

Univerzita Karlova
Pedagogická fakulta
Katedra francouzského jazyka a literatury

PŘÍLOHY BAKALÁŘSKÉ PRÁCE

Analýza a srovnání učebnic anglického jazyka v České republice a ve Francii
Analysis of English language textbooks comparing the Czech republic and
France

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Příloha č. 1

8B Grammar
Reported speech (1)
I can report what other people have said.



1 SPEAKING Look at the photo. What do you think is going to happen? Why do you think that?
2 Read the text. Why did most listeners think that the crime was a joke?

A radio reporter went onto the streets of London yesterday to do a report about crime and ended up learning more than he expected. He stopped a passer-by and said that he was doing a story on street crime in the area. The man said there was a lot of crime there. He said he had seen a mugging earlier that day. The reporter then said there weren't many police officers on the streets. The man said he didn't want more police around. Then he took the reporter's phone and ran off! The reporter, sounding upset, said that the man had stolen his phone. However, most listeners thought it was all a joke!

3 Listen to the dialogue. Complete the words the reporter and the man actually say. Then find the parts of the text in exercise 2 where they are reported.

Reporter Hello! I _____ (do) a report on street crime in the area.
 Man There's _____ (be) a lot of crime here.
 Reporter I? _____ (see) a mugging earlier today.
 Reporter But there's _____ (not be) many police officers on the streets.
 Man I? _____ (not want) more police around.
 Reporter Hey! He's _____ (steal) my phone!

4 Compare the dialogue in exercise 3 with the reported speech in the text in exercise 2. Complete rule a in the **Learn this!** box with the correct tenses.

LEARN THIS! Reported speech

a When you change direct speech to reported speech, the tense of the verbs usually changes.

Direct speech	Reported speech
present simple	→ 1
present continuous	→ 2
past simple	→ 3

b We can use *that* to introduce reported speech but we often omit it. She said (that) she was feeling upset.

LOOK OUT!

a Pronouns and possessive adjectives usually change in reported speech, depending on the speaker and context.
 'You're sitting at my table,' he said.
 He said we were sitting at his table.

b References to time and place can change as well.
 yesterday – the day before tonight – that night
 today – that day a week ago – a week earlier
 here – there last Monday – the Monday before
 this month – that month now – at that moment

5 Read the **Look out!** box. Then look at the reported speech in exercise 2 again and find changes to pronouns, possessive adjectives and references to time and place.

► Grammar Builder 8B page 138

6 Rewrite the quotations in reported speech. You may have to change pronouns and references to time or place.

- 'We searched a house yesterday,' said the police.
 The police said they had searched a house the day before.
- 'Two men are burgling the house next door!' she said.
 'Teenagers often vandalise my shop,' he said.
- 'I found the money two days ago,' she said.
- 'We're launching an investigation into drug-dealing in the town centre,' said the police.
- 'The police arrested two suspects last Friday,' said the teacher.
- 'Crime is getting worse, in my opinion,' he said.
- 'Muggers often attack tourists,' she said.

7 SPEAKING Work in pairs. Imagine that a robbery has just taken place.

Student A: You saw the robbery and are talking to Student B about it over the phone.
 Student B: Ask these questions and try to remember the answers.

- What time did the robbery take place?
- What kind of shop did they rob?
- How did the robbers get away?
- What were the robbers wearing?
- How do you feel about the experience?


What time did the robbery take place?
 It took place at 4 o'clock in the afternoon.

8 SPEAKING Work with another pair.

Student B: Report Student A's answers to the questions in exercise 7.
 Student A: Listen and check Student B's memory!

Anna said that the robbery had taken place at 4 o'clock in the afternoon.

8C Listening
A life of crime
I can listen for paraphrase.



1 Look at the pictures of famous outlaws. What do you know about them? What nationality were they? When did they live? What crimes did they commit?

Listening Strategy
 The information that you need to understand in the recorded text may be expressed differently in the task. Listen out for synonyms (e.g. hate / can't stand) and antonyms (e.g. win / lose), but also for information and ideas that are 'paraphrased' (worded differently).

2 Read the **Listening Strategy**. Then read the sentences below and try to think of synonyms or ways of paraphrasing the underlined words and phrases.

- The police arrested the woman they think committed the crime. suspect
- The police arrested the people who started the fire. fire
- They burgled the house and stole some expensive rings and necklaces.
- They searched for the culprits.
- They attacked the young man in the street and stole his wallet and phone.

3 **2.02** Now listen to five sentences and match them with the paraphrased versions in exercise 2 (a–e).

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

4 **2.03** Listen to a historian being interviewed about Bonnie and Clyde, the famous American outlaws. Answer the questions.

- How many people did Bonnie and Clyde kill?
- How old were they when they died?

5 **2.03** Listen again. Circle the correct answers. Sometimes both answers are correct.

