

Unit 1

This is my school

Quelles sont les particularités de l'école anglaise ?



Hi, I'm **AMELIA** from Liverpool (England). In this unit you'll learn about schools in England.



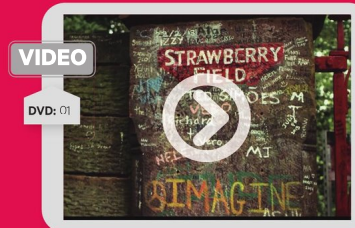
→ Dans cette unité, nous allons...

- découvrir les matières et les équipements scolaires en Angleterre,
- parler du règlement des écoles anglaises,
- découvrir un hebdomadaire de BD britannique,
- parler de l'adaptation des écoles aux besoins éducatifs particuliers.



Your challenge

Créer une brochure pour promouvoir une école franco-anglaise.



VIDEO

DVD: 01

↑ University of Liverpool,
Liverpool: An Insider's Guide (2014)

LET'S GO!

- 1 **Listen** to the conversation. **Say** what Amelia's problem is.
- 2 **Watch** the video about Liverpool. **Identify** the city's main features.

art parks water sports
football music university

1. My English school

Je découvre les matières et les équipements scolaires en Angleterre.

- 1 **Look at** the website of Amelia's school. **Find** information about the students and the facilities. **Look at** the subjects. Do you know what PE, IT and RE stand for? **WB p. 4**

↑ Gateacre School, Liverpool (2017)

- 2 **Match** the pictures in the gallery with their descriptions **WB p. 4**
- Some students eat lunch in the canteen.
 - There is a football pitch in our school.
 - And we've got a huge playground.
 - There are three computer rooms.
 - There are a lot of lockers in the corridors.
 - There is a music room with a piano.

- 3 **Write about** the facilities and the subjects in your school. **Compare** it to Gateacre School.

In my school there's also a... but there isn't a... there aren't any...

Vocabulary

a **canteen** = a **cafeteria**
 a **classroom**
 a **computer / music room**
 a **corridor**: un couloir
facilities: des installations
 a **football pitch**
 a **gym** = a **gymnasium**
 a **lab** = a **laboratory** /laboratʀi/
 a **library**: une bibliothèque
 a **locker**: un casier
 a **playground**: une cour
 a **swimming pool**: une piscine
 a **theatre** /'θi:ətə/

There is / There are

There **is** one canteen.
 There **are** three canteens.
 There **isn't** a canteen.
 There **aren't** (any) lockers.

CD: 03
MP3: 02

- 4 **Listen to** the beginning of the conversation between Amelia and her school advisor. **Complete** her card. **WB p. 5**

CD: 04



Did you know?

In the UK, secondary school starts in Year 7, when students are 11 years old, and finishes in Year 11, when pupils are 16.

- 5 **Listen to** the whole conversation. **Take notes on** what Amelia likes and what she doesn't like. **WB p. 5**

CD: 05

PÉDAGOGIE DIFFÉRENCIÉE

- 6 **Interview** five classmates. **Find out** what they like or don't like at school (facilities, subjects, activities, people...). **WB p. 7**

- What do you like at school?
- Do you like...?

- 7 **Write** a report with the information from your classmates. **WB p. 8**



MINI CHALLENGE: A SCHOOL PRESENTATION

It is Open Doors Day at Gateacre School, in Liverpool. Introduce the school to the parents of future students. **WB p. 8**

- 1 **Write about** the school: students, subjects, facilities, etc.
- 2 **Rehearse** with a classmate. **Pay attention** to your pronunciation.
- 3 **Introduce** the school to the visitors.



VIDEO

DVD: 02



Schools for everyone

1. **Watch** the video presentation of a British school. What is special about it?
2. Is your school adapted to students with special needs? How?

CD: 06
MP3: 03

Vocabulary

break /breik/: la récréation
 a **classmate** /'kla:smet/
 a **pupil** /'pjʊ:pl/ = a **student**
 to **act** = to do **drama**
 to **do experiments** /ik'sperimənt/
 to **do homework** /'həʊmwɜ:k/: faire ses devoirs
 to **have lunch** /hʌntʃ/
 to **play badminton / football / hockey**
 to **play music**
 to **play games**
 to **study**

L'expression du goût

I **like** my classmates.
 I **like** working with computers.
 I **don't like** working with computers.

