

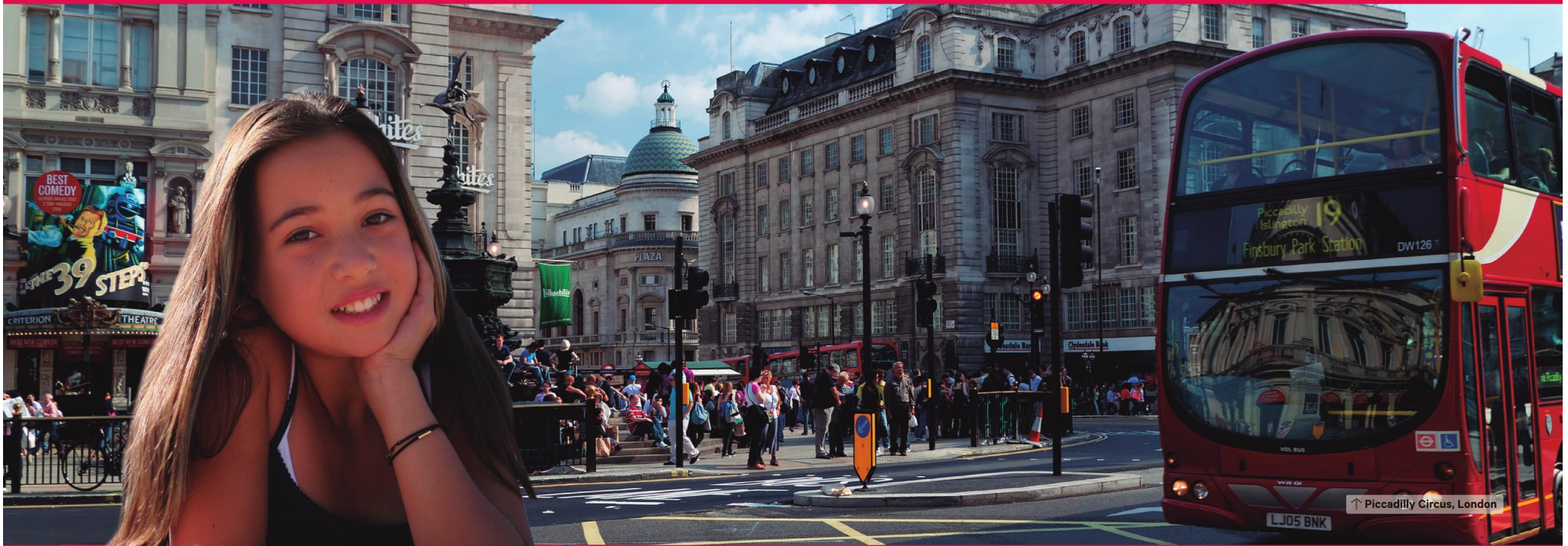
Unit 1

New school, new life

Comment se passe un premier jour de classe en Angleterre ?



Hi, I am **SHEENA**, from London (UK). I'm English, but my family is from India. In this unit you will learn about the first day of school in Year 7 in England.



→ Dans cette unité, nous allons...

- nous présenter à nos nouveaux camarades,
- parler des écoles en Angleterre,
- découvrir les richesses de la multiculturalité à Londres,
- parler de la diversité culturelle.



Your challenge

Commencer à créer le **yearbook** de la classe.



VIDEO

DVD: 01



↑ Bound Round, *What To Do in London* (2014)

LET'S GO!

- 1 **Listen to** Sheena's conversation. **Complete** the sentences:
 - a. It's Sheena's first...
 - b. In the school, there is...
- 2 **Watch** the video about London. **Name** the places that are mentioned.

1. Where are you from?

Je me présente à mes nouveaux camarades.

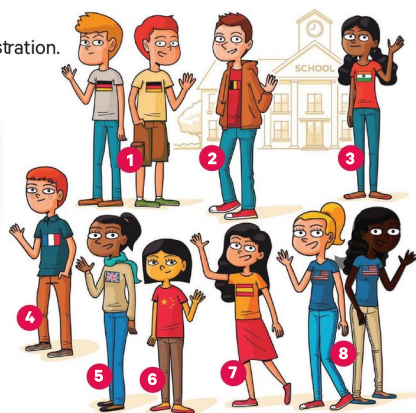
1 a. Listen and match each introduction with an illustration.