- Bonnie Parker
 - was clever.
 - got married before she left school.
- Clyde Barrow's family
 - were not very well off.
 - worked on a farm which didn't belong to them.
- The couple couldn't find a job when Clyde left prison because
 - Clyde had a criminal record.
 - unemployment was very high.
- Bonnie and Clyde
 - frequently stole cars.
 - stayed in regular contact with their families.
- Bonnie and Clyde
 - were constantly travelling around.
 - were fighting for ordinary people.

6 How is the information in the correct options expressed in the listening?
 Bonnie Parker was clever. – 'Bonnie was a bright student.'

7 SPEAKING Outlaws are 'on the side of ordinary people, and against authority'. Do you agree? Give reasons. Use the ideas below to help you.

For not hurt ordinary people steal from the rich
 romantic young free always travelling
 hide from the police live by their own rules

Against violent cruel and heartless murdered people
 greedy people ignore the truth false image unrealistic

8 INTERNET RESEARCH Find out and write about another famous outlaw. Include some or all of the information below.

- Where / When were they born?
- What crimes did they commit?
- How / When / Where did they die?

Unit 8 Crime 87

Příloha č. 2

2

Adventure

2A Vocabulary

Landscapes

I can describe landscapes.

1 **SPEAKING** Look at the photos (A–E). Would you enjoy these activities? Why? / Why not?

2 **LISTENING VOCABULARY** Match two or more of the nouns below with each photo (A–E). Then listen to the descriptions and check your answers.
 Landscape: features cave cliff desert forest hill lake mountain ocean river rocks shore stream valley volcano waterfall
 A _____ D _____
 B _____ E _____
 C _____

3 **VOCABULARY** Check the meanings of the adjectives below. Find three pairs of opposites.
 Landscape: adjectives dark deep icy low narrow rocky shallow steep tall wide
 dark forest, dark cave, dark valley, deep ...

4 Work in pairs. Match each adjective in exercise 3 with two or more nouns from exercise 2.

2A

5 **LISTENING** Listen to four adverts. Match three of them with photos A–E.
 1 _____ 2 _____ 3 _____ 4 _____

6 **LISTENING** Listen again. Complete the extracts (1–8) from the adverts using the prepositions below, nouns from exercise 2 and adjectives from exercise 3.
 across along behind beside down inside near through under

1 Kayak across icy lakes and shallow rivers.
 2 Your journey _____ mountains and deep _____
 3 Explore the _____ caves _____ the coast of Mexico.
 4 After three days _____ the caves, the boat leaves the steep _____
 5 Stand _____ Lake Pinatubo, a lake _____ a
 6 A _____ lake formed, which soon became
 7 Kayak _____ narrow rivers _____ the trees.
 8 Find dark _____ tall _____

RECYCLE! *There is and There are*


We use *There's ...* for singular countable nouns and uncountable nouns. We use *There are ...* for plural nouns.
There's a forest. There are trees. There's (some) snow.

7 Read the Recycle! box. Complete the sentences below with *There's* or *There are* and match them with photos A–E. *There is one extra photo.*


1 _____ clear, blue water all around. _____
 2 _____ grass in the valley and _____ also some trees. _____
 3 _____ trees and bushes on both sides of the river. _____
 4 _____ snow on the tops of the mountains. _____

8 **SPEAKING** Work in pairs. Describe a typical landscape in your country. Use as much vocabulary from this lesson as you can, and remember to use *There's* / *There are* correctly. Your partner guesses the landscape you are describing.


There's a tall mountain ...



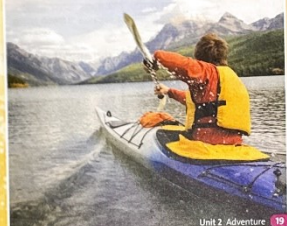
A




B



C



D



E

18 Unit 2 Adventure

Unit 2 Adventure 19


Příloha č. 3

2B
Grammar

Past continuous

I can use the past continuous.

- Read the opening paragraph of a story. Why does the narrator notice the tall man?



With my backpack in my hands, I stepped off the train onto the crowded platform. It was 7.30 in the evening. People were hurrying home. A mother and her two young children were sitting on a bench. The mother was talking to the boy, but he wasn't looking at her. The girl was singing quietly and playing with a toy. Around them, travellers were shouting greetings, waving goodbye, carrying heavy bags or running to catch trains. A very tall man was standing completely still near the exit. Why was he wearing summer clothes in this weather? And why was he looking straight at me?
- Read the **Learn this!** box. Then find all the examples of the past continuous in the text in exercise 1.

LEARN THIS! Past continuous

a We often use the past continuous to set the scene. It was snowing. Two men were walking towards the house.

b We use the past continuous to talk about an action that was in progress at a particular time. At midnight, I was doing my homework.

c When we use the past continuous with two or more actions, we do not need to repeat the subject (I, we, etc.) or was/were if the subject is the same. We were sitting on the sofa and eating pizza.

▶ Grammar Builder 2B page 120
- Complete the paragraph below with the past continuous form of the verbs in brackets. Do not repeat the subject or was/were if they are not necessary.

