences.
The emails from the last five teenagers

A. Listen and find the information.

Listen to the messages from the last five teenagers. Take notes and fill the following grid.

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Express yourself.

Report your findings to the rest of the class. Make full sentences.
Paddy’s first ten suggestions

A. Listen to Paddy’s first ten suggestions.

Write down the suggestions in note form. Sort out those that are not really relevant to the topic being discussed.

<table>
<thead>
<tr>
<th>Suggestion [notes]</th>
<th>relevant</th>
<th>irrelevant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
<td></td>
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<tr>
<td>4.</td>
<td></td>
<td></td>
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<tr>
<td>5.</td>
<td></td>
<td></td>
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<tr>
<td>6.</td>
<td></td>
<td></td>
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<tr>
<td>7.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
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<tr>
<td>9.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Express yourself.

Report your findings to the rest of the class. Make full sentences.
Paddy's last ten suggestions

A. Listen to Paddy's last ten suggestions.

Write down the suggestions in note form. Sort out those that are not really relevant to the topic being discussed.

<table>
<thead>
<tr>
<th>Suggestion (notes)</th>
<th>relevant</th>
<th>irrelevant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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<tr>
<td>4.</td>
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<td>5.</td>
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<td>6.</td>
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<td>7.</td>
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<td>8.</td>
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<td>9.</td>
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<tr>
<td>10.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Express yourself.

Report your findings to the rest of the class. Make full sentences.
The pros and cons of city life

Use these words to complete the following paragraph.

CCTV  collected  convenience  council
crime  delicatessen  deliver  doorstep
dry cleaners’ garbage  homeless  lighting
litter  muggings  park and ride  pedestrian
pollution  public  rough  safer
takeaway  winos

People still think of cities as dirty, but things have changed a lot. In my city, there are ...................... bins on most street corners and domestic ...................... is ...................... every day. Cities are also ...................... than they used to because there’s less street ...................... My local ...................... has installed brighter street ...................... and more ...................... cameras, which means that there are fewer ...................... than before.

I have everything on my ......................: a ...................... store which is open 24-7, a ...................... where I can get food from all over the world, a ...................... that does same-day cleaning, a Chinese ...................... , and, if I don’t want to go out to do my shopping, I can phone any one of a dozen pizza or sushi restaurants who ...................... to your door.

I’m not saying everything is wonderful: you have to watch out for the ...................... – when they’re really drunk they can be abusive or aggressive. And there are more and more ...................... people sleeping ...................... in doorways or on benches, which is terrible. And of course there is still the noise and ...................... from traffic, although with our new ...................... system, more people use ...................... transport within the city and there are a number of ...................... zones where not even bicycles are allowed.
The artist

Lawrence Stephen Lowry, 1887 to 1976, was an English artist born in Lancashire in the north of England. Many of his drawings and paintings depict nearby Salford and the surrounding area which was dominated by cotton mills and other heavy industry. He had a distinctive style of painting and is particularly famous for his stylised human figures which are often referred to as “matchstick men”. Because of this naive style, he is sometimes called a “Sunday painter”, but his paintings sell for millions of pounds.

The background

The 1930s was a period of great hardship. The 1929 Wall Street Crash in the USA started a gigantic economic depression that lasted throughout the decade. In Britain, the manufacturing industries, most of which were located in the north of the country, suffered badly and millions lost their jobs. A British government report in the mid 1930s estimated that around 25% of the UK’s population existed on a subsistence diet; child malnutrition and tuberculosis were frequent. The 1930s saw the rise of minor extremist parties which proposed radical measures to solve the problems.

The painting

Painted in 1935, A Street Scene illustrates the importance the artist placed on the relationship between architecture and people. It shows a city street leading to a large greyish building – a cotton mill – with clusters of people in the foreground, and smaller bright-coloured houses on both sides of the street. As always in Lowry’s paintings, the people are “matchstick men” – thin, quite dark, figures – both in the street and on the pavements. They are mostly men, but a woman can be seen on the left pushing a pram, and another on the right holding her child’s hand. The figures are dominated by the grey factory in the background and the lines of perspective lead the eye to it. This suggests that it is the most important element in this urban landscape: it provides employment, but it also looks rather threatening.

* Textes enregistrés (manuel numérique)
What was the plague?

Nowadays we know that the terrible illness known as the plague was a disease carried by fleas, specifically rat fleas. Because of the number of rats on board ships, it is easy to see how the disease managed to arrive in England. One of the symptoms of plague is coughing, and a cough can transmit the disease. For this reason, the plague can spread like wildfire from one person to another.

In the 17th century, it was known that contact with a plague victim was dangerous, but it was not known how the disease was transmitted. Animals were suspected of being a source of infection but, in London, the authorities may in fact have made the situation worse by ordering dogs and cats to be killed – the very animals that could have limited the spread of the disease by killing the rats. The Great Plague of 1665 was the last major outbreak of the illness in Europe, but it was not the worst. In the middle of the 14th century, the plague, then known as the Black Death, killed almost half the population of Europe.
Why did London burn?

It is astonishing to think that thousands of buildings can be destroyed by fire in just a few days. It couldn’t happen to London these days. But London in 1666 was nothing like London today. The streets were narrow and the upper storeys of houses often jutted out into the street. Because of this, houses on opposite sides of the street almost touched each other. London’s houses were made largely of wood and, in 1666, after a very hot summer, the wood was as dry as a bone; not surprising, therefore, that a fire would spread quickly. With the fire came a high wind – so strong that the flames could jump 20 houses at a time.

This being said, a lot of destruction could have been prevented by faster action. It was hours before the authorities started demolishing houses in order to create firebreaks, and water was in short supply. In the end, it was nature and not man that stopped the fire. The wind dropped and the fire went out of its own accord.
Abbey Road

1 Abbey Road is the name of three different things. Identify them by ticking the right boxes.

☐ a. a street in London  ☐ b. a recording studio  ☐ c. a book of photographs
☐ d. a rock group  ☐ e. a rock album

2 What is special about the day this video was filmed? Make one sentence using the following words.

studios • album • 1970 • 40 • Beatles • last • broke up

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

3 Say as much as you can about the first man who is interviewed (probable nationality, occupation, how he feels today and why...).

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

4 He gives us some information about the Beatles. Find

a. the city where the Beatles grew up: ......................

b. the name of the nightclub where the Beatles first played: ......................

5 The next man who is interviewed explains what happened here forty years ago. Find this information.

a. The date of the Beatles’ previous photo session. ......................

b. The first name of one of the Beatles. ......................

c. Where the photographer put his camera.

On a ______________________ on an island (= refuge).

d. What a policeman did. ................................................................. ....................................................
.............................................................................................................................. ....................................................

e. How many times the Beatles walked across the road. ...........

6 Is the following sentence true or false? Give your reasons.

The psychedelic Rolls Royce we see belonged to John Lennon.

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

7 Who are the four men we see at the end of the video? Describe them, say what they are doing and why.

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

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The way people look

Match the words with their French translations. First, check the words whose meaning you know by trying to match them with their translation, then use a dictionary for the others.

- tall: la silhouette
- short: solide, costaud
- pale, wan: ride
- ugly: garder la ligne
- slim: rougeaud
- well-built: décharné
- be overweight: (tour de) taille
- plump, stout: grand (par la taille)
- good-looking, handsome, attractive: bouffi
- ruddy: blême
- the figure: sans beauté
- waist: mince
- thin, skinny: le teint
- wrinkle: beau
- smooth: petit (par la taille)
- gaunt: lisse
- puffy: laid
- keep one’s figure: maigre
- the complexion: être en surpoids
- plain: dodu, potelé
The facts

A. Read and decide.

Read the first paragraph of the article and decide whether the following statements are true or false.

1. The French are obese because of the food they eat. ☐ ☐
2. Even if they eat fatty foods, only a small percentage of the population is obese. ☐ ☐
3. The 11% of French adults who are obese, binge on foie gras, creamy sauces and cheese. ☐ ☐
4. There are more overweight people in England than in the US. ☐ ☐
5. The French have a longer life expectancy. ☐ ☐
6. Many French people die from a heart condition. ☐ ☐
7. The French are not interested in fast food restaurants and junk food. ☐ ☐
8. The French have no appetite for sodas. ☐ ☐

B. Express yourself.

Prepare a short summary for the rest of the class based on the “true” statements. Make full sentences.
The de Bodinats’ diet

A. Read and decide.

Read the second paragraph of the article. Look at the following list of food items and tick the ones the de Bodinat family usually eat.

- white meat
- red meat
- white fish
- tomato
- cucumber
- lettuce
- fruit yoghurt
- sundae
- soya organic yoghurt
- fat-free yoghurt
- chocolate mousse
- Greek-style yoghurt
- sodas
- sparkling water
- tap water
- chocolate bar
- sweets
- sugar

B. Express yourself.

Prepare a short summary for the rest of the class based on what the de Bodinat family actually eat. Make full sentences.
The nutritionist's advice

A. Read and decide.
Read the third and the fourth paragraphs of the article and decide whether the following sentences are to be taken as good advice or not. Classify the ideas in the table below.

- Binge on chips.
- Drink red wine every day and at every meal.
- Eat at a proper table.
- Eat both cheese and pudding.
- Eat in front of the television.
- Eat quickly.
- Eat snacks any time of the day.
- Have three meals a day.
- Have meals at regular intervals.

<table>
<thead>
<tr>
<th>How to stay slim</th>
<th>How to get fat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Express yourself.
Prepare a short summary for the rest of the class specifying the dos and don'ts of a healthy diet. Make full sentences.
The chef’s point of view

A. Read and decide.
Read the fifth paragraph of the article and tick the ending that best explains each quotation.

1 “The secret is all in the portion size” means
   □ a. the secret of a Michelin three-star chef’s cuisine is in the size of the portions.
   □ b. the secret of the French diet is in the portion size.
   □ c. the secret of Richard Robe’s cuisine is the small portions.

2 “Even if we serve you seven courses, you won’t feel bloated” because
   □ a. the portion size is so small that you will still feel hungry at the end of the meal.
   □ b. French food is easily digested by the body.
   □ c. the size of the portions is very small.

3 “It’s easier to eat more healthily in France than England” because
   □ a. there are more supermarkets in France.
   □ b. you can’t find fresh produce in England.
   □ c. there aren’t as many markets in England as in France.

B. Express yourself.
Prepare a short summary for the rest of the class to make the chef’s explanation clear. Make full sentences.
Eating habits

Choose the correct translation for the following.

A. Nouns

- frozen food
- tinned food
- processed food
- junk food
- starter
- main course
- dish
- eating disorders
- meal
- figure
- snack
- diet
- fast-food restaurant
- home cooking
- ready-cooked

- silhouette
- cuisine maison
- conserves
- plat principal
- nourriture transformée
- un fast-food
- entrée
- prêt à manger
- troubles d'alimentation
- mal bouffe
- nourriture surgelée
- plat
- repos
- casse-croûte
- régime

B. Verbs

- cook
- starve
- wolf down
- taste
- put on weight
- go on a diet
- eat out
- snack
- slim down

- prendre du poids
- engloutir
- mourir de faim
- cuisiner
- grignoter
- goûter, déguster
- maigrir
- faire un régime
- manger au restaurant

C. Adjectives

- sweet
- healthy
- organic
- wholesome
- home-made
- savoury
- fatty
- low-fat
- fat-free
- overweight
- slim
- tasteless
- balanced
- fattening

- insipide
- bio
- qui fait grossir
- gras
- doux, sucré
- allégé
- bon pour la santé
- équilibré
- mince
- fait maison
- sain
- sans matières grasses
- en surpoids
- salé
A. Listen and find out.
Tick all the correct boxes or answer the questions.

1. The show is about
   - [ ] a. a political event
   - [ ] b. a sporting event
   - [ ] c. a new documentary film
   - [ ] d. an important discovery.

2. Which of the following did Morgan Spurlock NOT do for the film?
   - [ ] a. direct it
   - [ ] b. compose the music
   - [ ] c. produce it
   - [ ] d. design the costumes
   - [ ] e. star in it
   - [ ] f. write the scenario

3. How long did the filming last?
   - [ ] a. Three days.
   - [ ] b. Thirteen days.
   - [ ] c. Thirty days.

4. How often did Spurlock eat at McDonalds restaurants?

5. Explain what “Supersize me” means.

6. How much weight did he lose or gain?

7. What were the effects of the diet on Spurlock? Tick all the right answers.
   - [ ] a. It made him thirsty all the time
   - [ ] b. He experienced stomach aches
   - [ ] c. He often felt sick.
   - [ ] d. His liver suffered.
   - [ ] e. His breathing became short.
   - [ ] f. His mood changed all the time.
   - [ ] g. He experienced sexual dysfunction.
   - [ ] h. He felt dizzy.

8. How long did it take him to lose the weight he put on?

B. Express yourself.
Report back to the class. Make full sentences.
Work on what Peter has to say.

A. Listen to what Peter first has to say.

Which of the following rules did Spurlock have to stick to?

- a. Stop smoking.
- b. Eat three meals a day at McDonalds.
- c. Eat only fries.
- d. Try every item on the menu.
- e. Eat only at McDonalds.
- f. Drink only wine.
- g. Accept bigger portions whenever asked.
- h. Walk only as much as typical Americans do.
- i. Walk 5 miles every day.

How many steps does a typical American take each day? ............................................

B. Express yourself.

Report back to the class. Make full sentences.
Work on what Jennifer says about the effects.

A. Listen to Jennifer talk about the effects.

1. Tick the boxes corresponding to the effects the diet had on Spurlock.
   - a. No effects at all.
   - b. Elation.
   - c. Lethargy.
   - d. Depression.
   - e. Loss of appetite.
   - f. Headaches.
   - g. Weight gain.