CD: 03

b. Read three more introductions. Match them with the illustrations. WB p. 8

- a. My name is Sheena. I am British. I am nearly twelve.
- b. I am Eva. I'm from Spain and I am eleven years old.
- c. We are Carl and Hans. We are German. We're eleven.

c. Write an introduction for the two remaining characters.



Did you know?

English people are from England. British people are from the United Kingdom (England + Scotland + Wales + Northern Ireland).



2 In Sheena's school, there is a Welcome Club.

CD: 04

Listen to the dialogue and complete the forms. WB p. 9

PÉDAGOGIE DIFFÉRENCIÉE

REGISTRATION FORM

FIRST NAME:
LAST NAME:
AGE:
BIRTHDAY:
NATIONALITY:
LANGUAGES SPOKEN:



REGISTRATION FORM

FIRST NAME:
LAST NAME:
AGE:
BIRTHDAY:
NATIONALITY:
LANGUAGES SPOKEN:



LET'S PLAY...

A ball game (Groupwork)

1. Take a ball and introduce yourself: say your name, your age, your nationality and the languages you speak.
2. Pass the ball to a person in the group.

My name is Sara.
I am eleven...



Vocabulary

CD: 05
MP3: 02

COUNTRIES	NATIONALITIES
Belgium	Belgian
China /'tʃaɪnə/	Chinese
France	French
Germany	German
India	Indian
Spain /speɪn/	Spanish
The USA /ˈjuːzəˈeɪ/	American
The United Kingdom /ˈjɔːnəʊd̩ˈkɪŋdəm/	British

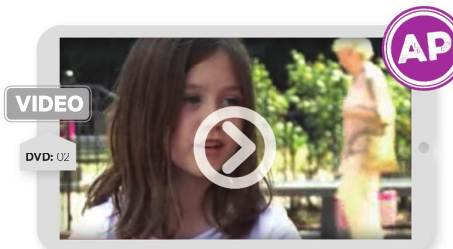
Les mots interrogatifs

What is your name?
How old are you?
When is your birthday?
Where are you from?
What is your nationality?
Where do you live?
What languages do you speak?

Le verbe be au présent

I am English. / I am not English.
We are English. / We are not English.
Are you English?
✓ Yes, I am. / Yes, we are.
✗ No, I am not. / No, we are not.

3 Watch the video and take notes about their favourite activities. WB p. 12
Compare your notes with your classmate.
And you? What do you do in your free time?



↑ Vox Pops International, What Do You Like to Do in Your Free Time? (2012)

4 Read Sheena's section in the school yearbook. Complete your own portrait in your notebook.



Did you know?

A yearbook, also known as an annual, is a type of book published annually to commemorate and record the past year at a school.

L'expression des goûts

like / love / hate + to + BV
I like to swim.
like / love / hate + V-ing
I like swimming.
like / love / hate + nom / groupe nominal
I like sports.
I like science fiction films.
I don't like + to + BV
+ V-ing
+ nom / groupe nominal

MINI CHALLENGE: A NEW IDENTITY (Pairwork)

It's the first day at your new school, and you play a game to get to know each other. WB p. 13

- 1 Create a new identity for yourself: a new name, an age, a birthday, a nationality, a place of residence and the language(s) you speak.
- 2 Think about what you like or don't like to do in your free time.
- 3 Ask and answer questions.
- 4 Complete your classmate's card.



2. Welcome to Oaks Park!

Je parle des écoles en Angleterre.

- 1 Watch** a video about Sheena's school.
Say the different events during the first day of school.
Name the different places in the school. **WB p. 14**



↑ Oaks Park High School, Year 7's First Day (2016)



- We all smile**
.....
1. **Look at** the poster. **Find** the slogan.
2. **Rephrase** the message.
We come from different countries but...

↑ Rimidesigns, We All Smile in The Same Language (2015)

- 2 Look at** the plan of Oaks Park High School.
Complete Sheena's sentences. **WB p. 15**

PÉDAGOGIE DIFFÉRENCIÉE

CD: 07
MP3: 04



This is my school.