I left the hotel early the next morning. Already, the sun _____ (shine) brightly and the temperature _____ (rise). In the square, café owners _____ (carry) tables outside. A dog _____ (lie) on the pavement nearby, but it _____ (not sleep). Two teenage girls _____ (sit) on a bench _____ (share) headphones. What _____ (they/listen) to?
- Read the opening paragraph of a story. Use your ideas from exercise 5 and include the extra information from exercise 7.

8 Write the opening paragraph of a story. Use your ideas from exercise 5 and include the extra information from exercise 7.
- Read your paragraph to the class. The class decides which is the best opening and why.

9 SPEAKING Read your paragraph to the class. The class decides which is the best opening and why.

4 SPEAKING Work in pairs. Ask and answer questions about the people in the texts in exercises 1 and 3.

What were they doing?



1 the mother	5 the tall man
2 the boy	6 the café owners
3 the girl	7 the dog
4 the other travellers	8 the teenage girls

What was the mother doing? She was ...

2C
Listening

Adrenaline junkies

I can listen for key words and antonyms.

- VOCABULARY** Put the adjectives below into three groups: describing a) people, b) extreme sports and c) landscapes. Some adjectives can go into more than one group.

Adjectives to describe adventure athletic brave impressive remote risky spectacular strong terrifying thrilling
- SPEAKING** Describe the photo above. Where are the people? What are they doing? What kind of people do you think they are? Use adjectives from exercise 1 and words from lesson 2A on page 18.

Listening Strategy

The information that you need to understand in the recorded text may be expressed differently in the task.

 - Listen out for synonyms of key words in the task. Key words are content words such as adjectives, nouns and verbs.
 - Listen out, too, for ways in which words with the opposite meaning, or negative verbs, correspond with key words in the task.

It's rather cold today. ▶▶ It isn't very warm today.
We won the match. ▶▶ We didn't lose the match.
- 117** Read the Listening Strategy. Then listen to six people talking about BASE jumping. Write the synonyms or words with the opposite meaning that they use for the underlined words.
 - Fred loves being in wild, faraway places. remote
 - Sally says BASE jumping isn't popular with older people.
 - Chris doesn't consider himself a courageous person.
 - Celina says people who aren't strong and fit shouldn't try BASE jumping.
 - For Shelley, the appeal of BASE jumping is the breathtaking landscapes where you do it.
 - Martin really didn't enjoy BASE jumping.
- Read the sentences. Can you think of synonyms for any of the underlined words? Write them in your notebook.
 - Tanya likes extreme sports because they're dangerous.
 - A friend told Tanya to try BASE jumping.
 - Tanya didn't enjoy her first experience of BASE jumping.
 - The cliffs in Tonsai, Thailand are the perfect venue for BASE jumping, in Tanya's opinion.
 - Tanya thinks the dangers of BASE jumping make women unwilling to try it.
 - In Tanya's opinion, Roberta Mancino is a great sportswoman.
- 118** Listen. Are the sentences in exercise 4 true or false? Write T or F.
 - Listen again. Did you hear any of the synonyms you wrote down in exercise 4? How did they help you to do the task?
- SPEAKING** Work in pairs. Explain why you would or would not like to try BASE jumping. Give three reasons. Use the adjectives in exercise 1 and ideas from exercise 3 to help you.
- INTERNET RESEARCH** Use the internet to find out about another extreme sport. Research:
 - when and where it began.
 - where you can do it and what equipment you need.
 - whether there are competitions.

Příloha č. 4

1
Exam Skills Trainer

Reading

Strategy
Some questions are about the whole text, so you need to have a general idea of what the text is about. Read the text quickly before you look at the questions and ask yourself:

- Who or what is the text about?
- What kind of text is it?
- Where might you read the text?
- Why has the writer written it?

1 Read the Strategy and decide which question (1–5) in the task is about the whole text. Then read the text quickly and answer the four gist questions in the Strategy.

2 Read the text and answer the questions (1–5). Circle the correct answer (A–D).

Lost in Australia

When eighteen-year-old British student Sam Woodhead left college, he dreamed of joining the army – but he decided to have a gap year and go travelling first. Sam was already a keen long-distance runner and was very fit and healthy, but he thought backpacking in Australia was great training for his future. In December 2012, Sam arrived in Central Queensland and found a job on a cattle farm. The farm was in the middle of the countryside, and Sam was enjoying his life there. One Tuesday morning, only eight days after his arrival, he decided to go for a run. But Sam made some mistakes. He took a heavy backpack but only one bottle of water. He also didn't have a route, and he didn't know the landscape. After only two hours, he finished his water and realised he was lost. The temperature was close to 40°C and he was soon exhausted. After four or five hours, he decided to stop and spend the night in the outback.