2. How did he remedy this situation?

   

3. What was one doctor’s conclusion?

   

4. How did McDonalds react to the release of the movie? Tick the boxes corresponding to the correct answers.
   - a. They did nothing.
   - b. They changed their menu in a radical way.
   - c. They introduced salads.
   - d. They stopped offering the super size.

5. Did McDonalds admit that the film had caused them to make changes?

   

B. Express yourself.

Report back to the class. Make full sentences.
A. Listen and answer the questions.

1 Does Peter agree with Spurlock that eating regularly at McDonald’s makes you fat and gives you possible health problems, or not?

2 What proportion of customers eat once at Mcdonald’s or twice a week?

3 How often do 22% of the customers eat there?

4 What proportion of customers eat three meals a day there?

5 Peter thinks Spurlock was influenced by... [Tick the boxes corresponding to the correct answers.]
   a. legal action being taken by McDonalds
   b. legal action being taken against McDonalds.
   c. his girlfriend.
   d. two girls he met at McDonalds.

6 He thinks Spurlock’s point of view is
   a. biased.
   b. unbiased.

B. Express yourself.

Report back to the class. Make full sentences.
### A.

<table>
<thead>
<tr>
<th>word</th>
<th>stressed syllable</th>
<th>pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>addicted</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>emphasis</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>interview</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>lethargy</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
<tr>
<td>restaurant</td>
<td>1 2 3</td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

### B.

<table>
<thead>
<tr>
<th>word</th>
<th>stressed syllable</th>
<th>pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>regularly</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>discontinued</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>experience</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>documentary</td>
<td>1 2 3 4 5</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>
The artist

William Hogarth (1697-1764) could be called the inventor of the cartoon strip, because he was the first artist to do series of paintings. The best-known series are *A Rake’s Progress*, the story of a rich young man who loses everything, and *Mariage à la Mode*, a satire on upper-class society. Hogarth is famous for his satirical engravings and paintings but also for his portraits.

The background

In England in the 18th century, art was not only restricted to the upper classes: engravings could be seen in many houses. Also, there were newspapers and political or satirical pamphlets that most could afford to buy, so, in general, people were better-informed of what was happening and were getting a taste for scandal and satire. Politics was a good target for satire because, although Members of Parliament were elected, only a few people could vote – those who possessed some property – and there was a lot of bribery and corruption.

The painting

Like many other of Hogarth’s works, *An Election Entertainment* is a satire on an aspect of contemporary society which the artist found immoral. It is one of a series called *The Humours of an Election* and is about an election in Oxfordshire in 1754. We can see two candidates – sitting near each other, on the left, who are providing voters with a feast in order to get their support. It looks like most of the guests have had too much to drink and one man, on the right, has had too many oysters.

It seems that the candidates will do anything to get votes: one of them is kissing a pregnant woman, the other is listening to a drunk. Outside the window is a parade or a demonstration by the other political party and there seems to be quite a lot of violence: someone has thrown a brick through the window and hit a man on the head.
Clothes

A. Put these words into six categories of three words each. Give each category a title.

beret  
Bermuda shorts  
blouse  

cap  
dress  
frock  
hat  
jeans  
panties  
shirt  
shoes  
skirt  
slippers  
socks  
stockings  
tights  
top  
trousers


B. Match each adjective (1-8) with the most appropriate noun (A-H), then translate each complete expression into French.

1. a V-necked  
2. a pleated  
3. high-heeled  
4. a short-sleeved  
5. a low-waisted  
6. fishnet  
7. a wedding  
8. a button

A. shirt  
B. pair of jeans  
C. stockings  
D. sweater  
E. dress  
F. skirt  
G. fly  
H. shoes

Translations

1. ........................................  2. ........................................
3. ........................................  4. ........................................
5. ........................................  6. ........................................
7. ........................................  8. ........................................
Banana Fuel

1. What do we find out at the very beginning of the film? Tick all the correct sentences.
   - a. Bananas lack a lot of vitamins.
   - b. There are certain vitamins in bananas.
   - c. In some countries, only animals eat bananas.
   - d. In some countries, bananas are as important as potatoes or rice.

2. The young scientist, called Joel, talks about where the idea came from. Complete the paragraph with the following words.
   - biogas • briquettes • Ghana • Rwanda • sawdust • waste • wondered
   Joel got the idea for making ......................... when he was in ................. . While he was there, he saw a lot of residue, like piles of ......................... for example, and he ......................... what it could be used for. Then, when he went to ......................... he heard about ......................... made from banana .........................

3. According to the second man who is interviewed, this project has several advantages. Tick all the ones he mentions.
   - a. The briquettes are easy to make.
   - b. They are not very expensive.
   - c. You have to use heavy machinery to rot down the bananas.
   - d. You can use almost any sort of dry matter to combine with the bananas.
   - e. You mash the bananas with special tools.

4. Look at how banana briquettes are made and briefly describe the process. You may need some of these words and expressions:
   - mash • mix • shredded paper • squeeze out • moisture • dry out

5. Why is India particularly interested in this project?
Animals

A. Match the following words and expressions with their appropriate equivalents.

<table>
<thead>
<tr>
<th>English</th>
<th>French</th>
</tr>
</thead>
<tbody>
<tr>
<td>shelter</td>
<td>faire vivre une espèce</td>
</tr>
<tr>
<td>breed</td>
<td>braconnier</td>
</tr>
<tr>
<td>mammal</td>
<td>abriter</td>
</tr>
<tr>
<td>mate</td>
<td>s’accoupler</td>
</tr>
<tr>
<td>thrive</td>
<td>prospérer</td>
</tr>
<tr>
<td>lay an egg</td>
<td>se reproduire</td>
</tr>
<tr>
<td>poacher</td>
<td>pondre un œuf</td>
</tr>
<tr>
<td>become extinct</td>
<td>mammifère</td>
</tr>
<tr>
<td>endangered</td>
<td>être en voie d’extinction</td>
</tr>
<tr>
<td>support a species</td>
<td>en danger</td>
</tr>
</tbody>
</table>

B. Check the meaning of the following adjectives with your teacher or a dictionary. Say which animals can be described as the following (of course there might be several answers for each adjective):

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>furry</td>
<td></td>
</tr>
<tr>
<td>scaly</td>
<td></td>
</tr>
<tr>
<td>poisonous</td>
<td></td>
</tr>
<tr>
<td>four-winged</td>
<td></td>
</tr>
<tr>
<td>eight-legged</td>
<td></td>
</tr>
<tr>
<td>long-fanged</td>
<td></td>
</tr>
<tr>
<td>sharp-clawed</td>
<td></td>
</tr>
<tr>
<td>long-nosed</td>
<td></td>
</tr>
</tbody>
</table>

C. Find the answers to the following questions. Use a dictionary and check the pronunciation.

<table>
<thead>
<tr>
<th>Question</th>
<th>Which animals...</th>
</tr>
</thead>
<tbody>
<tr>
<td>have a sting?</td>
<td></td>
</tr>
<tr>
<td>have stripes?</td>
<td></td>
</tr>
<tr>
<td>have spots?</td>
<td></td>
</tr>
<tr>
<td>have gills?</td>
<td></td>
</tr>
<tr>
<td>have a hump (or several)?</td>
<td></td>
</tr>
<tr>
<td>can change colour?</td>
<td></td>
</tr>
<tr>
<td>can “talk”?</td>
<td></td>
</tr>
<tr>
<td>eat nothing but bamboo shoots?</td>
<td></td>
</tr>
<tr>
<td>live in extremely cold regions?</td>
<td></td>
</tr>
<tr>
<td>have the longest wing span?</td>
<td></td>
</tr>
<tr>
<td>live underground?</td>
<td></td>
</tr>
<tr>
<td>have antlers?</td>
<td></td>
</tr>
<tr>
<td>move very slowly?</td>
<td></td>
</tr>
<tr>
<td>move sideways?</td>
<td></td>
</tr>
<tr>
<td>are man’s close relatives?</td>
<td></td>
</tr>
</tbody>
</table>
The location

A. Read and find out.
1. The text is an extract from
   - a. an article.
   - b. a poem.
   - c. an essay.
   - d. a song.
   - e. a novel.
   - f. a speech.

2. The narrator is
   - a. unknown.
   - b. Michael Crichton.
   - c. Bradley.
   - d. Kenner.

3. Yellowstone Park is
   - a. a natural preserve.
   - b. an Indian hunting ground.
   - c. an example of "untouched wilderness".

B. Find Yellowstone.
1. Look at the map and locate Yellowstone.

2. Find out in which state(s) Yellowstone Park is located.
   - a. Idaho [ˈaɪdəhoʊ]
   - b. Montana
   - c. Wyoming [ˈwaɪəmɪn]

B. Express yourself.
Report back to the class. Make full sentences.
Wildlife protection

A. Read and find out.
Choose the appropriate meaning for each quotation.

1 Yellowstone Park, he explained, was the first wilderness to be set aside as a natural preserve anywhere in the world.
   - a. Yellowstone Park was the first area to be chosen as an attempt at protecting wildlife and nature.
   - b. Yellowstone Park was the first area to be rejected as the right place for protecting wildlife and nature.

2 There was only one problem, unacknowledged then and later. No one had any experience trying to preserve wilderness.
   - a. The lack of experience was only a problem later.
   - b. The lack of experience was a major problem no one ever considered.

3 And it was assumed to be much easier than it proved to be.
   - a. The difficulty of protecting nature and wildlife was overestimated.
   - b. The difficulty of protecting nature and wildlife was correctly assessed.
   - c. The difficulty of protecting nature and wildlife was underestimated.

4 “Well,” Bradley said, “our knowledge has increased with time...” “No, it hasn't,” Kenner said. “That’s my point. It’s a perpetual claim that we know more today, and it’s not borne out by what actually happened.”
   - a. The idea that knowledge increases with time was proved wrong by what happened in Yellowstone Park.
   - b. The idea that knowledge increases with time wasn’t born in Yellowstone Park.

B. Express yourself.
Report back to the class. Make full sentences.
The mistakes that were made

A. Read and find out.

1 Study how the original mistake of the park rangers caused even greater mistakes and damage. What was their first mistake?

2 Complete the following chart using elements from the passage.

<table>
<thead>
<tr>
<th>HOW TO PROTECT</th>
<th>Solution 1:</th>
<th>Solution 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Stop the killing of elk</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Results:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Effects on vegetation:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Effects on animals:</td>
<td></td>
</tr>
</tbody>
</table>

3 What were the park rangers obliged to do in the 1920s?

4 Did it reverse the situation and solve their problems?

B. Express yourself.

Report back to the class. Make full sentences.
The concept of “wilderness”

A. Read and find out.

Choose the appropriate meaning(s) for each quotation.

1 The Indian hunters of old had exerted a valuable ecological influence on the park lands by keeping down the numbers of elk, moose, and bison.
   - a. The native Americans were interested in ecology and regulated the proliferation of the different animals.
   - b. The native Americans’ hunting habits helped to naturally regulate the proliferation of herds on their hunting ground.

2 This belated recognition
   - a. The “white men” understood the impact of the native Americans on wilderness too late.
   - b. The “white men” didn’t want to recognize the impact of the native Americans on wilderness.

3 Native Americans had strongly shaped the “untouched wilderness” that the first white men saw – or thought they were seeing – when they first arrived in the New World.
   - a. The native Americans’ actions had an ecological impact on the world the “white men” discovered.
   - b. The “white men” realized that the New World was only new to them and that its first inhabitants had left an imprint on it.

4 The “untouched wilderness” was nothing of the sort.
   - a. Yellowstone Park was not an example of “untouched wilderness”.
   - b. There is no such thing as “untouched wilderness”.
   - c. They were wrong to choose Yellowstone Park as an example of “untouched wilderness”.

B. Express yourself.

Report back to the class. Make full sentences.
Preserving one’s cultural heritage

A. Insert each of the following names given to different periods of European history into the right period in the timeline. The dates given are only approximate.

The Age of Enlightenment • The Industrial Revolution • The Machine Age • The Medieval period/The Middle Ages • The Reformation • The Renaissance

<table>
<thead>
<tr>
<th>Period</th>
<th>4th-15th century</th>
<th>15th-16th centuries</th>
<th>16th century</th>
<th>17th-18th centuries</th>
<th>18th-19th centuries</th>
<th>1900-1945</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. With the help of your teacher and/or of the Internet, put the following terms that refer to British architecture into chronological order and specify the period.

Edwardian • Elizabethan • Georgian • Jacobean • Regency • Victorian

<table>
<thead>
<tr>
<th>Name</th>
<th>Period</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. Choose two of the above terms and find famous buildings that are examples of the architectural style.

Term: ............................................. Example: .............................................

Term: ............................................. Example: .............................................

D. Match the following words and expressions with their French equivalents.

<table>
<thead>
<tr>
<th>English</th>
<th>French</th>
</tr>
</thead>
<tbody>
<tr>
<td>historic monument</td>
<td>exposition</td>
</tr>
<tr>
<td>listed building</td>
<td>Oui dit mieux ? Adjugé, vendu !</td>
</tr>
<tr>
<td>world heritage site</td>
<td>vendre aux enchères</td>
</tr>
<tr>
<td>restoration</td>
<td>monument historique</td>
</tr>
<tr>
<td>exhibition</td>
<td>immeuble classé</td>
</tr>
<tr>
<td>Going, going, gone!</td>
<td>site inscrit au patrimoine de l’humanité</td>
</tr>
<tr>
<td>sell by auction</td>
<td>restauration</td>
</tr>
</tbody>
</table>
The storyline of the film

A. Listen and find out.

1. In what year is the action said to take place?
   - a. 2034.
   - b. 2134.
   - c. 2054.
   - d. 2154.

2. Where does it take place? Give the name of the distant planet. .........................

3. Who or what is colonising this planet?
   - a. Americans.
   - b. Earthlings.
   - c. Martians.
   - d. Strange things.