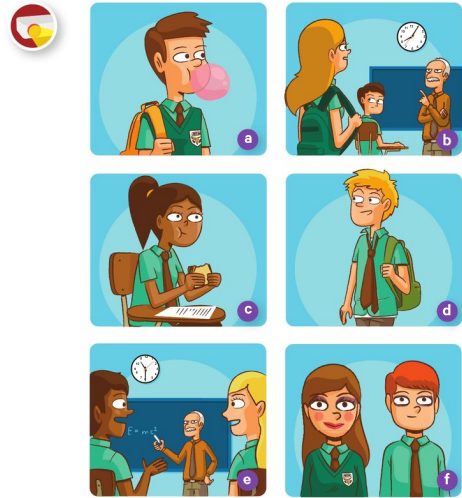
Some, many, a lot of

Some students eat in the canteen.
Many / A lot of students play music.

2. Dos and don'ts

Je parle du règlement des écoles britanniques.

- 1 **Look at** the pictures. **Match** them with the rules. **WB p. 9**



Gateacre School

SCHOOL RULES

- 1 Pupils must be at school five minutes before registration.
- 2 Pupils must not talk when a teacher is talking.
- 3 Pupils must not chew gum anywhere in the school.
- 4 Pupils must wear their school uniform correctly at all times.
- 5 Pupils must not eat or drink in classrooms.
- 6 Pupils in years 7, 8 and 9 must not wear make-up of any kind.

↑ www.gateacre.org (2017)

- 2 **Write** other rules that apply to your school. **WB p. 11**
In our school, we mustn't...

L'obligation et l'interdiction
Pupils **must** be on time.
Pupils **must not (mustn't)** chew gum.

- 3 **Listen to** Abby, a friend of Amelia's, talk about the rules in her boarding school. **Identify** two rules at her school. Do you prefer Abby's school or yours? Why? **WB p. 11**

Did you know?
In a boarding school, pupils attend classes, and they also live there.

PÉDAGOGIE DIFFÉRENCIÉE

LET'S PLAY...

- The miming game**
1. One student **mimes** a school rule.
 2. Classmates **guess** what it is.



Vocabulary

CD: 08 MP3: 04

to **amuse** /ə'mju:z/ **yourself** = to have fun
to **attend classes**: aller en cours
to **be on time**: être à l'heure
to **chew gum** /tʃu: ɡʌm/
to **daydream**: rêver tout éveillé(e)
to **wear make-up** /'meɪkʌp/: être maquillé(e)
to **wear a uniform** /'ju:nɪfɔ:m/

- 4 **Read** the leaflet about Summerhill School. **List** the activities pupils can do there. **Write** two rules that are different from other British schools. **WB p. 12**



A.S. Neill's SUMMERHILL
Founded in 1921 still ahead of its time.

Summerhill is a boarding school where students must decide each day how to use their time. They can play, they can be by themselves to read or daydream, or they can choose to attend formal lessons. Classes are not obligatory.

In Summerhill, there are also open areas where pupils can hang out, amuse themselves, socialise, play games, be creative, etc. Pupils can learn how to do gardening, to play chess, to make a video, and much more.

Adults are not there to create things for the children; they need to create things for themselves.

↑ www.summerhillschool.co.uk (2017)

- 5 Do you like this school? Why?
I like it, because in Summerhill pupils can...

La permission et l'interdiction
In Summerhill, pupils **can** play chess. We **can't** choose our timetable.

MINI CHALLENGE: SCHOOL RULES

Take part in a contest to imagine the rules of a very cool (or a very strict) English school. **WB p. 13**

- 1 **Make** a poster with five (very cool or very strict) rules. You can **draw** pictures or **paste** them on it.
- 2 The class **votes** for the coolest (or the strictest) school.



1. THERE IS / THERE ARE WB p. 5

On utilise **there is** et **there are** pour indiquer l'existence de quelque chose.

- Si le nom qui suit est au singulier, la forme sera **there is** :

In my school, **there is** one big gym.

In my school,
there is a music
room with a
piano.



Traduis ces phrases en français.