The next morning, Sam didn't report for work. His employers checked his room. His backpack and running shoes were gone, but his mobile and wallet were there. They called the rescue services and then called Sam's family in England. The rescue services sent helicopters to the area to try to find Sam, but there were a lot of trees and plants in the area so it was difficult for the pilots to see a person on the ground.

Meanwhile, Sam was trying to find his way back. He made an SOS emergency signal on the ground from all the clothes in his backpack, including a pair of colourful shorts. Then, on Friday morning, Sam heard two helicopters flying over him. He shouted and waved his arms, but of course they didn't see him, and they couldn't hear him because their engines were too noisy. Then, in the afternoon, a third helicopter flew right over the SOS signal. At first, the pilot didn't see anything, but the wind from the helicopter's engine picked up Sam's shorts, and the pilot suddenly spotted them. He searched the area again, and at last he found the missing student only four or five kilometres from the cattle farm. Sam went to a hospital in the nearby town, Longreach, to recover. He was lucky to be alive!

3 Read the Strategy and decide which question (1–5) in the task is about the whole text. Then read the text quickly and answer the four gist questions in the Strategy.

4 Read the text and answer the questions (1–5). Circle the correct answer (A–D).

Listening

Strategy
In some listening tasks, the recordings you hear are connected by one topic. It helps to look at typical topics for a listening task and brainstorm vocabulary related to them.

3 Read the Strategy. Put the words below in the correct categories (A–D).

boat bored burn canoe cave cliffs climbing condition confused cure cut delighted diving embarrassed injury kayaking landscape ocean proud stream

A Feelings proud... C Nature
B Sport D Health

4 **1-2-3** Listen to six people talking about sport. Match sentences A–G with speakers 1–6. There is one extra sentence.

A We learn how a new sport developed. _____
B We find out about a new sporting venue. _____
C The speaker is talking to holiday guests. _____
D The speaker is talking about the different benefits of sport. _____
E The speaker is describing a personal experience of a sport. _____
F The speaker is advertising sports activities. _____
G The speaker is explaining the advantages of extreme sports. _____

1
Exam Skills Trainer

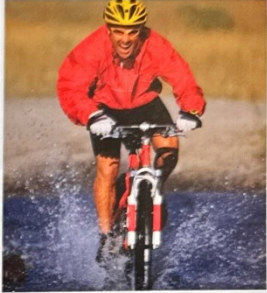
Use of English

Strategy
Read the text quickly, ignoring the gaps, to get a general idea of what it is about. Then read it again more slowly and think of possible words to complete the text. Try out different ideas and say the sentences in your head before making a decision.

5 Read the Strategy. Complete the text with one word in each gap.

Why do people travel?
Do you enjoy travelling, or do you prefer to stay at home? Some people go on holiday in their own country with ¹ _____ family or friends, and spend time on beaches or sightseeing in cities. They're more interested in relaxing than doing anything else. However, there are some people who love to travel all ² _____ time. They give up their normal lives and have adventures such ³ _____ going to Australia for a year, or travelling around Africa. They live with local people and explore deserts, rainforests and other amazing places. If they run out of money, ⁴ _____ find work in bars and restaurants, or they teach English to local people. They don't care about having careers at home or earning lots ⁵ _____ money. They only want ⁶ _____ have the experience of travelling. Often, young people go travelling before or after they go to university. Travelling is also popular with older people who want to take a break from work. So why do people love travelling so ⁷ _____? If you're travelling alone, it's ⁸ _____ great way to meet new and interesting people. You can learn ⁹ _____ different cultures, eat new food and practise a new language. More ¹⁰ _____ anything, travel gives you memories that you have forever.

7 Describe the photo.



8 Answer questions 1–3.

- Why is this person smiling?
- Would you like to try something like this? Why? / Why not?
- Talk about a situation when you or someone you know did something really enjoyable or exciting.

Writing

Strategy
You often have to make suggestions when you write an invitation. Make sure you use appropriate structures (do something or doing something) after: e.g. Let's... How about...?, etc.

9 You are going to write an invitation to a friend asking him / her to come on a camping weekend with you and a few other friends. Read the Strategy. Then use some of the phrases below to write sentences suggesting things you might do.

Shall we...? How / What about...? We could always... Do you fancy...? Let's...

10 Write a short email invitation to a friend, asking them to come on a camping weekend with you and a few other friends. Remember to include:

- the date, time and place of the weekend.
- suggestions for things to do.
- a request for your friend to bring something (e.g. tent, sleeping bag, cooking equipment).

Příloha č. 5

4 Can humans coexist with the Earth?

Text A

Industries that are designing means of production can follow the example of nature in which one species' waste is another's opportunity. A plant that utilizes energy from the sun to grow and reproduce may also nourish a host of parasites and herbivores and upon dying feed still other life-forms while returning organic material to the soil to nurture future generations of plants. Material is used, transformed and used again in a never-ending cycle. Nature has evolved exquisite mechanisms to survive and flourish over the vast expanse of time as the Earth has undergone geological and

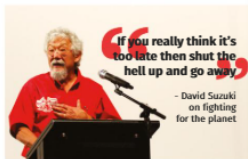
climatological change. Our scientific insights are profound, but we are still at an early stage of unlocking nature's secrets when technology is powerful but crude. Too often we lack the knowledge to anticipate the consequences of our manipulations, as we have learned with nuclear energy, DDT, CFCs and GMOs. [...] We can transform our thinking from the linearity of extracting, processing, manufacturing, selling, using and discarding into the circularity of natural cycles.