- The cafeteria is next to the ... and the ...
- There is a lab opposite the ...
- The ... is between the girls' toilets and the boys' toilets.
- The ... is opposite the music room.

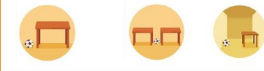
Les articles

There is **a** library in our school.
This is **the** library where I study.

Vocabulary

CD: 08
MP3: 05

near / next to between opposite



Bloggers 6*

LET'S PLAY...

Find the room (Pairwork)

- Choose** a place in Oaks Park.
- Explain** where it is.
- Your classmate **guesses**.

It's a small room next to the library. What is it?



22 twenty-two

- 3 Look at** the school website. **WB p. 18**
What is the school motto? Who is in the photo?
Read the presentation of the school and **find**:

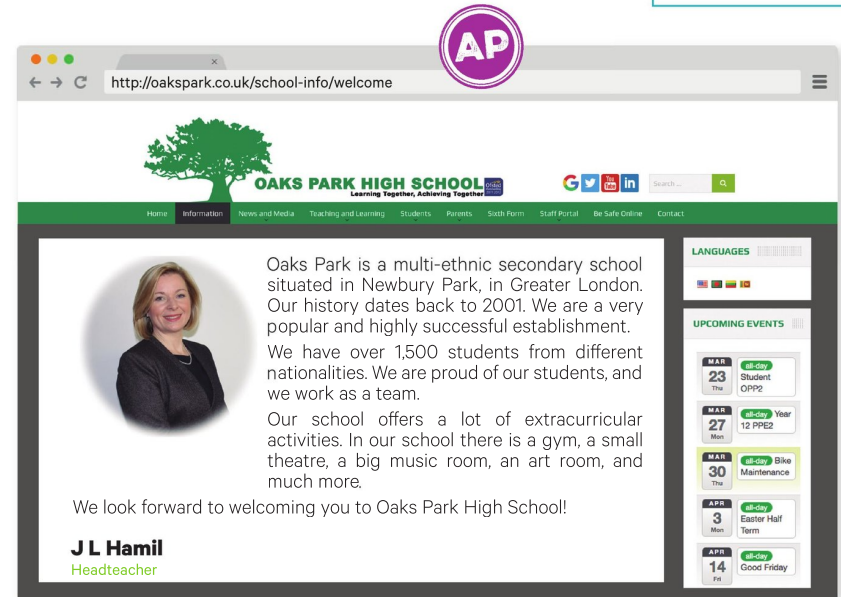
- the date of creation of the school,
- the number of students,
- the different places in the school.

Les articles

a: a gym
an: an art room

Les adjectifs possessifs

my: mon / ma / mes
your: ton / ta / tes
our: notre / nos



↑ Oaks Park High School, Welcome Page (2017)



MINI CHALLENGE: A BRITISH SCHOOL

It's Open Day in your British school. Give the welcome speech. **WB p. 19**

- Imagine** you are a pupil in a British school.
- Decide** the name and location of your school and the number of students.
- Complete** the school plan that your teacher will give you.
- Describe** your new school!

Junior Up High School is a secondary school situated in Plymouth. We are over...

This is the hall. There is a... between the library and the...



Bloggers 6*

twenty-three 23

1. LES PRONOMS PERSONNELS SUJETS

Les pronoms personnels, dans une phrase, servent à parler de « moi », « toi », « nous », « vous », etc. Ils remplacent un nom ou un pronom, et occupent la fonction de sujet de la phrase.

• On utilise :

- **I** pour parler de « je »,

- **you** pour parler de « tu » ou de « vous »,

- **we** pour parler de « nous ».

En anglais, **you** désigne à la fois la 2^e personne du singulier (« tu ») et la 2^e personne du pluriel (« vous »). Est-ce la même chose dans d'autres langues ?



2. LES MOTS INTERROGATIFS (1)

WB p. 10

Les mots interrogatifs sont des petits mots qui se placent au début d'une phrase interrogative, et qui commencent presque toujours par les lettres **WH-**. Ils permettent d'interroger sur :

• une chose, une situation (quel nom, quelle nationalité, quelles langues, quels goûts ?) : **What...?**

• une date : **When...?**

• l'âge : **How old...?**

• un lieu : **Where...?**

• une origine : **Where... from?**

1 Utilise ces mots pour construire des questions. Puis, réponds-y. Attention aux majuscules et à la ponctuation !

a. name what is your

b. old you are how

c. are from where you

d. birthday when your is

e. live where you do

f. nationality what your is

g. speak you languages what do

3. LE VERBE BE AU PRÉSENT (1)

WB p. 8

• Le verbe **be** est l'équivalent du verbe « être ». **Be** est un verbe qui permet d'exprimer...