- There is one playground.
- There are two playgrounds.

Est-ce que le verbe change en français ?

- Si le nom est au pluriel, ce sera **there are** :
There are two IT rooms.

• Pour indiquer l'absence de quelque chose, on utilise la forme négative : **there is not (isn't)** ou **there are not (aren't)**.

There isn't a theatre in my school. (singulier)
There aren't two labs, just one. (pluriel)

- Pour s'interroger sur l'existence de quelque chose, on utilise la forme interrogative : **is there** ou **are there**.

Is there a swimming pool? (singulier)

Are there any pupils in the canteen? (pluriel)

Pronunciation → WB p. 16

La prononciation de **th**

1 Complète avec **there is**, **there are**, **there isn't**, **there aren't**, **is there** ou **are there**.

- In Summerhill School, ... a chess club.
- ... a library in your school?
- In a boarding school, ... dorms for the pupils.
- In my school (**not**) ... any lockers in the corridors.

2. L'EXPRESSION DU GOÛT WB p. 6

Pour exprimer ses goûts, on peut utiliser différents verbes.

- Pour parler de quelque chose que l'on aime, on utilise **like** à la forme affirmative :

I like maths.

I like playing football.

- Pour parler de quelque chose que l'on aime beaucoup, on utilise **love** :

Amelia loves books.

She loves reading comics.

- Pour parler de quelque chose que l'on n'aime pas, on peut utiliser **like** à la forme négative :

I don't like biology.

He doesn't like getting up early.

- Pour parler de quelque chose que l'on déteste, on peut utiliser **hate** :

I hate tests.

She hates doing experiments.

2 Rédige des phrases sur les goûts de Samuel en utilisant (not) like, love ou hate. Fais les modifications nécessaires.



a. geography	👍👍👍👍
b. French	👍👍
c. tests	👎👎👎👎
d. wear a uniform	👎👎
e. do experiments in the lab	👍👍👍👍
f. PE	👎👎👎👎

He loves geography.

3. SOME ET ANY

• **Some** sert à exprimer une quantité imprécise. On l'utilise dans des phrases affirmatives.

In our school, **there are some** students from Canada. (On ne dit pas le nombre précis.)

• **Any**, dans des phrases négatives, sert à dire que quelque chose n'existe pas.

In our school, **there aren't any** students from Canada.

• **Any**, dans une question, sert à interroger sur l'existence de quelque chose.

Are there any students from Canada in your school?

3 Complète avec **some** ou **any**.

- Are there instruments in the music room?
- There are students in the canteen now.
- Are there pupils in the swimming pool?
- There aren't computers in the lab.
- Are there balls at the football pitch?
- There are teachers in the corridor.

4. MANY ET A LOT OF WB p. 7

Pour parler d'une grande quantité, on peut utiliser les quantificateurs **many** et **a lot of**.

• **Many** est utilisé devant des noms dénombrables, c'est-à-dire qui peuvent être précédés d'un chiffre :

Many students don't like the food in the canteen.

• **A lot of** peut lui aussi s'employer devant des noms dénombrables, mais il peut également s'utiliser devant des indénombrables :

A lot of students don't like exams.

You must study a lot of maths to be a computer engineer.

4 Traduis ces phrases en anglais.

- Certains élèves étudient l'allemand.
- Beaucoup d'enseignants déjeunent à la cantine.
- Beaucoup d'élèves n'aiment pas l'Histoire.
- Aujourd'hui, j'ai beaucoup de devoirs.

5. LA PERMISSION, L'OBLIGATION ET L'INTERDICTION WB p. 10

Pour exprimer la permission, l'obligation ou l'interdiction, on peut utiliser des auxiliaires modaux, que l'on associe à des verbes.

• **Can** sert à exprimer la permission ou la possibilité.

At Summerhill you **can** choose your classes.
Pupils **can** wear normal clothes at the weekend.

• **Can't** sert à exprimer l'interdiction ou l'impossibilité.

Pupils **can't** wear make-up in the school.
In my school you **can't** study dance.

• **Must** sert à exprimer l'obligation.

You must wear a uniform in most British schools.

• **Mustn't** sert à exprimer l'interdiction.

Pupils **mustn't** run in the corridors.