The Sacred Balance: Rediscovering Our Place in Nature, David Suzuki, originally published in 1997, revised edition of 2007.

Text B

We need, Mc Donough argues, to pattern our industries on nature, what is termed 'biomimicry'. That means preventing waste by limiting any sort of manufacturing or consumption that causes it. If any waste is created, it has to be nonpolluting so that it can serve as 'food' for natural or industrial systems, just like dead leaves or muddy water in nature. If your waste can't be safely absorbed by natural systems or fed back into industry easily, that's the proof that your methods don't accord with nature's, that you're losing part of your investment and causing damage. Indigestible wastes like toxic chemicals or heavy metals also destroy natural systems' ability to produce more products in the future. Let's go over a full list of what's required to survive on this planet over the long term. To be sustainable, any industrial or infrastructure development, any business or management model, whether it manages factories, farms, wild animals, or water resources, has to mimic nature, or it won't fit in with the laws of physics. It has to, above all, be local. It must not produce any wastes that cannot be harmlessly absorbed by natural systems. If it does, it has to reintegrate that waste into the industrial stream. Like natural systems, sustainable management must be self-regulating, nonhierarchical, cyclic, flexible, diversified—and focused on the long term.

More Good News: Real Solutions to the Global Eco Crisis, David Suzuki, 2010.



- David Suzuki on fighting for the planet

You are in charge of one text.

Workbook p. 202

- 1 Present the text.
- 2 What definition of biomimicry is given?
- 3 What suggestion(s) does David Suzuki make about how industry should evolve?

Useful vocabulary

a sustainable system must be + adj...
To be sustainable, you should + V

Let's talk this out!

Group work

Share your findings with your classmates.

- 4 Recap David Suzuki's ideas. Discuss whether you agree with him or not.

- 5 How can biomimicry influence industries? Save the planet?

Useful vocabulary

I agree with... I don't agree with...
What strikes me the most is...
In order to save the planet, we have to...

5 Exhibition corner



The Biomimicry Center at Arizona State University, 2018.



Biomimicry Institute, 2015.

You are in charge of one poster.

- 1 Observe your poster. What is it composed of?
- 2 Is this poster effective? Do you feel like going to this exhibition?

Useful vocabulary

This poster consists in...
The exhibition will take place in... on (+ date)...
I feel like attending...
I think / As far as I know / I'd say that the best poster is...
It is the most / colourful / striking / breathtaking...
It is more detailed... It is cleverly done...

Let's talk this out!

Group work

Share your findings with your classmates and learn about the other exhibitions.

- 3 When looking at the two posters above, which exhibition do you really feel like visiting? Why?

10 min time to shine!

- 4 Make your own panels for the exhibition. Use your lesson and search the web to find information about your topic. Each panel should include a paragraph explaining the breakthrough and its impact, a biography of the scientist, a short interview and pictures.

Toolbox

- carbon footprint (n.)
- climate change (n.)
- consumer society (n.)
- Earth (n.)
- land / soil (n.)
- sustainability (n.)
- overconsume (v.)
- recycle / *recycler* (v.)
- rise / increase (v.)
- set a target (v.)
- tackle an issue (v.)

From French to English

MEDIATION

La traduction de « scientifique »,

« expérience »

- scientifique
- > Nom : a scientist
- > Adjectif : a scientific breakthrough
- expérience
- > Nom : some experience (knowledge)
- > Adjectif : an experiment (test)

Exercises p. 204

Let's learn!

Acrostic writing

Write an acrostic poem for: SAVE OUR PLANET. You can use words from the whole chapter.

Activities 4 5

Over to you!

Your exhibition "Learning from Nature"

In groups, discuss to organise your exhibition (number of panels, topics...). Imagine and decide what will be on each panel: design the introductory panel.

Příloha č. 6

1 A common culture to unite people

Group 1: In rural areas



A mural by Falko One, South Africa, 2015.

Cape Town-based street artist Falko One travelled across South Africa painting elephants on homes. These elephants are meant to stand as a talking point and spark conversation between strangers and neighbours. Falko's work instills a sense of togetherness and pride and aims at bringing art outside gallery walls and the limits of urban areas.

The reason why I come to small towns is specifically because they need it the most. [...] With this project Once upon a town, [...] I'm not coming here to preach, I'm not coming here to save lives... What I do is art, art to get to learn to know my country.

Falko One

DIFFERENTIATION

Grammar in progress

Les articles

Observez les deux premières phrases du texte ci-dessus.