- l'identité : **I am Sarah.**

- l'âge : **I am eleven.**

- l'origine : **I am from the USA.**

- la nationalité : **I am American.**

FORME AFFIRMATIVE

I	am	from Scotland.
You / We	are	

• À l'oral, la première lettre du verbe **be** est souvent remplacée par une apostrophe. **I am** devient **I'm**. C'est la même chose pour **you are** et **we are**. Ils deviennent **'re**. On dit que le verbe est « contracté ».

I'm Sarah.

We're from the USA.

• À la forme interrogative, on doit inverser le sujet et **be**.

FORME INTERROGATIVE

Am	I	eleven? Chinese?
Are	you / we	

• À la forme négative, on doit ajouter **not** directement après **be**.

FORME NÉGATIVE

I	am	not	German. from London.
You / We	are		

• À l'oral, la forme négative est souvent contractée : **I am not** devient **I'm not** et **you/we are not** devient **you/we aren't** /a:nt/.

I'm not Sarah.

We aren't from the USA.

• Dans les réponses brèves affirmatives, on ne peut pas contracter les verbes.

RÉPONSES BRÈVES AFFIRMATIVES

Yes,	I am. / we are.
------	-----------------

RÉPONSES BRÈVES NÉGATIVES

No,	I'm not. / we aren't.
-----	-----------------------

2 Transforme ces phrases à la forme contractée.

a. I am Sheena.

b. We are from London.

c. You are not Italian.

d. I am not American.

3 Complète le dialogue.

Sharon: Hi!

Paolo: Hi! What's your name?

S: My name's Sharon Cooper. And you?

P: Paolo Ramirez. How old

S: 11.

P: That's funny. both 11!

S: Where are from?

P: Guess!

S: Italian?

P: Yes, And you?

S: from England.



Pronunciation → WB p. 22

Les différentes prononciations de « th »
L'accent de phrase

4. L'EXPRESSION DES GOÛTS

WB p. 13

• Pour exprimer ce qu'on aime ou pas, on peut utiliser différents verbes **like** « aimer », **love** « adorer », **hate** « détester » qui sont suivis, au choix, de...

- **to** + base verbale : **I like to play tennis.**

- base verbale + **-ing** : **I like playing tennis.**

- un nom / un groupe nominal : **I like tennis.**

• Il y a une différence entre **to play** et **playing**. Avec **to play**, on apporte une information nouvelle ; avec **playing** on sait déjà qu'on joue au tennis, mais on insiste sur le fait qu'on aime ça !

• Pour exprimer ce qu'on n'aime pas, on utilise **I don't like**. Pour parler de ce qu'on déteste, on utilise **I hate**.

4 Dis ce que Sheena aime et ce qu'elle n'aime pas (ou déteste). Utilise la 1^{re} personne.



5. LES ARTICLES : A / AN, THE ET L'ARTICLE ZÉRO

WB p. 17

Les articles sont des petits mots devant un nom. Ils nous donnent des informations sur ce nom.

• **The** s'utilise pour désigner quelque chose dont on a déjà parlé, ou bien que tout le monde connaît (un peu comme « le/la/les » en français).

This is **the** cafeteria.

The art room is quite big.

(À l'oral, **the** /ðə/ se prononce /ði/ devant un nom qui commence par un son voyelle.)

• **A/an** s'utilise au singulier, et désigne quelque chose dont on n'a pas encore parlé. L'article **a** devient **an** devant un nom qui commence par un son voyelle.

There is **a** lab and **an** art room in my school.

• Il existe aussi un article invisible, qu'on appelle « article zéro ». Il s'utilise pour parler de quelque chose en général.

I love \emptyset team sports. / **I hate** \emptyset classical dance.