• Les auxiliaires modaux :

- sont directement suivis d'une base verbale sans **to** ;

- sont invariables (ils ne prennent pas de « s » à la troisième personne du singulier).

Amelia can study photography in her school.
Amelia must wear a uniform every day.

- n'ont pas besoin de l'auxiliaire **do** aux formes négative et interrogative.

Samuel can't choose dance in his school.
Must you wear the uniform every day?

5 Rédige le règlement de cette école de Liverpool en utilisant **can**, **must** ou **mustn't**.

- Be quiet in the corridors.
- Be on time for classes.
- Chew gum during the lessons.
- Have lunch in the playground.
- Eat or drink in the classroom.
- Run in the corridors.
- Play football in the playground.
- Borrow a book at the library.

Pupils must be quiet in the corridors.

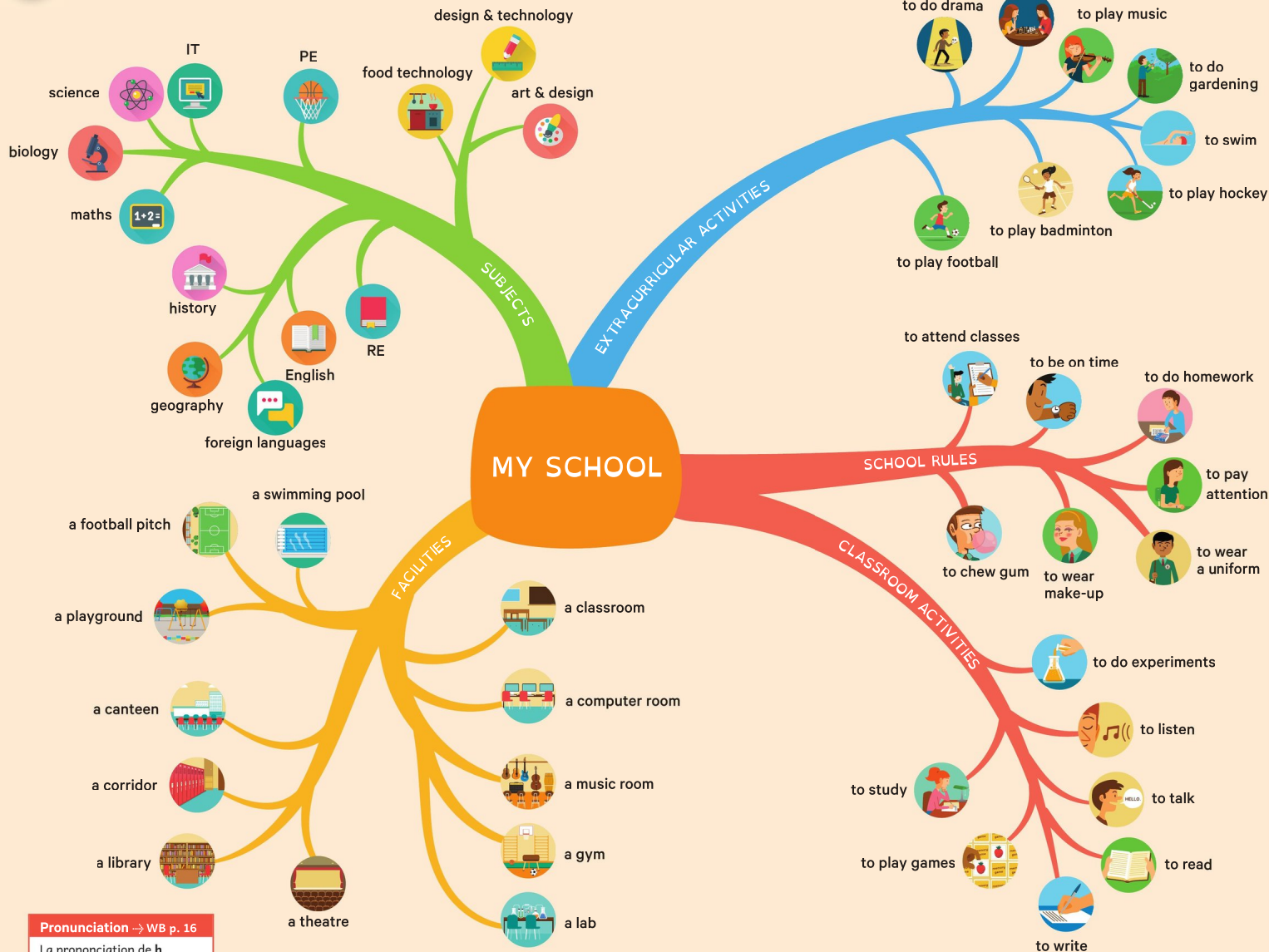




My vocabulary

→ Banque d'exercices p. 118
→ WB p. 14

J'observe
et je mémorise.



LES MATIÈRES SCOLAIRES

1 Écris la matière dont il est question dans la devinette.

In this class...

- we can do experiments.
- we use a bilingual dictionary
- we learn about important events from the past.
- we must run, jump and do sports.
- we learn to draw and paint.
- we use computers.

LES LIEUX DE L'ÉCOLE

2 Complète le règlement de cette école avec le nom de l'endroit qui convient.

- Pupils can do experiments in the
- Pupils can do their homework and study in the
- Pupils must have their lunches in the
- Pupils can keep their books in the lockers in the

LES ACTIVITÉS EXTRASCOLAIRES

3 Associe chaque activité au verbe qui lui correspond.

- | | | | |
|-------------|-----------|------------|---------|
| chess | football | drama | make-up |
| experiments | a uniform | hockey | |
| games | homework | the violin | |



Create your mind map!

Crée ta propre carte mentale en choisissant les mots qui décrivent : ton école, tes matières, tes activités extra-scolaires et les activités que tu aimes le plus à l'école.

Pronunciation → WB p. 16

La prononciation de h



Today I'm writing about a British comic magazine.