- Quel article est utilisé pour désigner quelque chose en particulier ? En général ?
- À quoi sert l'article a / an ?

⚠ Il n'y a pas d'article devant le nom de pays ou de région. Ex: South Africa
 ▶ Exercices p. 98 • Précis grammatical p. 283

Group 2: In townships

The artwork looks at the many layers that make Soweto such a powerful source of pride — taking the seemingly ordinary but presenting it in an extraordinary way.

"I see Soweto as a great source of inspiration because despite political struggles, the creative aesthetic of the area is often at the forefront. This aesthetic is not one that is trying to be like another, it is one that has been cultivated by South Africans, for South Africans — from street art to music, we see a great reflection of our country. It is unmistakably ours. Soweto isn't just in the people of Soweto, but in the people of South Africa."

Karabo Poppy Molestone



Orlando towers, Johannesburg, 2015.

Group 3: In Central Business Districts

Imagine an average public transport hub in a South African CBD (Central Business District), add about 400,000 daily commuters and 8,000 informal traders, and you will get an idea of what a day at Warwick Junction, in Durban, is like.

Of all the places we looked at in Durban there is nothing quite like the market. I think quite a few people in Durban avoid that area, seeing it as a 'danger' zone, and I admit there are definitely some criminal elements at work there, but there is also a wealth of culture and vibrancy that is part of the real fabric of our country.

Faith A7



A mural by Faith A7, Warwick Junction, Durban, South Africa, 2014.

You are in charge of one group of documents.

- 1 What is the name of the artist and the place where he worked? Locate them on the map of South Africa on www.letvirescolaire.fr.
- 2 Go on the internet and find more information about the artist and his or her work of art. ▶ [Workbook p. 33](#)
Be ready to present your findings to the class. You must use at least two words from the toolbox.
Useful vocabulary: He / she wants to + V...
He / she would like people to + V...
He / she aims at + V-ing...
It expresses a sense of togetherness / a sense of belonging...

Toolbox

- deserted / dɪˈzɜːtəd/ (adj.)
- mural (n.)
- bring people together / unite (v.)
- convey a message (v.)
- feel represented / feel acknowledged / fɪl ɪmˈbrɪznt / fɪl əkˈnɒʃəd / fɪl ɪmˈbrɪznt / fɪl əkˈnɒʃəd (v.)
- make a dream come true (v.)
- symbolise / embody (v.)

Let's talk this out! Group work

Share your findings with your classmates and learn about the other artists.

- 3 What do these three artists have in common? Why or why not?
- 4 Do you believe street art enables to unite people? Why or why not?
Useful vocabulary: They all deal with...
As far as I'm concerned...
Not only do they + V but they also + V
They turn ordinary places into extraordinary places.

MEDIATION

Let's learn!

Biggest cities in South Africa

Look at this grid for 30 seconds, then tell your neighbour as many things as you can about it.
Ex: Durban is situated in the province of KwaZulu-Natal.

City	Province	Population
Cape Town	Western Cape	3,453,041
Durban	KwaZulu-Natal	3,100,282
Johannesburg	Gauteng	2,036,469

Activity 1

Over to you!

Choose a South African artist for a commissioned artwork. As a member of the National Arts Council of South Africa, you have been asked to select an artist for a commissioned work of art, in Newtown, Johannesburg. Justify your choice.

Příloha č. 7

Language in progress

Numérique Plus d'outils et des exercices interactifs sur www.letivrescolaire.fr LLS.fr/A2P204

A. Grammar et work

1 Les modaux de capacité - Observez ce texte pour expliquer les règles d'emploi des modaux de capacité.

"In building reefs, corals have developed an incredible ability to calcify. They are the most prolific mineralizers on the planet but I realized straight away that I could form a cement that didn't produce carbon dioxide, in fact, it could use carbon dioxide as a raw material, just like corals do. In biomimicking what corals do, we are really trying to mimic how corals can mineralize so rapidly and so prolifically to make the largest biologic structures on the planet such as the Great Barrier Reef."

Adapted from "Brent Constant Builds Cement Like Corals Do", Jorge Salazar, *Earthology.org*, 2012.

a. Repérez les structures exprimant une capacité.
b. Expliquez-les.
c. À quoi correspondent-elles en français ?

Tips
 Si nécessaire, prenez le temps de réviser le point de grammaire. [Précis grammatical p. 276](#)
 Retrouvez de l'aide pour répondre aux questions et d'autres exercices. [WB Workbook p. 101](#)

2 Les modaux de capacité - Complétez les phrases suivantes avec le modal qui convient.

- Thanks to biomimicry, we ... drastically reduce our carbon dioxide emissions in the future and maybe slow climate change down.
- By taking inspiration from the kingfisher bird, we ... rethink the design of the Shinkansen Bullet Train. Now it makes less noise and uses less energy.
- One of the articles shows that we ... save energy by designing buildings such as the Eastgate Centre, which has the same system of circulating air as termite mounds.
- Biomimicry is a way of thinking thanks to which we ... find a way to re-green planet Earth.