4. They are looking for unobtainium which is (tick two boxes)
   - a. a rare sauce
   - b. a source of energy
   - c. a rare mineral
   - d. a kind of mineral water

5. What will they use it for if they find it? ............................................................

B. Express yourself.
The natives and the colonisers

A. Listen and find out.

1 Who, in your opinion, do the humans work for?
   a. A mining company.
   b. A research team.
   c. The American Administration.
   d. Developed countries.

2 What do they have to wear to survive the planet's atmosphere?

3 Find the name of the native tribe.

4 The natives are “very much at home” on the planet. This means they
   a. spend most of their time in their homes.
   b. feel at ease living on the planet.

5 Explain the difference between the colonisers and the natives

6 Find the words or expressions used to say the natives
   a. move around easily.
   b. are slim
   c. have big round eyes
   d. are a bluish colour
   e. are very tall

7 The natives are also described as looking like a mixture of the works of some famous
   artists – which artists?

B. Express yourself.

Report back to the class. Make full sentences.
The good and bad points of the film

A. Listen for the bad points.

1 Find the words or expressions used to say
   a. the film is too long
   b. the story is superficial and simplistic
   c. there is no self-criticism
   d. there are no complexities

2 The reviewer points out the contradiction between the “sermon preached” by the film and the impact left by the actual making of the film. Can you explain what it is?

B. Listen for the good points.

1 Say what aspect of the film is described as
   a. breathtaking (époustouflant)
   b. brilliantly staged (brillamment mis en scène)
   c. in advance of other films

2 Do you think the reviewer approves of 3D films? Justify your answer by quoting something you heard in the review.

C. Express yourself.

Report back to the class. Make full sentences.
**Historical allusions**

A. Listen and find out.

1. Complete this passage.

The reviewer says that "underlying" *Avatar* is the story of the colonisation of . . . . . . . . . . . . and the destruction of . . . . . . . . . . . . . . . . . . and their . . . . . . . . . . . . . . . . . . between the arrival of . . . . . . . . . . . . . . . . . through . . . . . . . . . . . . up to the bulldozing of the . . . . . . . . . . . . . . . . .

2. Go on the web and find information about the events (past and present) that the film is hinting at and prepare a summary of your findings and a conclusion.

**Tips**

The colonisation of America between the 17th and 20th centuries.
The Amazon rain forest and the Indians who live there. The reasons for such destruction.

**Two French sites**


**Two English sites**

http://en.wikipedia.org/wiki/American-Indian-Wars
http://www.answerbag.com/q-view/551500

B. Express yourself.

Report back to the class. Make full sentences.
Compréhension de l’oral + expression

1. [ ] hell  [ ] hail
2. [ ] men  [ ] main
3. [ ] edge  [ ] age
4. [ ] Ed  [ ] aid
5. [ ] let  [ ] late
6. [ ] Jenny  [ ] Janey
7. [ ] pen  [ ] pain
8. [ ] sent  [ ] saint
The artist

John Constable (1776-1837) is famous for his landscapes, which are mostly of the Suffolk countryside, where he was born and lived. For each painting, he usually did a lot of sketches in the open air and then finished it in his studio. Although his pictures are extremely popular in England today, during his lifetime he was more popular in France where he was an important influence on the French Romantic movement.

The background

Constable did not like the type of landscape that was popular in England at the time. It was fashionable to paint imaginary scenes and to show nature either completely under the control of man or else completely wild and fantastic, but Constable just painted what he saw around him: real, familiar scenes with real people. The way he painted – with what we might call a broken touch – and the way he managed to make the light in his pictures seem more luminous than anyone before him, was a huge influence on the Barbizon school of landscape painting in France, and, through this, on the impressionist movement in general.

The painting

The scene is a real place in Suffolk, near Flatford on the River Stour. A hay wain, a type of horse-drawn cart, is in the water in the foreground. It is probably there because the path that goes past the cottage on the left is too narrow for the cart, so, in order to get to the field behind the cottage, it has to go across the river. In the distance on the right, is a group of haymakers at work. The cottage and the river path are still more or less the same now as they were when Constable painted the picture.
Conservation

Complete the following sentences with the following words and expressions.

crop rotation • damage • deforestation • degradation • depletion • disfiguring • endangered species
• extensive • extinction • fallow • farmland • felled • fertilizers • flora and fauna • nature reserves
• pesticides • poachers • protected • quarry • rain forest • tap • timber

When people need stone, they generally dig into the face of a mountain and start what is called a ........................................... Unfortunately, this often ends up by ........................................... the landscape.

Such operations are frequently accompanied by massive ........................................... Hundreds of thousands of trees are ........................................... and used for ...........................................

It has always seemed natural for men to ........................................... nature's resources in order to fulfil their needs. But they often do it regardless of the damage done to the ..........................................., or, if they do care about the danger to living things, they generally only realise the ........................................... they have done when a specific species is close to ...........................................

Then the most environmentally-conscious of them try to buy land to turn into ...........................................

where ........................................... can be protected. But greed turns many people into ...........................................

especially in poor countries, and many animals that belong to ........................................... species such as tigers, rhinos and elephants, are still being killed in large numbers.

Farmers the world over also share the responsibility for the ........................................... of natural resources or for destroying nature. In Brazil, for example, people continue to destroy the ........................................... and turn thousands of acres into ........................................... where they practise ........................................... farming instead of planning ........................................... and even leaving land ........................................... for a few years.

The uncontrolled use of ........................................... (for getting rid of insects) and ........................................... (for accelerating growth) also contributes to the ........................................... in the quality of the earth.

It seems that science fiction writer Isaac Asimov was right when he said over 40 years ago that "man has become the cancer of the planet".
My visit to the Eden Project

The first thing that strikes you is the size of it. Like most people, I went there by car, because it’s pretty much in the middle of nowhere. You are carefully directed into one of the car parks about a mile or so from the biodomes, then you take a shuttlebus to the visitor centre where you get your entrance tickets and information about what’s on, special exhibitions and so on, and then you take whatever route you want to. The rainforest biodome is amazing. It’s the only place outside the tropics where you can actually experience what a rainforest is like: the heat, the humidity... and all the plants and flowers. But I think what I enjoyed most was seeing what ordinary things like coffee and rubber really look like, how they’re grown, how they’re produced... you really get an idea of how much we need from nature in order to survive.
Britain’s Most Eco-house

1 What is the main reason why this house uses very little energy? Tick only one box.

☐ a. It has got a grass roof.
☐ b. It has its own air system.
☐ c. It is air-tight.
☐ d. There are a lot of draughts.
☐ e. There is a double wall: inside and outside.
☐ f. It has wind turbines.

2 Complete this sentence about the solar panels.
The solar panels ................ heat all the year ............ The principle is that you ............
heat in the ground in ............. , and use it in ..........................

3 Explain the “fresh air” system in the house. You may need some of these words and expressions.

change ● two hours ● outgoing air ● incoming air ● lose the heat

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

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

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

4 What can you say about the level of humidity in the house?

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

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

5 Tick the words an expressions that could be used when describing the water system in this house.

☐ a. recycling    ☐ e. easy
☐ b. expensive    ☐ f. complex
☐ c. wasteful     ☐ g. low consumption
☐ d. low-cost     ☐ h. massive consumption

6 Which sentence best sums up the commentator’s conclusion?

☐ a. There is nothing to stop people from building smaller houses that use the same technology.
☐ b. You could build smaller houses using the same technology but, unfortunately, they would be very expensive to build.
Computers

A. Link the words on the left with their definitions on the right.

- mouse mat
- bid (v.)
- eBay
- firewall
- modem
- domain servers
- broadband
- get through (v.)
- Internet shopping
- be down (v.)

- a web site where you can buy second-hand objects
- be no longer in working order
- connect (v.)
- buying things on the Internet
- small computer pad for the computer mouse to roll on
- device that enables you to connect to the Internet
- offer a price for something
- system allowing a large amount of data to travel
- Internet security barrier
- groups of computers that manage network traffic

B. Use the following words to name the different components of a computer.

- printer
- mouse
- keyboard
- screen
- speaker
- DVD player
Act out the dialogue

A. Look at the following dialogue.

**Becky:** Are you cooking something?
**Mum:** No. That’s to remind me to check eBay.
**Becky:** eBay? What do you mean, eBay?
**Mum:** You know, darling! Internet shopping. I’m bidding on a Ken Hom wok, a pair of candlesticks... oh yes, and a hedge trimmer for Dad. Used only once!
**Janice:** eBay is marvellous! Such fun. Have you used it, Becky?
**Becky:** Well... no.
**Mum:** Oh, you’d love it. Although I couldn’t get through last night to check on my Portmeirion plates. I don’t know what was wrong.
**Janice:** The domain servers were probably down. I’ve been having trouble with my modem all week. Biscuit, Becky?
**Becky:** But... you haven’t got a computer. You hate modern technology.
**Mum:** Not any more, love! Janice and I did a course. We’ve gone broadband! Let me give you a word of advice, Becky. If you’re going broadband, I’d install a decent firewall.

B. Act it out.

Act out or read the dialogue in front of the class. Take the following context into account.

All three characters are having a cup of coffee. Becky can’t believe her mother and best friend are computer-literate. Mum and Janice are best friends and excited about bidding on eBay.

**Advice**
Mum and Janice can be smiling and laughing. Becky is really surprised.
Act out the dialogue

A. Look at the following dialogue.

BECKY: Are you cooking something?
MUM: No. That’s to remind me to check eBay.
BECKY: eBay? What do you mean, eBay?
MUM: You know, darling! Internet shopping. I’m bidding on a Ken Hom wok, a pair of candlesticks... oh yes, and a hedge trimmer for Dad. Used only once!
JANICE: eBay is marvellous! Such fun. Have you used it, Becky?
BECKY: Well... no.
MUM: Oh, you’d love it. Although I couldn’t get through last night to check on my Portmeirion plates. I don’t know what was wrong.
JANICE: The domain servers were probably down. I’ve been having trouble with my modem all week. Biscuit, Becky?
BECKY: But... you haven’t got a computer. You hate modern technology.
MUM: Not any more, love! Janice and I did a course. We’ve gone broadband! Let me give you a word of advice, Becky. If you’re going broadband, I’d install a decent firewall.

B. Act it out.

Act out or read the dialogue in front of the class. Take the following context into account.

It is late. Dinner is almost over. All three characters are tired and ready to leave when suddenly the oven timer starts pinging.

Advice
Think about the tone of the characters’ voices. Characters can yawn, look at their watches...
Act out the dialogue

A. Look at the following dialogue.

**BECKY:** Are you cooking something?

**MUM:** No. That’s to remind me to check eBay.

**BECKY:** eBay? What do you mean, eBay?

**MUM:** You know, darling! Internet shopping. I’m bidding on a Ken Hom wok, a pair of candlesticks... oh yes, and a hedge trimmer for Dad. Used only once!

**JANICE:** eBay is marvellous! Such fun. Have you used it, Becky?

**BECKY:** Well... no.

**MUM:** Oh, you’d love it. Although I couldn’t get through last night to check on my Portmeirion plates. I don’t know what was wrong.

**JANICE:** The domain servers were probably down. I’ve been having trouble with my modem all week. Biscuit, Becky?

**BECKY:** But... you haven’t got a computer. You hate modern technology.

**MUM:** Not any more, love! Janice and I did a course. We’ve gone broadband! Let me give you a word of advice, Becky. If you’re going broadband, I’d install a decent firewall.

B. Act it out.

Act out or read the dialogue in front of the class. Take the following context into account.

Becky has just had an argument with her mother when the oven timer starts pinging.

**Advice**

Becky and Mum are still furious. Janice is embarrassed.
Act out the dialogue

A. Look at the following dialogue.

**BECKY:** Are you cooking something?

**MUM:** No. That’s to remind me to check eBay.

**BECKY:** eBay? What do you mean, eBay?

**MUM:** You know, darling! Internet shopping. I’m bidding on a Ken Hom wok, a pair of candlesticks… oh yes, and a hedge trimmer for Dad. Used only once!

**JANICE:** eBay is marvellous! Such fun. Have you used it, Becky?

**BECKY:** Well… no.

**MUM:** Oh, you’d love it. Although I couldn’t get through last night to check on my Portmeirion plates. I don’t know what was wrong.

**JANICE:** The domain servers were probably down. I’ve been having trouble with my modem all week. Biscuit, Becky?

**BECKY:** But… you haven’t got a computer. You hate modern technology.

**MUM:** Not any more, love! Janice and I did a course. We’ve gone broadband! Let me give you a word of advice, Becky. If you’re going broadband, I’d install a decent firewall.

B. Act it out.

Act out or read the dialogue in front of the class. Take the following context into account.

The roles of the traditional mother and daughter are reversed. Becky is harsh when she questions her mother.

Advice

Mum is shy. Janice is thoughtful and is trying to make everybody get along.
Personal relationships

A. Put the following words and expressions into one of the two categories in the table.

<table>
<thead>
<tr>
<th>Harmony</th>
<th>Trouble</th>
</tr>
</thead>
<tbody>
<tr>
<td>have words</td>
<td>be on good terms</td>
</tr>
<tr>
<td>have an argument/a row</td>
<td>easy-going</td>
</tr>
<tr>
<td>stand up to</td>
<td>nag (v.)</td>
</tr>
<tr>
<td>scold (v.)</td>
<td>shut others out</td>
</tr>
<tr>
<td>sulk (v.)</td>
<td>trustworthy</td>
</tr>
<tr>
<td>get on well</td>
<td></td>
</tr>
</tbody>
</table>

B. Match the English words and expressions with their French equivalents.

- break up, split up: avoir une liaison
- bride: demander en mariage
- bridegroom: élever des enfants
- bring up/raise children: laisser tomber (quelqu’un)
- court, woo (v.): le marié
- dump (v.): courtiser
- get a divorce: accorder la garde légale
- grant legal custody: la mariée
- have an affair: se séparer
- honeymoon: divorcer
- propose to (somebody): le témoin
- witness (n.): lune de miel
Place, people, topic

A. Listen and speak.

1 When/where does this conversation take place?
   - a. In a restaurant.
   - b. At a job interview.
   - c. During a radio broadcast.