Attention au piège ! En anglais, pour parler de quelque chose en général, on ne met pas d'article (\emptyset = article zéro). Mais que se passe-t-il en français quand on parle d'une généralité ?

6. LES ADJECTIFS POSSESSIFS

WB p. 18

Les adjectifs servent à compléter un nom. Quand ce sont des adjectifs possessifs, ils permettent d'indiquer une relation de possession entre ce nom et une personne.

I	my
you	your
we	our



This is **my** school.



This is **your** school.



This is **our** school.

5 Complète avec l'adjectif possessif qui convient.

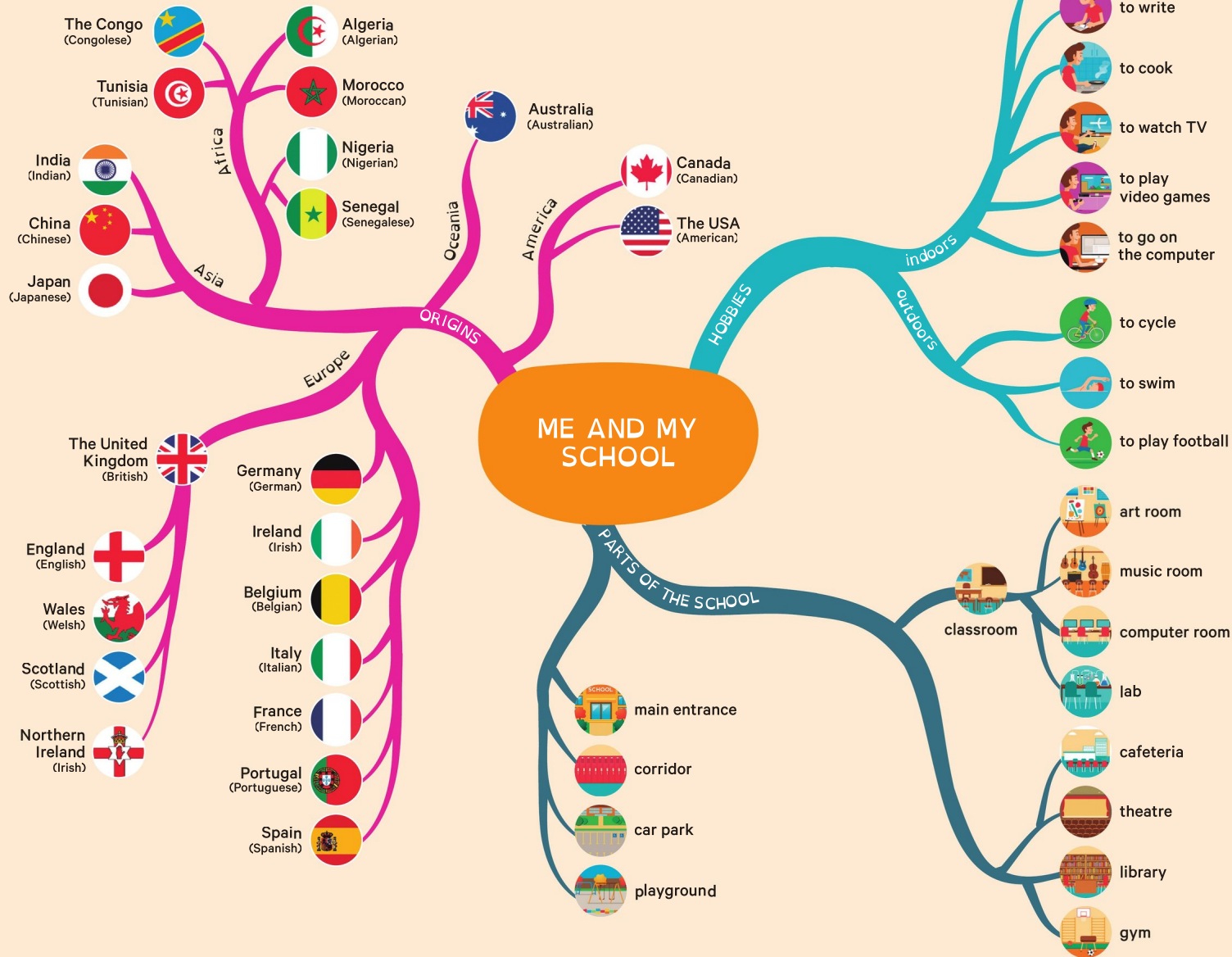
Hi! name is Peter, and this is friend Alex. We are eleven. We love playing football in school team. And you? What's name?