B. Grammar in progress

3 La dérivation - Associez une racine et un / des affixe(s) pour trouver les mots qui correspondent aux définitions suivantes. [Précis grammatical p. 264](#)

Racines :

incubase	recycle	harm	research
friend	respect	usual	

Affixes :

un	dis	ful	able	er	ly	ing	how
----	-----	-----	------	----	----	-----	-----

- Not common
- More and more
- That can be recycled
- Showing a lack of respect
- Not able or likely to cause harm
- In a kind way (like a friend)
- Person who carries out research

4 L'ordre des mots à la forme interrogative - Remettez les questions dans le bon ordre. [Précis grammatical p. 281](#)

- green architecture / how / fight climate change / ? / help / can
- you / involved / feel / ? / do
- ? / are / scientists / spider webs / recreating / why
- did / Andrew Turton and Pete Ceglinski / ? / create / when / the seabird
- the planet / will / save / biomimicry / ?

C. From French to English

5 La traduction de « expérience » et « scientifique » : traduisez les phrases suivantes.

- Les scientifiques avec de l'expérience ont mené beaucoup d'expériences scientifiques.
- Les résultats des expériences menées (carry out) par des scientifiques sur les feuilles de lotus furent publiés en 2009.
- Ce fut pour eux une expérience inoubliable de participer à une conférence sur les avancées scientifiques du biomimétisme.

D. Vocabulary in progress

6 Matching game : Associez chaque définition à un mot du chapitre [Workbook p. 101](#)

- A phenomenon which causes temperatures to rise / increase. (expression : 2 nouns)
- That has the capacity to regenerate, that cannot be extinct. (adjective)
- Imitate. (verb)
- Capable of being maintained at a steady level without exhausting natural resources or causing severe ecological damage. (adjective)

7 Word puzzle : Trouvez dans cette grille les mots suivants : architecture - issue - reduce - researchers - awareness. Trouvez ensuite 10 autres mots tirés de l'unité.

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

E. Phonology in progress


Accent tonique et mots dérivés
Certains suffixes ne modifient pas la position de l'accent tonique, par exemple les suffixes -ment, -er ou -al.
Ex : judge → judgement, music → musical
En revanche, pour les suffixes forts comme -ion, -ion, -ions, -ic, -ly, -ety, l'accent tonique précède le suffixe.
Ex : innovate → innovation

8 Où se place l'accent tonique sur les mots dérivés suivants ? Écoutez pour vérifier et enregistrez-vous pour comparer. [LAB OF LANGUAGES LLS.fr/LabOfLanguages](#)

- Design /dɛzain/ - Designers
- Mystery /mɪstəri/ - Mysterious
- Communicate /kə'mjuːnɪkeɪt/ - Communication
- Canada /kænədə/ - Canadian
- Improve /ɪm'pruːv/ - Improvement
- Logic /lɒdʒɪk/ - Logical

F. Let's practice recording


9 Enregistrez une voix-off pour la vidéo "Biomimicry, when technology is inspired by nature". [LAB OF LANGUAGES LLS.fr/A2P205](#)



G. Collaborative learning

Caption contest

- Par équipes de deux, observez cette bande dessinée et imaginez ce qui est dit dans les bulles.
- Utilisez un maximum d'éléments vus dans ce chapitre (1 mot = 1 point, 1 structure grammaticale = 1 point, 1 point culturel = 2 points).
- Présentez votre version de la bande dessinée à la classe et votez pour votre préférée.



Fifth Period, the Johns Hopkins University applied physics laboratory, 2015.

Příloha č. 8

Final project 4 • Representation of self and relationships with others

The scenario

Dorian Gray has inspired many people from artists to journalists who decide to revisit this famous myths through their work.

Get ready!

- Turn to the previous pages to revise and make sure you are ready for the task. Read carefully the assessment grid.
- Make a list of all the useful vocabulary you might need.

[Workbook p. 55](#)

[Précis de communication p. 252](#)

Let's do it!

Option 1 Fiction writer

As a budding young writer and blogger specialising in fan fiction, you are fascinated by Dorian Gray and what he stands for. You write your own revisited version of his story, in the form of a modern-day tale, to be published on your blog or facebook page (150-180 words).



Action!

- Prepare and organise your arguments. [Méthode je m'organise à l'écrit p. 241](#)
- Write your short story.
- Your story should deal with two of the following issues: everlasting youth, beauty, deceit, narcissism and crime.
- Be inventive!