2 Who are the speakers?
   - a. An adult and two children.
   - b. Two adults.
   - c. Two adults and two children.

3 What is the relationship between Alison, Steven and Jonathan?
   - a. Brothers and sister.
   - b. Brothers and stepmother.
   - c. Mother and sons.

B. Listen and understand.

“Report” what is said by the speakers about different subjects as in the example. Use the following verbs (once each).

say • tell • realise • consider • admit • ask

Example: number of children = Alison says that she has two children.

1 the title of the programme

2 the age of the children

3 about being fair with the children

4 about quality time

5 about the children's reactions

6 her/Alison's own feelings

C. Express yourself.

Report your findings to the rest of the class. Make full sentences.
A. Listen and speak.

1. What is the general aim of this weekly radio programme?
   - a. To exchange opinions about kids.
   - b. To talk about the family.
   - c. To compare games.

2. Why does Alison feel she is too competitive with her children?
   - a. She plays too many games.
   - b. She always loses.
   - c. She always wants to win.

3. What does Alison mean by “quality time”?
   - a. Doing interesting activities with her children.
   - b. Being a working mother.
   - c. Checking homework.

B. Listen and understand.

“Report” what is said by the speakers about different subjects, as in the example. Use the following verbs
to explain how people feel or think (once each). think wonder feel find notice seem sound

Example: Alison has two children = The interviewer believes that Alison has two children.

1. the children are wonderful

2. being a good mother

3. being too competitive

4. spending quality time with her children, as a working mother

5. being frustrated and ashamed

6. about remembering her childhood

7. about Alison having regrets

C. Express yourself.

Report your findings to the rest of the class. Make full sentences.
Type of programme and people’s feelings and reactions

A. Listen and speak.

1 How would you classify this radio programme?
   - a. a documentary
   - b. family entertainment
   - c. an informative talk show

2 How would you describe the tone of the presenter at the beginning?
   - a. light-hearted
   - b. serious
   - d. melodramatic

3 How do you think that Alison feels? Give reasons for your answer.
   [You can choose more than one adjective.]
   - busy
   - worried
   - concerned
   - expert
   - frustrated
   - preoccupied
   - lonely
   - lost
   - excited
   - nostalgic
   - angry
   - young

B. Listen and understand.

“Report” what is said by the speakers about different subjects. Complete the following sentences.

1 The interviewer is sure that .................................................................

2 It sounds silly but Alison .................................................................

3 The interviewer agrees that .............................................................

4 Alison has to admit that .................................................................

5 She sounds as if .................................................................

C. Express yourself.

Report your findings to the rest of the class. Make full sentences.
Alison’s feelings

A. Listen and speak.

Read the tasks and listen to the conversation. Tick the right answers, then answer the questions using complete sentences.

1. What does Alison think about childhood?
   - [ ] a. It is a very special/unique period in our lives.
   - [ ] b. It is competitive.
   - [ ] c. It is an unhappy time.
   - [ ] d. It is frustrating.

2. What does Alison feel she is losing?
   - [ ] a. Her children.
   - [ ] b. Her youth.
   - [ ] c. Her enthusiasm.
   - [ ] d. Her regrets.

3. How does she explain her attitude towards her children?
   - [ ] a. She is not enthusiastic.
   - [ ] b. She is selfish.
   - [ ] c. She is not as fit as she used to be.
   - [ ] d. She can no longer taste things.

B. Listen and understand.

Listen again to the interview and note down what is said by the speakers about different subjects.

1. How does the presenter introduce “Family Hour”? What type of programme is it?

2. What does Alison believe to be important about family relationships?

3. Why does Alison feel the need to speak to listeners on the programme? What is her problem?

4. How does she feel about her own reactions?

5. How does she try to explain this situation?

C. Express yourself.

Report your findings to the rest of the class. Make full sentences.
The weather

A. Put the following words into one of the three categories. Use a dictionary if necessary.
blistering • breeze • chilly • flood • heavy • hurricane • icy • lightning • freezing • frosty • gale • gust
• hail • pour • shower • sleet • snow • sweltering • heatwave • thunder

<table>
<thead>
<tr>
<th>Wind and storms</th>
<th>Produced by clouds</th>
<th>Temperature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

AB. Match the English words and expressions with their French equivalents.

rainy (adj.) un arc-en-ciel
changeable le tonnerre
a cloud pleuvoir à seaux
cloudy un orage
a shower lourd, étouffant
hail (n., v.) couvert
cloudless tourbillonner
a rainbow nuageux
pour (v.) une inondation
a heatwave gronder
sultry geler
thunder un nuage
lightning une averse
a flash of lightning variable
a storm neige, neiger
rumble (v.), roar (v.) pluvieux
overcast un ouragan
nasty, foul une vague de chaleur
whirl (v.) sans nuage
freeze (v.) la foudre
snow (n., v.) un vent fort
a hurricane un éclair
a gale la grêle, grêler
a flood mauvais, affreux
The artist

John Steuart Curry (1897-1946) was one of the great American “regionalist” painters. He was born in Kansas and always had fond memories of rural life in that state. When he became successful, from about 1924 onwards, he loved to paint scenes that showed both the beauty and the hardship of life in Kansas. Unfortunately, it took a long time for people in Kansas to appreciate these paintings. They thought Curry was giving too stereotypical a picture of their state.

The background

1929 was a terrible year for the USA because of the Great Depression and although this painting has nothing directly to do with what was happening in Wall Street, there is a strange foreboding here of disaster to come. In those days, Kansas was a state that could provide people with a good living from the land, but it was noted for its extreme weather: high summer temperatures and numerous tornadoes (over 50 a year). And, in 1929, Kansas, together with Oklahoma and parts of Texas and Colorado, was just about to enter a long period of drought during which many would die and others would move away to go and live in California. This, together with the economic effects of the Depression, meant that Kansas remained predominantly rural.

The painting

This is the sort of scene that probably happened dozens of times every year in Kansas. What seems to interest the painter is the portrayal of how a rural American family reacts at a time of crisis: there is apprehension but no panic. Traditional values predominate: the man is by far the strongest figure and is seen as the protector, telling his wife and youngest child to take shelter first. We feel that he will do anything to save his family and his farm. This sort of genre painting was very popular with New York buyers at the time.
Family relationships

A. Look at the family tree and complete the sentences.

1. Guy is Patsy's ____________________________
2. Patsy and Mary are ____________________________
3. Pat is Brian's ____________________________
4. Charles is Pat's ____________________________
5. Guy is David's ____________________________
6. Bronwen is Guy's ____________________________
7. Pamela is Helen's ____________________________
8. Mary is Rita's ____________________________
9. Jonathan is Helen's ____________________________
10. Samantha is Helen's ____________________________

B. Match the English words with their French equivalents.

siblings - jumeaux
great-grandson - frères et sœurs
godfather - marraine
twins - parroin
godmother - arrière-petit-fils
The Stunt Clinic

1. At the beginning, the commentator suggests some of the following things. Tick all the right boxes.
   - a. It is easy to become a stunt man or woman.
   - b. Only a few people want to do this job because it's not well-paid.
   - c. Newcomers may have trouble getting into this community.
   - d. Not all stunt men and women are willing to teach newcomers because they are worried about competition.

2. The first man who is interviewed talks about motivation and success. Answer these questions.
   a. In order to be successful, what do you have to love doing?
   b. What should your main motivation be?
   c. What shouldn't your motivation be?

3. The next four speakers bring out the negative points of the stunt world. Match the expressions they use (1-6) with the appropriate equivalent (a-f).
   1. you’re up against a. giving jobs to close relations
   2. it’s who you know b. people not very open to new ideas
   3. it’s a very closed shop c. you are in competition with
   4. some nepotism going on d. what is important is your social network
   5. pretty tight e. quite protective
   6. a pretty conservative lot f. no one from outside the community is allowed in

4. The next woman who is interviewed puts a more positive point of view. What does she appreciate about the Stunt Clinic?

5. The final woman who is interviewed seems very optimistic. Why?

6. At the end, one of the trainers talks about the future. Complete what he says.
   I think the future really . . . . . . . . . . . . . . a lot for the women, . . . . . . . . . . . . . . .
   and . . . . . . . . . . . . . . . . people, to really . . . . . . . . . . . . . . . . . . . . . . . . . . . .
   what they can do.
Love and hate

Put the following words in the right column and translate the ones in bold letters.

Nouns
love • hate • reconciliation • hostility • resentment • sympathy • disgust • friendship • animosity
• contempt • affection • tenderness • antipathy • endearment • passion • fondness • kindness

Verbs
reconcile • like • dislike • loathe • detest • appreciate • enjoy • despise • can’t stand/can’t bear
• admire • have a liking for • relish • resent

<table>
<thead>
<tr>
<th>🌟</th>
<th>😞</th>
</tr>
</thead>
</table>

Translations
resentment .........................................................
sympathy ..............................................................
contempt ...............................................................
derearment ............................................................
fondness ...............................................................
kindness ...............................................................
reconcile ..............................................................
loathe .................................................................
despise .................................................................
can’t stand/can’t bear .............................................
relish .................................................................
resent .................................................................
Work on Deborah

A. Read and find out.

1 Fill in the following grid about Deborah.

| first name |  |
| surname |  |
| age |  |
| physical details |  |
| grade at school |  |
| academic level |  |
| religion |  |

2 Say briefly what event at school Deborah wants to talk to her parents about.

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

3 Find words in the extract that show Deborah feels bad when she tells her parents what happened at school.

1. ........................................... 2. ...........................................

3. ...........................................

4 Now find the appropriate adjective to complete the sentence.
Deborah feels bad because she has been ...........................................

B. Express yourself.

Report back to the class. Make full sentences.
Work on Miss Hewitt

A. Read and find out.

1 Read again what Miss Hewitt says and put the following phrases in the right category.

that old singsong Yiddish accent
five years of American education
What is it with you people
my smartest girl
How many children are Americans?
How many Jewish?

<table>
<thead>
<tr>
<th>phrases that could be considered as being objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>phrases that betray Miss Hewitt and show her preconceived ideas</td>
</tr>
</tbody>
</table>

2 Miss Hewitt says: “What is it with you people?”

a. Who does you people refer to?

b. Do you find the expression disdainful? Give your reasons.

c. Deduce what Miss Hewitt thinks about Jewish people.

d. Find the sentence in the text that confirms what you answered in c.

3 What kind of teacher is Miss Hewitt? Tick the adjectives that probably characterise her.

- understanding
- tolerant
- sympathetic
- open-minded
- nice
- hard
- strict
- disrespectful
- scornful
- close to pupils
- disdainful
- contemptuous
- insulting
- haughty

B. Express yourself.

Report back to the class. Make full sentences.
Work on Deborah and Ben’s parents

A. Read and find out.

1. Which sketch is the one that corresponds to the scene described?

2. Imagine where each character is sitting. Put their initials in the circles.

3. Who are the two groups of characters in opposition?

4. What do Deborah’s parents say after she has told them about the scene at school?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>mother</td>
<td></td>
</tr>
<tr>
<td>father</td>
<td></td>
</tr>
</tbody>
</table>

5. Put a cross against the wrong statement about the parents.

- [ ] a. They sympathise with their daughter.
- [ ] b. They are trying to minimise the teacher’s words.
- [ ] c. They are rather submissive and seem to be trying to keep a low profile.
- [ ] d. They don’t make a fuss about other people’s prejudice.

6. Rephrase the following sentence in your own words, making it clear what Ben thinks his parents are like: “Ben watched his parents, their softness, their absolute surrender.”

B. Express yourself.

Report back to the class. Make full sentences.
Work on Ben

A. Read and find out.

1 In “Miss Hewitt had never made him cry”, “him” is written in italics. What does that show about Ben? Cross out the inappropriate personality traits.

• tough
• sensitive or hypersensitive
• different from the other pupils
• able to resist teachers’ provocative words
• able to endure pain
• easily influenced
• able to hold back tears

2 Find the three adjectives that Ben uses to speak about Miss Hewitt.

a. ........................................................................................................................

b. ........................................................................................................................

c. ........................................................................................................................

3 Find the elements that indicate Ben wants to break away from the Jewish community and be just like an average American.

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

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

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

4 Explain in detail what he reproaches his parents for.

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

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

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

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

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

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

B. Express yourself.

Report back to the class. Make full sentences.
Social unrest

Place the following words in the grid next to their definitions.