My vocabulary

→ Banque d'exercices, p. 122
→ WB p. 20

J'observe
et je mémorise.



LES PAYS, LES NATIONALITÉS LES LANGUES

1 Regarde les drapeaux pour compléter ces phrases.

- Hi, I am Christian. I'm from I live in Melbourne.
- My name is Petra. I live in Venice. I am
- Hello! I am Joshua. I'm from I speak ... and English.
- I am Jean. I live in Paris but I am not I am from I speak ... and English.
- Hello everybody. My name is Said. I'm ... but I live in I speak Arabic and ...

2 Trouve l'intrus. Justifie tes réponses.

- The USA The United Kingdom Canada
- Australia Portugal Wales
- Belgium Germany France
- Italian Portuguese Chinese

LES DIFFÉRENTS LIEUX DE L'ÉCOLE

3 Associe chaque activité avec un endroit de l'école.

- We learn to play the piano in the
- We play basketball and badminton in the
- We learn digital skills in the
- We have lunch in the
- We borrow books from the
- We make and then paint handicrafts in the
- We have drama lessons and attend conferences in the

Create your mind map!

Crée ta propre carte mentale en choisissant les lieux qui correspondent à ta présentation (pays, nationalité(s), langues, loisirs...) et à ton collège.



Today I'm writing about Indian culture in London.

PARCOURS D'ÉDUCATION ARTISTIQUE ET CULTURELLE

MULTICULTURAL LONDON: INDIA

DIWALI

In autumn, British Indians in London celebrate the festival of Diwali, with music and dance. It is called 'the festival of lights'. It is one of the major festivals of Hinduism. Spiritually, it represents the victory of light over darkness, good over evil, knowledge over ignorance, and hope over despair.



INDIAN FOOD

London is a very diverse city. People come from Europe, Africa or Asia to live in the city. Many people come from India or Pakistan, and in London you can eat delicious Indian food like chicken tikka masala. It is a spicy dish that contains chicken, spices and yogurt. Yummy!



↑ chicken tikka masala



↑ Anish Kapoor, **The Orbit Sculpture** (2012)

ANISH KAPOOR



Anish Kapoor is a British-Indian sculptor. He is from India, but he lives in London. The sculpture The Orbit was created for the 2012 Olympic Games. It is situated in Queen Elizabeth Olympic Park, in London. It is also an observation tower, from which you can see all London. The Orbit is Britain's tallest sculpture at 114.5 metres. Amazing!

Other Posts:

- Family Paintings
- Two Very Irish Activities
- Tim Burton's Houses
- London Fashion Design
- I Love Baseball
- New York Skyscrapers
- Scottish Legends

Contributors:

- Sheena
- Tom
- Tara
- John
- Kirstine



YOUR TURN!

- 1 Go on the internet. Find international festivals in London. What culture do they celebrate?

YOU ARE AN ARTIST!

Create a poster about multicultural London (festivals, areas, food, artists) in groups.

Your challenge



CREATE THE YEARBOOK OF YOUR CLASS

It's your first day in a new school with new classmates. Start working on the yearbook of your class.

1. **Write** a short introduction of yourself: name, age, birthday, nationality, languages spoken, hobbies, etc.
2. **Write** a brief introduction of the school: name, location, number of students, different parts.
3. **Take a photo** of yourself and of the different parts of your school.
4. **Create** a page with personal information and another one with the presentation of the school.
5. **Collect** all the pages to start a yearbook, which you will complete during the year.
6. **Choose** the best description of the school to also be included in the yearbook

Alternative numérique

Faites vos présentations sous forme de vidéos puis gravez un DVD. Vous pourrez le regarder lors de votre dernière année de collège.



Welcome to my school, Jules Ferry! It is situated in Versailles. There are 900 students. In our school, there is a science lab, a big gym and a beautiful library.



My name's Laura Martin. I'm eleven. I'm in Year 7.

I like playing football. I love cooking. I don't like playing video games.

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 (p. 23).