	Niveau 1 (A1)	Niveau 2 (A2)	Niveau 3 (B1)	Vers B2
Réalisation de la tâche	<input type="checkbox"/> Texte court. Contenu pauvre, hors-sujet ou plagiat.	<input type="checkbox"/> Texte court mais qui tente de répondre à la tâche, quelques éléments du contenu.	<input type="checkbox"/> Texte d'une longueur convenable, des éléments du contenu.	<input type="checkbox"/> Texte complet (mise en forme et contenu).
Cohésion / organisation	<input type="checkbox"/> Texte simple et bref. Pas ou peu d'organisation du discours.	<input type="checkbox"/> Des efforts d'organisation, texte simple, pas ou peu de paragraphes ou de mots de liaison.	<input type="checkbox"/> Discours assez articulé, bonne utilisation des mots de liaison, des paragraphes.	<input type="checkbox"/> Discours cohérent et logique, des paragraphes distincts, mots de liaison maîtrisés.
Recevabilité linguistique	<input type="checkbox"/> Langue très simple, beaucoup de calques du français.	<input type="checkbox"/> Des phrases simples mais compréhensibles, des erreurs élémentaires.	<input type="checkbox"/> Phrases correctes, utilisation du vocabulaire et des structures de l'unité.	<input type="checkbox"/> Bonne correction grammaticale, bon réemploi des structures de l'unité.
Contenus culturels	<input type="checkbox"/> Pas ou peu de contenu culturel.	<input type="checkbox"/> Quelques références à ce qui a été vu dans l'unité.	<input type="checkbox"/> Utilise les connaissances culturelles de l'unité justifie leur emploi.	<input type="checkbox"/> Plusieurs références à l'unité, fait des liens avec ses connaissances personnelles.

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Option 2 Radio debate

You are invited to a radio talk show about the dangers of selfies. Be ready to participate and share your opinion.



Action!

- You can be either:
 - **The anchorman / woman** - Introduce the debate and all the participants. Select the basic info of the selfie-related deaths you decided to mention (where? when?) and the victims (personality, description...). What happened?
 - **A selfie addict** - Why are selfies so important to you? Can you live without it?
 - **A psychologist** - Prepare arguments to defend your point of view and possible explanations on why people are so addicted to their self-image.
 - **An expert of Dorian Gray** - Make references to the book and the fact that it's an old addiction.

• Practise speaking in a convincing tone and anticipate the questions the others may ask you. Keep in mind that you have to adapt to what the others say.

• Organise your arguments.

➢ [Méthode je m'organise à l'oral p. 248](#) • [Fitténgis à l'oral p. 245](#)

• Get in place and debate. Be convincing!

• You are expected to give your personal opinion on the consequences of people's obsession with taking pictures of themselves. At the end, make suppositions about what could be done.

	Niveau 1 (A1)	Niveau 2 (A2)	Niveau 3 (B1)	Vers B2
Réalisation de la tâche	<input type="checkbox"/> Peu de préparation. Intéressé peu.	<input type="checkbox"/> La participation se limite à la lecture des notes. Un début de point de vue.	<input type="checkbox"/> Participation à partir des notes, quelques interventions spontanées. Donne son point de vue.	<input type="checkbox"/> Participation suffisante, de rares recours aux notes. Un point de vue pertinent.
Interaction	<input type="checkbox"/> Répond ou réagit difficilement. Lit ses notes.	<input type="checkbox"/> Ne prend pas l'initiative de la parole, mais répond simplement. Tente de se détacher de ses notes.	<input type="checkbox"/> Prend sa part dans l'échange, réagit. Peut vérifier ce qui est compris et reformuler. Se détache de ses notes.	<input type="checkbox"/> Argumente, cherche à convaincre, réagit avec vivacité, questionne et répond avec peu de recours à ses notes.
Prononciation / fluidité	<input type="checkbox"/> Débit haché, des hésitations. Prononciation proche du français.	<input type="checkbox"/> Prononciation compréhensible, mais fautive (th, h, diphtongues...)	<input type="checkbox"/> Quelques erreurs, prononciation acceptable.	<input type="checkbox"/> Prononciation correcte, intonation assez naturelle.
Recevabilité linguistique	<input type="checkbox"/> Langue très simple, beaucoup de calques du français.	<input type="checkbox"/> Des phrases simples mais compréhensibles, des erreurs élémentaires.	<input type="checkbox"/> Phrases correctes. Réutilisation du vocabulaire et des structures de l'unité.	<input type="checkbox"/> Bonne correction grammaticale, bon réemploi des structures de l'unité.
Contenus culturels	<input type="checkbox"/> Pas ou peu de contenu culturel.	<input type="checkbox"/> Quelques références à ce qui a été vu dans l'unité.	<input type="checkbox"/> Plusieurs références à l'unité et justifie leur emploi.	<input type="checkbox"/> Plusieurs références à l'unité, fait des liens avec ses connaissances personnelles.

Alternative project Be a reporter

Utilisez notre Labo de Langues sur notre site lelivrescolaire.fr
L.L.S.fr/LaboDesLangues

You are training as a journalist for a TV channel and you've been asked to shoot a report entitled "Latter-day Dorian Grays" on ludicrous deaths from selfies.
Shoot your own 2-minute video report to present your work.

Digital @ challenge

Unit 8 • Look at me now! L.L.S.fr/A2P127 127