<table>
<thead>
<tr>
<th>an activist</th>
<th>a demonstration</th>
<th>go on the rampage</th>
<th>go on strike</th>
<th>looting</th>
<th>a mob</th>
<th>a picket</th>
<th>a riot</th>
<th>riot police</th>
<th>riot shields</th>
<th>a taser</th>
<th>tear gas</th>
<th>a truncheon</th>
<th>unrest</th>
<th>an uprising</th>
</tr>
</thead>
<tbody>
<tr>
<td>public dissatisfaction and agitation</td>
<td>rush about in a wild or agitated manner</td>
<td>a public display of group feelings towards a person or a cause</td>
<td>collective violent behaviour in a public place</td>
<td>a substance which when dispersed into the atmosphere results in blinding of the eyes with tears</td>
<td>something held by policemen to protect themselves</td>
<td>a gun which fires electrified darts that immobilise a person</td>
<td>a special unit trained to control agitated crowds</td>
<td>a person who takes direct action in support of or in opposition to one side of a controversial issue</td>
<td>stop work in order to force an employer to accept demands</td>
<td>someone who physically prevents another person from going to work during a period of action against an employer</td>
<td>a large destructive crowd of people</td>
<td>an act of popular violence often against an established government</td>
<td>the act of stealing valuable things during war or disasters</td>
<td>a police weapon which is not sharp like a knife and does not fire like a gun</td>
</tr>
</tbody>
</table>
The sequence of events

A. Find information.

Visit http://fr.youtube.com/watch?v=r2_VX2nymRs
and find the times that fit the events. Use the following times to complete the grid which explains what happened and at what time on Sunday July 23rd 1967.

noon • 6:30am • 3:34am • 6:30pm • 9:00pm • 6:13pm

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>noon</td>
<td>Blind Pig. 82 arrests. (Located where?)</td>
</tr>
<tr>
<td>6:30am</td>
<td>First fire. Shoe store. (Which street?)</td>
</tr>
<tr>
<td>3:34am</td>
<td>People wandering aimlessly. Rumours. (Of what?)</td>
</tr>
<tr>
<td>6:30pm</td>
<td>Crowds grow. More fires. State. Police arrive. (How many?)</td>
</tr>
<tr>
<td>9:00pm</td>
<td>The first National Guardsmen come to the scene (How many in all?)</td>
</tr>
<tr>
<td>6:13pm</td>
<td>Curfew imposed (from what time at night until when in the morning?)</td>
</tr>
<tr>
<td></td>
<td>State of emergency proclaimed.</td>
</tr>
</tbody>
</table>

B. Express yourself.

Report back to the class. Make full sentences.
A. Find information.

1. Log on to Wikipedia in English.
Visit http://en.wikipedia.org/wiki/12th_Street_Riot then find the link to *Time Magazine* (paragraph 2) and find the cover of *Time* for August 4th 1967. What exactly does it depict?

2. How many days did the riots last?

3. How many deaths were there?
   a. Total:
   b. Whites:
   c. Non whites:

4. Compare the number of injuries.
   a. Civilians:
   b. Detroit police:
   c. Detroit firefighters

5. How many people were arrested?
   a. Adults:
   b. Juveniles:
   c. Blacks:
   d. Whites:

6. How many stores were looted?

7. How many families were made homeless?

8. How much money was lost from arson and looting?

B. Express yourself.

Report back to the class. Make full sentences.
The background

A. Find information.

Visit http://www.67riots.rutgers.edu/ and click on “Detroit”. Read the paragraph on “Demographic Change” and complete the following sentences and table with the missing information.

1. Detroit’s white population during the 1950s declined by ............ %

2. Correspondingly, the percentage of non-whites rose from ............ % to ............ %.

3. During the decade the number of black inhabitants increased from ............ to ............

4. The black population of Detroit represented ............ % of the total population by 1967.

5. Complete the table showing population change in Twelfth Street.

<table>
<thead>
<tr>
<th></th>
<th>1940</th>
<th>1950</th>
<th>1960</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whites</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-whites</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Explain the term “White Flight”.

7. Explain the impact of the housing shortage and high prices on:
   a. the number of people per square mile.
   b. the average number of families per apartment.

B. Express yourself.

Report back to the class in your own words. Make full sentences.
A. Find information.

1 Log on to Wikipedia in English (http://en.wikipedia.org/wiki/12th_Street_Riot) and look at "Aftermath".

2 Use the following prompts to make statements about the impact of the Detroit riots on the city.
   - 1967 Mayor, (Jerome Cavanagh) optimistic.
   - 1974 Coleman Young (first Black mayor) wrote: Detroit recovering.
   - White people. Stayed.
   - By end 1967, 67,000 fled.
   - Popular culture influence. "Black day in July" later banned.

B. Express yourself.

Report back to the class and explain in your own words what you have understood. Make full sentences.
The artist

George Caleb Bingham (1811-1879) is considered as one of the greatest painters of the American West. He is best known for his portraits, his landscapes and notably for his genre scenes of the “exotic west”, derived from the daily life of what was then the Western frontier. He came from a modest farming background and grew up in Boonville, Missouri. He received some academic education from preachers but in painting he was completely self-taught. However, he managed to earn a good living by painting portraits and also had a career in local politics.

The background

The painting commemorates an event in 1775 which established Daniel Boone as an American hero. Boone led his family and a large number of friends into Kentucky through the “Cumberland Gap” – a mountain pass – with the intention of settling in what was Indian territory. Because of him, the pass was widened and it became possible for hundreds of thousands of Americans to “go west” and settle. Although Boone had lived with an Indian tribe when he was young and had learned the skills and pleasures of living in harmony with nature, his role as a pioneer brought him into conflict with Native Americans. When the picture was painted, there was less concern for the rights of Native Americans than there is now. Thousands of copies were made and sold mainly in the Eastern USA where it came to symbolise the “pioneer spirit”.

The painting

Bingham had read a lot about the classical Renaissance tradition and also had a taste for geometrical designs. Here we can see how everything is balanced and well-ordered. The woman on the white horse is Boone’s wife, Rachel. Her head is at the top of a pyramid formed by the other characters and this makes her the most important figure. It is no accident that she looks very much like the Virgin Mary in classical paintings of the Flight into Egypt; this resemblance suggests that divine approval has been given to the settlers.
Human and civil rights

A. Circle the odd man out.

1 oppress • persecute • defy • subjugate • harass
2 persecution • disobedience • oppression • harassment • subjugation
3 encroach on somebody's rights • restore somebody's rights • deprive somebody of their rights
   • violate somebody's rights
4 free • liberate • break one's chains • enslave

B. Use one of the following words to complete each definition, then translate the words into French.

a. boycott  
   b. riot  
   c. demonstration  
   d. sit-in  
   e. uprising  
   f. strike

1 If someone goes on a hunger .........................., they refuse to eat as a way of protesting about something.
2 When there is a ........................., a crowd of people behave violently in a public place, for example they fight, throw stones, or damage buildings and vehicles.
3 A ......................... is a march or gathering which people take part in to show their opposition to something or their support for something.
4 A ......................... is a concerted refusal to have dealings with a person, store, or organisation usually to express disapproval or to force acceptance of certain conditions.
5 When there is an ........................., a group of people start fighting against the people who are in power in their country, because they want to bring about a political change.
6 A ......................... is a protest in which people go to a public place and stay there for a long time.

Translations
   a. .............................. b. .............................. c. ..............................
   d. .............................. e. .............................. f. ..............................

C. Match the following expressions with their French equivalents.

freedom of the press  
freedom of thought  
freedom of worship  
freedom of information  
freedom of action  

liberté d'expression  
liberté du culte  
liberté de pensée  
liberté d'information  
liberté de la presse
Elephant Polo

1. Complete the information about the event.

<table>
<thead>
<tr>
<th>The name of the event</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The country where it takes place</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. What can you say about the origins of the sport?

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

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

3. Which of these sentences are true?

- [ ] a. The game looks a bit like horse polo.
- [ ] b. The rules are the same as the rules for horse polo.
- [ ] c. The rules are nothing like the rules for horse polo.
- [ ] d. At the beginning, some of the rules were taken from horse polo.
- [ ] e. The rules have changed over the years.

4. Tick the words that the player uses to talk about the role of the elephant.

- [ ] a. leader
- [ ] b. star
- [ ] c. lead player
- [ ] d. small
- [ ] e. number one player
- [ ] f. scoring goals

5. Complete the information about the mahout using the following words.

ball • events • experienced • field • mahout • positions • takes • team • unless

The .................................. is the person who .......................... the elephant to the ....................... and ....................... you according to where the ball is in the ....................... of play, so, ....................... you have a mahout who’s technically ....................... at ....................... sports ....................... you have a problem.

6. According to the player, what are the two things that players do?

a. ........................................................................
b. ........................................................................

7. What is his overall conclusion about this game?

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

..........................................................................................................................
The American political system

1. Which of the following houses make up the United States Congress?
   - [ ] a. the Houses of Parliament
   - [ ] b. the House of Representatives
   - [ ] c. the House of Lords
   - [ ] d. the Senate
   - [ ] e. the House of Commons
   - [ ] f. the White House

2. Who among the following is not part of the US political system?
   - [ ] a. the Secretary of State
   - [ ] b. a Senator
   - [ ] c. a Congresswoman
   - [ ] d. the Attorney General
   - [ ] e. the Chancellor of the Exchequer
   - [ ] f. the Vice-president

3. Which of the following is not a US government building?
   - [ ] a. the Pentagon
   - [ ] b. Westminster
   - [ ] c. the Supreme Court
   - [ ] d. the White House
   - [ ] e. the Capitol

4. Which of the following is not a US government department?
   - [ ] a. the State Department
   - [ ] b. the Home Office
   - [ ] c. the Department of Defense
   - [ ] d. the National Security Department
   - [ ] e. the Treasury

5. The government of an elected president X is called
   - [ ] a. the X government.
   - [ ] b. the X administration.
   - [ ] c. the X cabinet.
   - [ ] d. the X congress.

6. Candidates for a presidential election are chosen (elected) in a
   - [ ] a. by-election.
   - [ ] b. mid-term election.
   - [ ] c. Primary election.
   - [ ] d. general election.

7. The Electoral College is
   - [ ] a. where all future presidents study before presenting themselves as a candidate.
   - [ ] b. where the general public go to vote for a president.
   - [ ] c. the 538 representatives (elected by the public) who are responsible for electing the President and Vice-President.
   - [ ] d. the Ministry of Education.

8. A “ticket” is
   - [ ] a. the piece of paper voters must present on voting.
   - [ ] b. a list of candidates for a party.
   - [ ] c. a presidential candidate.
   - [ ] d. an identity card all Congress members must carry.
Lincoln's biography and childhood

A. Read and find the information.

1 Read the whole text, look for the dates and put the following events of Lincoln's life into chronological order (number the boxes). Write his age next to each event.

- His mother died
- He was first elected president
- He abolished slavery in the confederacy
- He moved to Indiana
- He was assassinated
- He was elected president for the second time

2 Make the six events in exercise 1 into a short paragraph using expressions such as the following.

- at the age of
- when he was (only)
- first
- then
- after that
- before + V-ing

3 Reread the second paragraph and find words or expressions which mean the same as the following.
   a. leave (a place)
   b. modest
   c. become an adult
   d. perform simple arithmetic

4 Find the elements in the second paragraph which show the following.
   a. Lincoln was from a modest background.
   b. He grew up in a rural, isolated area.
   c. His formal education was minimal.

B. Express yourself.

Report back to the class. Make full sentences.
Lincoln’s political career

A. Read and find the information.

1. Study the passage from lines 3 to 21 and find words or expressions which mean the same as the following.
   a. become an adult
   b. obtain [2 different words]
   c. work in a shop
   d. an assembly with the power to make or change laws
   e. travel round the countryside to bring the federal judicial system to all communities
   f. compete with

2. Reread the second paragraph and find the elements that show the following.
   a. As a young adult, Lincoln considered himself ignorant.
   b. He continued to educate himself while doing menial, unskilled jobs.
   c. He served the law for a long time.

3. Study lines 18 to 32 and put the following events in Lincoln’s political career into chronological order. Number the boxes.
   - He was elected as president for a second term.
   - He became famous for his ability to debate.
   - He tried unsuccessfully to become a senator.
   - The Republicans chose him as their presidential candidate.
   - He developed the new Republican party.

4. Write a short paragraph explaining how Lincoln developed from an ignorant young adult to a very successful, twice-elected president. Use expressions like: at first, then, following that, after that...

B. Express yourself.

Report back to the class. Make full sentences.
The political context of the time

A. Read and find the information.

1. From the information on the page, why do you think the war in which Lincoln fought as a captain (l. 15) was called the Black Hawk war?
   - a. Because the enemy army consisted of black people.
   - b. Because the black hawk was the emblem of the United States.
   - c. Because an important Indian chief was called Black Hawk.

2. In line 29, “the war” refers to
   - a. WWI.
   - b. the American War of Independence.
   - c. the American Civil War.
   - d. the Black Hawk War.

3. Study the passage from line 22 to the end and find words or expressions which mean the same as the following.
   - a. the group of 11 Southern states of America between 1861 and 1865
   - b. the federal government of the US made up of 23 mainly northern states
   - c. victories
   - d. anticipate
   - e. surrender or give up fighting

4. Say whether the following are true or false and give your reasons by quoting from the passage.
   - a. Slavery was abolished in the whole of the US in 1863.
   - b. In 1864 the North was winning the war.
   - c. Lincoln hoped that the confederacy would become part of the federal government.
   - d. Lincoln’s assassination brought peace to America.

5. What do you think Lincoln is NOT remembered for?
   - a. Being the first Republican president.
   - b. Uniting the 50 states that now make up the US.
   - c. His involvement in the American Civil War.
   - d. Being a key figure in the abolition of slavery.

B. Express yourself.

Report back to the class. Make full sentences.
The social background of the time

A. Find information.

Using the following websites, find out about the history of slavery in the US. Find out in particular:

a. when slavery first began in the US (the date when the first ship carrying slaves arrived)

b. when it was finally abolished in the whole of the US

c. when it was abolished in the north of the US

d. the four main kinds of plantations that most slaves worked on

e. other kinds of jobs they had to do

f. the 15 states where slavery was still legal in 1860 and the four states which had the greatest percentage of slave population

g. how many slaves there were in 1860 and what percentage of the total population of the US this represented.

http://www.slaveryinamerica.org/history/hs-es-overview.htm
http://www.slaveryinamerica.org/geography/slavery-abolition-us.htm
http://www.slaveryinamerica.org/geography/slave-census-1860.htm

B. Express yourself.

Report back to the class. Make full sentences.
A. Read the following definitions and find the correct word or expression in the list below. Use the Internet if you are not sure.