PARCOURS D'ÉDUCATION ARTISTIQUE ET CULTURELLE

THE BEANO

The Beano is a famous comic magazine in the United Kingdom. The publication started a long time ago, in 1938. The magazine recreates a world of subversive chaos.

Today its comics have also been animated for a TV series. Meet some of the most popular characters:



DENNIS THE MENACE

Dennis, with his catapult and his pet dog, Gnasher, causes fear and chaos everywhere he goes.



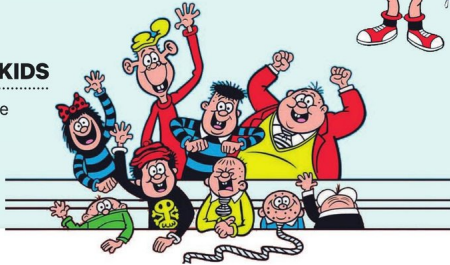
MINNIE THE MINX

Minnie doesn't know the meaning of the word 'fear', or lots of other words because she never pays attention in class!



THE BASH STREET KIDS

School is never dull with the Bash Street Kids! They put the 'cool' into 'school'!



YOUR TURN!

- 1 **Read** the texts. What do the characters in The Beano have in common?
- 2 **Imagine** how these kids behave at school (what they do, what they don't do).

YOU ARE AN ARTIST!

- Pick** one or several characters from this magazine.
- Create** your own comic strip using the ideas you had from activity 2.

Other Posts:

- Food in Pop Art
- Ballet in Vancouver
- Film Jobs
- A Cajun Artist
- A Magical World
- Music in New Orleans
- Digital Artists

Contributors:

- Amelia
- Nelson
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- Oliver



Your challenge

CREATE A LEAFLET FOR A FRANCO-ENGLISH SCHOOL

Your Franco-English school wants you to design a promotional leaflet for Open Doors Day.

1. **Think about** what you like about English and French schools.
Make a mind map with these categories: subjects, facilities, and rules.
2. **Write** a paragraph for each part.
3. **Decide** a name and a location for your school.
4. **Prepare** your leaflet on a sheet of paper as in the example below.
Include pictures and drawings.

Alternative numérique

Prépare un diaporama pour présenter ton école franco-anglaise aux parents venus aux portes ouvertes.



Pour bien réussir ton défi, fais le point sur ce que tu as appris dans cette unité avec le CHECK YOUR SKILLS de ton workbook (page 17).