1. The person who is in charge of the economy.
2. Where the government ministers and the shadow (opposition) cabinet sit in Parliament.
3. The person who keeps order during parliamentary debates.
4. The part of Parliament where elected members – up to 646 – meet to discuss and vote on political issues.
5. The person who is in charge of UK relations with other countries.
6. The ministry responsible for security and order.
7. The leader of the government.
8. Someone elected to represent a small area of the UK.
9. The street where most of the government offices may be found.
10. The street where the Prime Minister and the Chancellor have their official residences.
11. The body of elected members who are not government ministers or part of the shadow cabinet.
12. The department responsible for public finance and economic policy.

- the Prime Minister
- the Chancellor of the Exchequer
- the Home Office
- the Foreign Secretary
- Whitehall
- the House of Commons
- an MP
- backbenchers
- the Front Bench
- the Speaker
- Downing Street
- the Treasury

B. Answer the questions about these political parties.

New Labour (the Labour party) • the Tories • the Conservative party • the Republican party • the Liberal Democrats (the Lib Dems)

1. Which of them is not a political party in the UK?  
2. Which two are names for the same party?  
3. Which party is the most left-wing?  
4. Which of the UK parties in the list is the most right-wing?  
5. Which one is considered moderate?  
A. Listen and repeat 15 words from the recording. Put each one in the right category of this table. The first two have been done for you.

<table>
<thead>
<tr>
<th></th>
<th>containing the sound [ɔː]</th>
<th>containing the sound [ɔ]u</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>war</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>so</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Listen to the five groups of three words. Which word contains the sound [ɔː]? Is it a, b or c? Write the word.

<table>
<thead>
<tr>
<th></th>
<th>a</th>
<th>b</th>
<th>c</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part 1: lexical areas

A. Listen and find the information.

1 Listen to Part 1 of the speech and circle the words and expressions you hear among the following.

<table>
<thead>
<tr>
<th>tree</th>
<th>revolution</th>
<th>civil war</th>
<th>field of battle</th>
</tr>
</thead>
<tbody>
<tr>
<td>field of crops</td>
<td>flower</td>
<td>waged</td>
<td>chore</td>
</tr>
<tr>
<td>law</td>
<td>cage</td>
<td>course</td>
<td>courts</td>
</tr>
<tr>
<td>actor</td>
<td>adjudged</td>
<td>dangerous person</td>
<td>sentence</td>
</tr>
<tr>
<td>penal</td>
<td>convict</td>
<td>prison</td>
<td>prize</td>
</tr>
<tr>
<td>earn</td>
<td>soldier</td>
<td>stage</td>
<td></td>
</tr>
</tbody>
</table>

2 Sort the words you have circled into two different lexical fields and give each a title.

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

3 Listen again and say which of the following people the speaker identifies herself with (more than one answer is possible).

☐ a. a judge
☐ b. a politician
☐ c. a soldier
☐ d. a lawyer
☐ e. a convict

4 Why do you think she feels this way?

☐ a. Because she is involved in practical politics.
☐ b. Because she has to judge dangerous people.
☐ c. Because, in fighting for her cause, she has been sent to prison.
☐ d. Because she works in the law courts of her country.

5 Find something in the speech that shows that the speaker’s country does not consider her a valued member of society.

B. Express yourself.

Report back to the class. Make full sentences.
Part 1: the speaker and her cause

A. Listen and find the information.

1 Listen to Part 1 of the speech. What kind of movement does the speaker mention? Find the right word to complete the phrase she uses: “whatever position the ............... movement may occupy”.

- a. human rights
- b. anti-occupation
- c. suffrage
- d. green

2 The speaker explains that in England, this movement has now entered the sphere of

- a. advocacy.
- b. revolutions.
- c. practical politics.
- d. battlefields.

3 By saying this she is implying that

- a. people are killing each other.
- b. everyone is in agreement with the women.
- c. the government can no longer ignore the suffragettes and must legislate.
- d. the movement has lost its power.

4 Find something in the speech to justify each of the following statements.

a. The speaker’s aim in addressing the meeting is not to defend the vote for women.

b. The speaker thinks of herself as someone who is in combat.

c. The speaker is considered a criminal in her country.

d. The speaker’s aim is to explain what it is like to be a woman fighting for a cause.

B. Express yourself.

Report back to the class. Make full sentences.
Part 2: the audience and the aim

A. Listen and find the information.

1 Say whether the following are true or false and give reasons for your answers by quoting a word or an expression from the speech.

<table>
<thead>
<tr>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

a. The speaker implies some of her listeners do not think that women can win their fight.

b. She believes that if the government does not allow women to vote then there will be deaths among women.

c. The speaker is addressing a group of English women.

2 Tick what you hear. The speaker talks of women known to her audience as

☐ a. having personally killed men.
☐ b. having the highest motives.
☐ c. being in power.
☐ d. being respected.
☐ e. being known to have lived useful lives.
☐ f. wanting freedom.
☐ g. wearing suits and ties.
☐ h. wanting to do useful public service.
☐ i. behaving like animals.

3 Listen to the very end of the speech and correct the mistakes in the following.

Unless you are prepared to put forward civilisation six or seven generations, you must deny those women their freedom. Now that is the failure of our system.

B. Express yourself.

Report back to the class. Make full sentences.
Internet research

A. Find the information.

http://en.wikipedia.org/wiki/Emmeline-Pankhurst
http://www.spartacus.schoolnet.co.uk/WpankhurstE.htm
http://www.newman.ac.uk/Students-Websites/~j.a.mcleod/emilpan.html
http://www.veoh.com/videos/v453757w2Mj87Tc

1 Consult the websites mentioned above and find the following information.

a. Find Emmeline Pankhurst's maiden (= unmarried) name, her place and date of birth and her age when she died.

b. Say what she is famous for.

c. Find out about her husband and children.

d. Find the names of the political organisations she was involved with and the actions or tactics the women in one of the organisations used in order to draw attention to their cause.

e. Say what the consequences of their militancy was.

2 Watch http://www.youtube.com/watch?v=s1Z1rIECdk (a Youtube video) and find out why Emily Davison is also a very important figure in the history of the women suffragettes.

B. Express yourself.

Report back to the class. Make full sentences.
The artist

Joseph Mallord William Turner (1775-1851) is one of the greatest English painters of landscapes and seascapes. His talent for painting was recognised very early: he became a member of the Royal Academy when he was only 15 and earned a great deal of money from his painting during the rest of his life. He had a very high opinion of himself and thought he was better not only than contemporaries like John Constable but also than some of the Old Masters. When he died, he left over 300 oil paintings and more than 30,000 watercolours and sketches to the nation.

The background

This is the last journey of the Fighting Temeraire which was one of the battleships that fought under Nelson at the Battle of Trafalgar in 1805. Now she has reached the end of her life and is being towed to a place where she will be broken up. This is 1839 and already steamships are beginning to replace sailing ships, and many people at the time saw this as the end of an era. They were perhaps being too pessimistic: Britain was flourishing at the time; the Victorian era saw Britain become the most powerful nation in the world, far more powerful than it had been in 1805.

The painting

Turner shows great respect for a ship that took part in such a memorable and decisive sea battle. Although old, the Temeraire is majestic behind the little tugboat that is taking her to her final destination. The fact that we are witnessing the end of a ship – and the end of an era – is echoed in the sunset. In the picture we see Turner’s fascination with light and his love of misty or foggy scenes where light can both reveal and hide at the same time. His technique of “painting light” had a major influence on the Impressionists.

* Textes enregistrés [manuel numérique]
Literary terms

A. These are some – but not all – of the literary genres. Try and match them to the book titles. Use the internet to check your answers and to find out more about the titles, the writers, and films that have been made of the works.

autobiography (fictional)  
autobiography (non-fictional)  
biography (fictional)  
biography (non-fictional)  
crime novel  
fairy tale  
fantasy novel  
play (comedy)  
play (tragedy)  
romantic novel  
short story  
The Catcher in the Rye (J. D. Salinger)  
Harry Potter and the Philosopher's Stone (J. K. Rowling)  
Lord Arthur Savile's Crime (Oscar Wilde)  
Marie Antoinette: the Journey (Antonia Fraser)  
Murder on the Orient Express (Agatha Christie)  
My Side (David Beckham)  
Pride and Prejudice (Jane Austen)  
Romeo and Juliet (William Shakespeare)  
Snow White (the Brothers Grimm)  
The Importance of being Ernest (Oscar Wilde)  
The Luck of Barry Lyndon (W. M. Thackeray)  

B. Match each literary device with its example.

hyperbole  
epithet  
euphemism  
malapropism  
metaphor  
onomatopoeia  
oxymoron  
personification  
pun  
simile  
synecdoche  
derstatement

Friends, Romans, countrymen, lend me your ears!  
He eats like a pig.  
He touched me on... on the place where I sit down.  
He's a very wise fool.  
I'm so hungry I could eat a horse.  
It's a bit chilly today: 20 degrees below zero.  
Michelangelo painted the Sixteenth Chapel.  
Reading while sunbathing makes you well-red.  
That man is a pig.  
The bee buzzed around his head.  
The moon is smiling at us.  
They swam at midnight in the wine-dark sea.
Zandra Rhodes

1 Listen to the introduction and choose the right ending for each sentence.
   a. Zandra has been a fashion designer
      for about 13 years.  for more than 30 years.
   b. Her most famous client was
      The Queen.  Princess Diana.
   c. Today, she is going to
      a conference.  a palace.
   d. She is going to meet
      Princess Diana.  the Queen.
   e. She is going to receive
      an honour.  a companion.

2 Complete these sentences with the following words.
   designs • fabric • pattern • printed • prints
   a. A print is a coloured ...................... which is ...................... on to a piece
      of ......................
   b. Zandra's dress ...................... are based on the ...................... and colours of
      her ......................

3 For Zandra, what are the problems associated with success? Tick the problems she mentions.
   a. There can be too much publicity.
   b. You can't stay at the top for long.
   c. People say terrible things about you.
   d. It's difficult to find new ideas.

4 When Zandra talks about other fashion designers
   a. what does she hope they will feel today?

   b. why does she mention Jean Muir, Bill Gibb and Ozzie Clarke?

5 What can you say about Zandra's feelings when she arrives at the palace and when she leaves it?
# Watching and spying

Read the list below and put the words in the right column. Some words can be in more than one column!

<table>
<thead>
<tr>
<th>Adjectives or expressions including adjectives</th>
<th>Nouns</th>
<th>Verbs or expressions including verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>breach of privacy</td>
<td>interfere</td>
<td>screen</td>
</tr>
<tr>
<td><strong>break in</strong></td>
<td>intruder</td>
<td>security camera</td>
</tr>
<tr>
<td><strong>bug</strong></td>
<td>intrusion</td>
<td>spy on</td>
</tr>
<tr>
<td>control</td>
<td>intrusive</td>
<td>supervision</td>
</tr>
<tr>
<td>detect</td>
<td><strong>keep an eye on so.</strong></td>
<td>surveillance</td>
</tr>
<tr>
<td>detector</td>
<td><strong>keep so. in sight</strong></td>
<td>survey</td>
</tr>
<tr>
<td>eavesdrop on so.</td>
<td>keep watch on so.</td>
<td>suspect</td>
</tr>
<tr>
<td><strong>evidence</strong></td>
<td>loss of privacy</td>
<td>suspicious</td>
</tr>
<tr>
<td>examine</td>
<td>mistrust</td>
<td>track</td>
</tr>
<tr>
<td>fire alarm</td>
<td>monitor</td>
<td>transgress</td>
</tr>
<tr>
<td>follow</td>
<td>observe</td>
<td>transgression</td>
</tr>
<tr>
<td>guard</td>
<td><strong>overhear</strong></td>
<td>unwelcome</td>
</tr>
<tr>
<td>have a suspicion</td>
<td>private</td>
<td>violate</td>
</tr>
<tr>
<td><strong>infringe</strong></td>
<td>recorder</td>
<td>violation</td>
</tr>
<tr>
<td><strong>infringement</strong></td>
<td>scan</td>
<td>watch</td>
</tr>
<tr>
<td>inquisitive</td>
<td>scanning device</td>
<td></td>
</tr>
<tr>
<td>inspect</td>
<td></td>
<td></td>
</tr>
<tr>
<td>inspection</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write the French equivalents of the words in bold type.

................................. ................................. .................................
................................. ................................. .................................
................................. ................................. .................................
................................. ................................. .................................
.................................
The photographs

A. Describe and interpret the photographs.

1. Give as much detail as you can about the photographs.

<table>
<thead>
<tr>
<th>Settings</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Times</td>
<td></td>
</tr>
<tr>
<td>People</td>
<td></td>
</tr>
<tr>
<td>Action</td>
<td></td>
</tr>
</tbody>
</table>

2. Judging from people’s behaviour, we can say the following (tick the right answers).

- [ ] a. They pay attention to the camera.
- [ ] b. The camera has no impact on their behaviour.
- [ ] c. They do not appreciate being filmed.
- [ ] d. They are intimidated.
- [ ] e. They do not feel the presence of the camera.
- [ ] f. They know they are being watched.

3. Classify the following statements. Write the letters in the right column.

| a. The image is an interesting source because it shows people in detail. |
| b. CCTV can improve security. |
| c. The image is blurred; it shows no detail. |
| d. Delinquents can be caught red-handed. |
| e. CCTV is ineffective if nobody monitors the screens in real time. |
| f. Scenes showing crimes being committed can be retrieved. |
| g. CCTV is a breach of privacy. |
| h. It shows how people live. |
| i. There’s a Big Brother effect in multiplying CCTV in public places. |

<table>
<thead>
<tr>
<th>Advantages of CCTV</th>
<th>Disadvantages/Limitations of CCTV</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Express yourself.

Report back to the rest of the class. Make full sentences.
A. Read and find the information.

1 Match the words on the left with their equivalents on the right.

<table>
<thead>
<tr>
<th>CCTV cameras</th>
<th>effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>prevent</td>
<td>test</td>
</tr>
<tr>
<td>crime</td>
<td>resolve</td>
</tr>
<tr>
<td>impact</td>
<td>surveillance cameras</td>
</tr>
<tr>
<td>pilot</td>
<td>notify</td>
</tr>
<tr>
<td>warn</td>
<td>offence, illegal act</td>
</tr>
<tr>
<td>solve</td>
<td>stop</td>
</tr>
</tbody>
</table>

2 Explain what these figures correspond to.

a. billions of pounds: .................................................................

b. 3%: .................................................................

What can you deduce?

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

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

3 Say if the following statements are true or false and give reasons for your choice.

a. CCTV cameras are a video monitoring system.

b. The British authorities have invested money in CCTV cameras.

c. For economic reasons, the amount of money they have invested is not high.

d. The purpose of the operation is to intimidate potential offenders.

e. The proliferation of CCTV cameras has considerably reduced crime in the UK.

f. Apart from prevention, the system also provides images of offenders.

g. The UK is number 4 in Europe regarding the number of CCTV cameras.

B. Express yourself.

Report back to the rest of the class. Make full sentences.
The second part of the article (from line 10)

A. Read and find the information.

1 Match the words on the left with their equivalents on the right.

<table>
<thead>
<tr>
<th>launch initiatives</th>
<th>robbery</th>
</tr>
</thead>
<tbody>
<tr>
<td>boost</td>
<td>draw up</td>
</tr>
<tr>
<td>convict (v.)</td>
<td>on hold</td>
</tr>
<tr>
<td>rate</td>
<td>carry out</td>
</tr>
<tr>
<td>evidence (n. uncount.)</td>
<td>refine</td>
</tr>
<tr>
<td>track (v.)</td>
<td>so far</td>
</tr>
<tr>
<td>muggings</td>
<td>fear (v.)</td>
</tr>
<tr>
<td>rape</td>
<td>work</td>
</tr>
<tr>
<td>improve</td>
<td>take measures</td>
</tr>
<tr>
<td>sexual abuse</td>
<td>percentage, ratio</td>
</tr>
<tr>
<td>temporarily stopped</td>
<td>design</td>
</tr>
<tr>
<td>up to now</td>
<td>be scared of</td>
</tr>
<tr>
<td>function</td>
<td>theft, burglary</td>
</tr>
<tr>
<td>increase</td>
<td>trace</td>
</tr>
<tr>
<td>execute</td>
<td>proof</td>
</tr>
<tr>
<td>find guilty</td>
<td>attacks</td>
</tr>
</tbody>
</table>

2 Make it clear what the following refer to.

a. Viido: ........................................................................................................................................

b. New Scotland Yard: ....................................................................................................................

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

c. CCTV: .........................................................................................................................................


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

3 Reread lines 15-24 about initiatives by New Scotland Yard and complete the chart.

<table>
<thead>
<tr>
<th>What?</th>
<th>What for?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 Reread the last paragraph and tick all the points that you think Mick Neville would agree with.

☐ a. The system was supposed to prevent crime more than provide evidence.

☐ b. The CCTV system is a sophisticated system which proves effective.

☐ c. No one had anticipated the way images would be used by the police and in court.

☐ d. Given the ineffectiveness of the system, delinquents are not scared to commit crime.

☐ e. A high proportion of crimes has been solved thanks to CCTV.

B. Express yourself.

Report back to the rest of the class. Make full sentences.
Has Britain become CCTV crazy?

A. Find information.

1 Go on the Internet to www.seered.co.uk/cctv.htm and www.privacyinternational.org/issues/cctv_index.html. Click on “Other issue areas”, then “Video Surveillance”, then “Overview CCTV and beyond”. Find information in order to complete the chart.

<table>
<thead>
<tr>
<th>Number of CCTVs installed in Britain</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ratio (number of CCTVs/population)</td>
<td></td>
</tr>
<tr>
<td>Where?</td>
<td></td>
</tr>
<tr>
<td>Chance of being filmed every day</td>
<td></td>
</tr>
<tr>
<td>Percentage of London’s street robberies solved using CCTV images</td>
<td></td>
</tr>
<tr>
<td>Amount of money invested</td>
<td></td>
</tr>
<tr>
<td>Growth in the market</td>
<td></td>
</tr>
</tbody>
</table>

2 List what CCTV cameras can show.

3 Find out why CCTV is not that effective in reducing crime.

4 People have mixed feelings about CCTV. Complete the chart.

<table>
<thead>
<tr>
<th>Arguments put forward by CCTV advocates</th>
<th>Arguments put forward by opponents to CCTV</th>
</tr>
</thead>
</table>

5 And you? What do you think?

B. Express yourself.

Report back to the rest of the class. Make full sentences.
**Studying literature**

Match the following words and expressions with the appropriate definition.

- \(\square\) climax
- \(\square\) denouement
- \(\square\) ellipsis
- \(\square\) exposition
- \(\square\) inciting moment
- \(\square\) peripeteia
- \(\square\) plot
- \(\square\) protagonists
- \(\square\) story
- \(\square\) turning point

1. The main character (or hero/heroine) and his/her antagonist (the character he/she is in conflict with).

2. The moment when an important change starts.

3. This can be defined as the main events of a novel or short story. The emphasis is on the causal link between the events related in the work of art more than on the chronological sequence of events.

4. When the action comes to its conclusion.

5. A reversal of situation.

6. This can be defined as the main events of a novel or a short-story, with an emphasis on the chronological sequence of events.

7. The point of highest interest.

8. When some events or elements are omitted.

9. The event that starts the action.

10. Opening information about the characters and the situation.
B. Listen to 5 sentences and write them down. Find how many “’s” there are in each one and complete the table. The first example has been partly done for you.

<table>
<thead>
<tr>
<th>sentence</th>
<th>‘s</th>
<th>function</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>who’s</td>
<td>contraction: who has</td>
</tr>
<tr>
<td></td>
<td>Wilson’s</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Winston

A. Listen and find the information.

1. Winston suggests they should get some oil from
   - a. a petrol station.
   - b. an old man.
   - c. a charity shop.

2. He asks Julia to remember
   - a. the first day they came to the room together.
   - b. the day they spent together in the woods.
   - c. a songbird.

3. Winston says “We are the .................................................................”

4. Say what you think Winston means when he says it.
   ...........................................................................................................
   ...........................................................................................................

5. He remarks at the end that the house is ...........................................

B. Express yourself.

Report back to the rest of the class. Make full sentences.
A. Listen and find the information.

1. What does Julia suggest at the beginning?

2. This is not possible because they've run out of (n'ont plus de)
   - a. coffee.
   - b. water.
   - c. oil.
   - d. stones.

3. Say whether the following are true or false and give reasons for your answers.

   a. Julia is surprised that the stove is not alight.
   - True [ ] False [ ]

   b. She remembers the small bird singing just for Winston and her.
   - True [ ] False [ ]

   c. She thinks she hears a voice coming from the stove.
   - True [ ] False [ ]

   d. She realises they can now be seen.
   - True [ ] False [ ]

   e. She realises they will now have to stop seeing each other.
   - True [ ] False [ ]

B. Express yourself.

Report back to the rest of the class. Make full sentences.
The telescreen

A. Listen and find the information.

1. The telescreen confirms its position to Julia and Winston. Where is it situated?

2. Say whether the following are true or false and give reasons for your answers.

<table>
<thead>
<tr>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. leave the house.</td>
<td></td>
</tr>
<tr>
<td>b. move only when they are told.</td>
<td></td>
</tr>
<tr>
<td>c. stand against the wall.</td>
<td></td>
</tr>
<tr>
<td>d. hold hands.</td>
<td></td>
</tr>
</tbody>
</table>

3. Complete the well-known last line of the children's song “Oranges and Lemons”.
   Here comes a . . . . . . . . . . . . . . . . . . . . . to light you to . . . . . . . . . . . . . . . . . . . . . and here comes a . . . . . . . . . . . . . . . . . . . . . to . . . . . . . . . . . . . . . . . . . . . . . off your . . . . . . . . .

4. What do you think the telescreen is telling Julia and Winston at the end?

B. Express yourself.

Report back on your findings and conclusions to the rest of the class. Make full sentences.
The narrative

A. Listen and find the information.

1. Julia knows the stove has run out of oil because
   - a. she can see it’s empty.
   - b. she shakes it.
   - c. she opens it up.
   - d. she tries to light it.

2. Julia and Winston’s remark is echoed by
   - a. the old man.
   - b. Charrington.
   - c. a hard metallic voice.
   - d. a bird singing.
   - e. a soft kind voice.

3. They react by
   - a. holding each other.
   - b. falling down dead.
   - c. quickly separating.
   - d. singing back.

4. Which two of the following sounds do they hear next?
   - a. a bird singing
   - b. a crash
   - c. deep breathing
   - d. a buzz
   - e. a short, hard sound

5. What has made these sounds?
   - a. a falling picture
   - b. someone entering the room
   - c. the stove

B. Express yourself.

Report back to the rest of the class. Make full sentences.
The artist

Edward Hopper (1882-1967) was a quiet, cultured, conservative man who, though not unsociable, had a reclusive nature. His taste was for portraying scenes from real life, for architecture and geometrical design, for showing how light falls on a person or on a house. Hopper worked as an illustrator for many years and did not achieve success as a painter until he was almost in middle age. Many of his most famous paintings are oils on canvas of urban scenes set in New York where he lived most of his life but he also painted watercolours of outdoor scenes in New England.

The background

Although Hopper lived through very troubled and violent times — the First World War, the Great Depression and the Second World War — his work reflects individual concerns rather than any collective tragedies or triumphs. Unlike artists like Norman Rockwell, to whom he is sometimes compared because they both painted everyday subjects, Hopper does not look on his figures with any great emotion or sentimentality. Neither was Hopper in any way involved in any of the major art movements of his time like surrealism, cubism or abstract art. Like many of the figures in his paintings, he seems to have been rather a lone wolf. The writer John Updike described his work as "calm, silent, stoic, luminous, classic".

The painting

As in many of Hopper’s paintings, the main theme here is isolation and loneliness. Because the usherette usually works in the dark, showing people to their seats, she is one of those people you don't notice. But here she is in the spotlight, and, because of her pose and expression, we imagine that her working life must be very dull. We suspect that her personal life is dull too. But there is no suggestion of tragedy or great unhappiness: her uniform is smart, the surroundings look warm and comfortable but, like the people in the audience, there seems to be no joy here. Probably the only real happiness is in the story of the movie that is showing...
Was Henry VIII a good king or a bad king?

The facts about the reign of Henry VIII seem to be different according to who is telling the story. For many English historians, Henry is generally admired as the monarch who freed the English church from Rome, got rid of corrupt religious institutions and made the monarchy powerful. For others, his passion for Anne Boleyn clouded his judgment. It led him to defy the Pope, divorce his legitimate wife, and get revenge on the Pope by obliging the English clergy to recognise that Henry was their master and not the Pope. Where is the truth in all this? Who knows?

* Texte enregistré [manuel numérique]
The Red Scare and McCarthyism

After the Second World War, many Americans were worried by the expansionist policies of Soviet Russia and believed that the Reds, as Communists were called, were a real threat to the USA and the American way of life. After a speech by senator Joseph McCarthy in 1950 in which he said that even the government had been infiltrated by Communists, a witch-hunt began. Communists and Communist sympathisers were regarded as unpatriotic and un-American. To begin with, McCarthy’s accusations had widespread support, and when Hollywood came under fire, with many actors, writers and directors blacklisted for their supposed Communist sympathies, the Red Scare reached its high point. However, there were many who believed that such a witch-hunt was unconstitutional and it also came to light that many accusations were completely unfounded. McCarthy was discredited. Since the 1950s, the practice of making accusations of disloyalty or unpatriotic behaviour without sufficient evidence has been called McCarthyism.
The Dream Director

1 Tick the words you hear in the commentator’s introduction.

☐ a. nightmares ☐ f. wake up
☐ b. deliver ☐ g. midnight
☐ c. woke up ☐ h. research
☐ d. ice cream ☐ i. Bexhill-on-Sea
☐ e. screaming ☐ j. Bexley-on-Sea

2 In this transcript of what the researcher says, find the eight words that have been changed.

“The Dream Director is an interactive installation designed to direct the narrative of participants’ dreams during the night. So noises will be played while they’re dreaming that can be integrated and change the content of their dreams as they happen throughout the evening.”

<table>
<thead>
<tr>
<th>original word</th>
<th>changed to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>original word</th>
<th>changed to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
</tbody>
</table>

3 Complete these sentences.

a. The participants sleep in .............. and have to wear special sleep ..............

b. Sounds will be played when the participants are in a .............. Eye .............. stage of sleep.

4 When the woman arrives, what does she hope will happen tonight?

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

5 Sum up the clinical potential of the technique in one sentence. You may find the following words and expressions useful.

* nightmares * sound samples * better dreams

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

6 After what the woman says at the end, what are your conclusions?

........................................................................................................................................
New technology

A. Match each of the following terms (1-13) with its equivalent (a-m).

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>breakthrough</td>
<td>a. automated or controlled by computers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>by trial and error</td>
<td>b. develop by a process of evolution to a different state or condition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>computerised (adj.)</td>
<td>c. a small glass container used in experiments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>cutting-edge (adj.)</td>
<td>d. information such as facts or statistics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>data (n.)</td>
<td>e. a field of applied science whose theme is the control of matter on an atomic and molecular scale</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>evolve (v.)</td>
<td>f. major scientific advance suggesting that a barrier has been removed</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>flat screen (n.)</td>
<td>g. the very latest</td>
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<td>8</td>
<td>genetic engineering (n.)</td>
<td>h. robots of microscopic proportions, built by means of nanotechnology</td>
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<td>9</td>
<td>high definition (adj.)</td>
<td>i. a branch of physics that deals with atomic and subatomic systems</td>
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<td>10</td>
<td>nanobots (n.)</td>
<td>j. the manipulation of genes to produce, for example, new varieties of cereals.</td>
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<td>11</td>
<td>nanotechnology (n.)</td>
<td>k. a monitor that has so little depth that it can be placed on a wall like a picture</td>
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<td>12</td>
<td>quantum mechanics (n.)</td>
<td>l. giving a picture of exceptionally good quality</td>
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<td>13</td>
<td>test tube (n.)</td>
<td>m. by testing all the possibilities: if one solution doesn't work then you try the next one</td>
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The cherry robot

A. Read, find the information and draw conclusions.

1. Nanobots will be used in
   □ a. the medical field.
   □ b. the military field.
   □ c. the video game business.

2. They will
   □ a. cure stomach aches.
   □ b. make you sick.
   □ c. help doctors understand what you suffer from.

3. You will need
   □ a. surgery to implant them in your body.
   □ b. an injection to implant them under your skin.
   □ c. no medical help to absorb them.

4. You will be able to use nanobots as
   □ a. a video game.
   □ b. a tool for medical diagnosis.
   □ c. proof for your employer when you are on sick leave.

5. This paragraph is about
   □ a. what is happening nowadays.
   □ b. what might happen in the future.
   □ c. something that will never happen.

6. How do you feel about this scenario? Choose an adjective and give your reasons.
   □ a. appalling.
   □ b. frightening.
   □ c. encouraging.
   □ d. thought-provoking.
   □ e. ridiculous.
   □ f. funny.

B. Express yourself.

Report back to the class. Make full sentences.
The intelligent pill

A. Read, find the information and draw conclusions.

1 The experiment revolves around
   □ a. medical imagery.
   □ b. nanorobotics.
   □ c. digital cameras.

2 The patient is supposed to swallow a capsule containing
   □ a. a digital camera and a wireless device.
   □ b. a digital camera and a recorder.
   □ c. a recorder and a harness.

3 The patient is supposed to swallow the capsule
   □ a. on an empty stomach
   □ b. very quickly
   □ c. during the night
   so that the device can
   □ a. take very clear pictures of its trip through the intestine.
   □ b. proceed to subtle changes in the intestine.

4 The capsule will then
   □ a. be surgically removed.
   □ b. dissolve in gastric acid.
   □ c. get out by the natural routes.

5 This paragraph is about
   □ a. what is happening nowadays.
   □ b. what might happen in the future.
   □ c. something that will never happen.

6 How do you feel about this scenario? Choose an adjective and give your reasons.
   □ a. appalling.
   □ b. frightening.
   □ c. encouraging.
   □ d. thought-provoking.
   □ e. ridiculous.
   □ f. funny.

B. Express yourself.

Report back to the class. Make full sentences.
**Genetic engineering**

**A. Read, find the information and draw conclusions.**

1. Thanks to the evolution of genetics, parents will be able
   - a. to buy babies.
   - b. to select the characteristics of the embryo.
   - c. to prevent their baby from having hereditary diseases.

2. They will be able
   - a. to choose from a catalogue of basketball players or Barbie dolls.
   - b. to select certain features like sports skills or physical appearance.
   - c. to select the latest fashionable features.

3. By the end of the 21st century, the evolution of genetic engineering will allow us
   - a. to create cyborgs.
   - b. to improve the selection of abilities.
   - c. to obtain better performances.

4. Genetic engineering will
   - a. eradicate ugliness.
   - b. be nothing but a freak show.
   - c. eradicate frustration.
   - d. never satisfy people’s expectations.
   - e. create the utmost perfection.
   - f. be an endless quest for the latest craze.

5. This paragraph is about
   - a. what is happening nowadays.
   - b. what might happen in the future.
   - c. something that will never happen.

6. How do you feel about this scenario? Choose an adjective and give your reasons.
   - a. appalling.
   - b. frightening.
   - c. encouraging.
   - d. thought-provoking.
   - e. ridiculous.
   - f. funny.

---

**B. Express yourself.**

Report back to the class. Make full sentences.
Boy or girl? You choose!

A. Read, find the information and draw conclusions.

1 A survey states that, if they had the possibility to choose,
   - a. parents would definitely select the sex of their child.
   - b. an insignificant number of parents would be likely to choose the sex of their child.
   - c. a third of the interviewees would choose the sex of their offspring.

2 Other studies point to the fact that, if made possible, this choice would have
   - a. no major consequences
   - b. minor consequences
   - c. major consequences
   on the sexual division in our society as
   - a. a great number of people would choose a boy.
   - b. wealthy people would choose a boy.
   - c. a small number of people would go for a boy.

3 This paragraph is about
   - a. what is happening nowadays.
   - b. what might happen in the future.
   - c. something that will never happen.

4 How do you feel about this scenario? Choose an adjective and give your reasons.
   - a. appalling.
   - b. frightening.
   - c. encouraging.
   - d. thought-provoking.
   - e. ridiculous.
   - f. funny.

B. Express yourself.

Report back to the class. Make full sentences.
Space travel

A. For each of the following paragraphs about space travel, fill in the gaps using the words provided.

1 crew • spaceflight • cosmonaut • program • spacecraft • human • astronaut
An .................................................. or .................................................. is a person trained on a .................................................. to command, pilot or serve as a .................................................. member of a .................................................. .................................................. .................................................. .................................................. .................................................. .................................................. .................................................. .................................................. .................................................. ..................................................

2 rocket • free-fall • weightlessness • maneuver • spacecraft • launch • orbital • thrust
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<td>Word B</td>
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The setting and how it is described

A. Listen and find the information.

1. What is the name Jackson gives to planet Mars? ...........................................

2. Where does he compare it to?
   - a. America.
   - b. A Red Zone.
   - c. Arizona.
   - d. Atlanta.

3. The difference is that there aren’t any
   - a. cacti.
   - b. cats.
   - c. cars.
   - d. coyotes.

4. Find the expressions to show that
   a. wherever they look, all they can see is rocks.

   b. the landscape is flat with no vegetation.

5. What kind of weather conditions are mentioned?
   - a. Hot sun.
   - b. Rain.
   - c. Storms.
   - d. Wind.
   - e. Ice and snow.

6. Find two things which show there must be some source of bright light.

7. What source of light does Seeger mention?

B. Express yourself.

Report back to the class. Make full sentences.
A. Listen and find the information.

1. Seeger suddenly sounds shocked because he sees
   - [ ] a. a coyote.
   - [ ] b. a silver spot.
   - [ ] c. a flash.
   - [ ] d. a flying cigar.

2. Find the things which show that Jackson sees something which corresponds to what Seeger has just seen.
   - [ ]
   - [ ]
   - [ ]
   - [ ]

3. Where has Jackson seen images resembling what he now sees?
   - [ ] a. On television.
   - [ ] b. In a book about the sky.
   - [ ] c. On the side of a bus.
   - [ ] d. In science-fiction comics.

4. The object Jackson sees is
   - [ ] a. small and round.
   - [ ] b. long and big.
   - [ ] c. pyramid-shaped.
   - [ ] d. cube-shaped.

Give reasons for your choice.
   - [ ]
   - [ ]
   - [ ]
   - [ ]

5. Say if the following are true or false and give reasons for your choice.

   a. Seeger wonders if the object is real.
   - [ ] True
   - [ ] False

   b. Jackson doesn't want to approach the object.
   - [ ] True
   - [ ] False

   c. Seeger wants to arm himself before approaching the object.
   - [ ] True
   - [ ] False

   d. Jackson admits he's scared.
   - [ ] True
   - [ ] False

B. Express yourself.

Report back to the class. Make full sentences.
The relationship between the characters

A. Listen and find the information.

1. Which of the following describe(s) Jackson’s attitude towards Seeger?
   - severe
   - avuncular (= like an uncle)
   - fed up
   - at ease
   - suspicious

2. Which of the following describe(s) Seeger’s attitude towards Jackson?
   - a. He’s in awe of him.
   - b. He distrusts him.
   - c. He feels comfortable with him.
   - d. He finds him a joke.
   - e. He despises him.

3. Find two things Jackson says to Seeger which suggest the two men do not share the same sense of humour.

   - 
   - 
   - 
   - 

4. Say if the following are true or false and give reasons for your answers.

   a. Jackson suggests that Seeger can’t see properly out of his helmet.
      True    False

   b. Jackson insults Seeger’s intelligence.
      True    False

   c. Jackson feels he should accompany Seeger to the ship to protect him.
      True    False

   d. Jackson admits to Seeger that he’s scared.
      True    False

B. Express yourself.

Report back to the class. Make full sentences.
What you imagine has happened before the scene begins

A. Listen and find the information.

1 Seeger mentions a third person. What's his name? .................................................

2 Say whether the following are true or false and give reasons for your answers.

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3 Seeger thinks the object they see might have something to do with the missing person. What does he think it might be?

4 Jackson sounds nervous at the end because

☐ a. the object has started moving.
☐ b. they have seen the missing person.
☐ c. their own ship has disappeared.
☐ d. they have seen another strange object.

B. Express yourself.

Report back to the class. Make full sentences.
H. G. Wells and The Time Machine

Herbert George Wells (1866–1946), usually known as just H. G. Wells, was an English author, best known for his science fiction books, such as *The Time Machine*, *The Island of Doctor Moreau*, *The Invisible Man* and *The War of the Worlds*. He invented a number of themes now classic in science fiction.

*The Time Machine* was first published in 1895 and later adapted for the cinema, television and comic books.

The narrator is a scientist and amateur inventor who lives in London. He is never named; he is simply called The Time Traveller. He uses a miniature model of his time machine to demonstrate to some friends that time is a fourth dimension, and that a specially-built machine can move backwards and forwards in time. He builds a full-scale machine and sets off on a journey into the future.
Isaac Asimov and I, Robot

Isaac Asimov (1920-1992), was a Russian born American author and professor of biochemistry, best known for his works of science fiction and for his popular science books.

In 1942 he published the first of his Foundation stories – later collected in The Foundation Trilogy – which recounts the collapse and rebirth of a vast interstellar empire in a universe of the future. The Foundation Trilogy is his most famous work of science fiction, along with the Robot Series (including I, Robot and The Bicentennial Man).

I, Robot is a collection of nine science fiction short stories. Though the stories can be read separately, they share a theme of the interaction of humans, robots and morality, and when combined they tell a larger story of Asimov’s fictional history of robotics.
Philip Kindred Dick (1928-1982) was an American science fiction novelist, short story writer, and essayist. He explored sociological, political and metaphysical themes in novels dominated by monopolistic corporations and authoritarian governments.

Nine of his stories have been adapted into popular films since his death, including *Blade Runner*, *Total Recall*, *A Scanner Darkly* and *Minority Report*.

*Blade Runner* was turned into a movie in 1982. The film depicts a dystopian Los Angeles in 2019 in which genetically-manufactured beings called replicants – visually indistinguishable from humans – are used as workers on other planets. After a small replicant uprising, replicants are made illegal on Earth and specialist police called “blade runners” are trained to hunt down and kill escaped replicants.
Michael Crichton and Jurassic Park

John Michael Crichton (1942-2008) was an American author, producer, director, and doctor, best known as a writer of science fiction, medical fiction, and thrillers. His books have sold over 150 million copies worldwide. Many of his novels have been made into films.

Jurassic Park was written in 1990 and is a warning against interfering with biology. It was adapted into a blockbuster film in 1993 by Steven Spielberg.

The film takes place on the fictional island of Isla Nublar, where scientists have created an amusement park of cloned dinosaurs. While a group of scientists is inspecting the park before it is opened to the public, the dinosaurs are set loose by an act of sabotage, and the technicians and visitors attempt to escape from the island.
Science fiction

A. What do these three abbreviations stand for? Some of the following words will help you.

A.I.  
---

C.G.I.  
---

U.F.O.  
---

B. Fill in the grid with the following words. You may use a dictionary if necessary.

Places | Characters | Tools
---|---|---

aliens • extraterrestrials • androids • unknown planets • robots • unknown worlds • machines • outer space • superheroes • time machine • flying saucer • researchers • spacecraft • scientists • spaceship • ray gun • mutants • time traveller
May the Force Be With You!

1 Watch the whole video once and complete the information sheet.

Name .............................................. Loring
Town and county of residence ..............................................
Occupation ..............................................
Marital status ..............................................
Partner’s name ..............................................
Hobby Making a model of ................., the astromech ................ from the ............ films.

2 Name the three sources of parts for the robot. Give as many details as you can about the third source mentioned.

a. ..............................................
b. ..............................................
c. ..............................................

3 Complete this summary of the video with the following words and expressions.

blueprints • character • fiancée • hooked • keeps • mischief • model • nuts • soft spot • work
• takes up
Mr Loring became .................. on Star Wars over 30 years ago. His favourite .................. was R2D2 and he has now built a .................. of the robot using .................. from the Internet. His .................. tolerates the model even though it .................. a lot of space; she has a .................. for it. Mr Loring’s .................. colleagues think he’s .................. but he believes his hobby .................. him sane and out of ..................

4 From the last few sequences of the video (after the interview), say what Mr Loring does with R2D2 and what reactions he gets.

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