

# BROAD WAYS

Classes de Seconde

## **EXTRAITS**

**Livre du professeur : Unité 2**

**Fichier classe : Unité 2**

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## Adventurers

### Image 6

“Sacajawea, Lewis and Clark at Three Forks”, painting by E.S. Paxton

Sacajawea is a near-legendary figure in the history of the American West for her indispensable role in the Lewis and Clark Expedition. The daughter of a Shoshone chief, Sacajawea was purchased and wed by Toussaint Charbonneau, a French Canadian trapper.

When Lewis and Clark engaged Charbonneau as an interpreter for their expedition in 1804, it was understood that Sacajawea would also accompany them. Aside from her value as an interpreter, they expected her mere presence to speak well of them to Indians they would encounter along the way. As Clark noted in his journal, “a woman with a party of men is a token of peace.”

And indeed she helped the explorers secure the horses they needed and journeyed on with them and her husband to the Pacific.

Le but de cet exercice est de fournir quelques repères culturels sur des aventuriers célèbres, dont certains (Leif Ericsson, Lewis et Clark) feront l’objet d’une étude plus approfondie dans la suite de l’unité. Il s’agira également de mettre en place le lexique nécessaire à la thématique de l’aventure. Les phrases produites par les élèves se feront essentiellement au prétérit, point grammatical central de l’unité.

**1** Il s’agit donc pour les élèves :

- d’associer images, noms, dates et mots clés ;
- d’utiliser ces mots clés afin de construire des phrases au prétérit. On pourra les encourager à apporter des informations complémentaires et à complexifier les énoncés.

Phrases minimales possibles :

1. *Edmund Hillary and his sherpa Tensing were the first to climb Mount Everest in 1953.*
2. *Christopher Columbus sailed to the Bahamas, thinking he had discovered the western passage to the Indies in 1492.*
3. *Charles Lindbergh flew over the Atlantic Ocean in his plane “The Spirit of Saint Louis” in 1927.*
4. *Leif Ericsson landed on the American continent, which he called Vinland, 1000 years ago.*
5. *Dian Fossey observed, lived among and saved gorillas in Africa in the 1970s.*
6. *Lewis and Clark were the first to travel across the American continent from Missouri to the Pacific in 1804.*

**2** Les exercices commençant par “*Imagine...*” sont une invitation, bien sûr, à utiliser les structures de probabilité (p. 167). On pourra commencer à introduire la modalité épistémique au passé de façon simple et limitée (*must / may + have + V-en*), mais cette structure étant assez difficile à manier pour certains élèves, on peut se contenter en début d’année (ou avec une classe fragile) de renforcer des adverbes ou des expressions de probabilité : *I’m sure / positive that... / probably / certainly... Perhaps / Maybe... I suppose / believe that...*

## 4 Livre du professeur

Les élèves se serviront des mots de la *Toolbox* pour enrichir leurs énoncés. Si les phrases produites sont trop simples, on pourra proposer des étapes intermédiaires :

- en écrivant au tableau les mots susceptibles d’être associés dans une même phrase ;
- en incitant les élèves à passer d’une phrase simple à une phrase complexe à l’aide de pronoms relatifs.

Quelques exemples :

**fearless – risks – the spirit of adventure** → *I suppose Leif Ericsson was a fearless Viking sailor who loved taking risks and was driven by the spirit of adventure.*

**undertake – dangerous – broaden the mind** → *Edmund Hillary undertook quite a dangerous adventure which certainly broadened his mind.*

**daring – pioneers – goal – reach** → *Lewis and Clark were daring pioneers whose goal was to cross the Rocky Mountains and reach the Pacific.*

**set oneself – challenging – goal** → *Christopher Columbus, who wanted to reach the Indies by going West, had set himself a challenging goal.*

**daredevil – face – achieve – aim** → *I imagine Lindbergh as a daredevil who was ready to face danger in order to achieve his aim.*

**enterprising – off the beaten track – dare** → *Dian Fossey was probably an enterprising woman who dared to live off the beaten track for many years.*

## **BUILD-UP** (p. 24-27)

### **1. Viking voyage** (p. 24)

**1** Il s’agit ici de préparer les élèves à l’écoute de l’interview. On ne cherchera donc pas nécessairement à obtenir une réponse qui corresponde exactement à la réalité. Peut-être les élèves ne feront-ils pas le lien entre le bateau viking et la date 1998 ; ce sera alors l’occasion d’exprimer leur incertitude :

*The route indicates a voyage from Greenland to the north of the American continent / to Newfoundland... The dream is certainly about a ship sailing from Greenland to Newfoundland... I don’t know / understand why it was a Viking ship... I don’t see the link between the date and the Vikings... I wonder what this dream was all about...*

**2** On fera écouter le début de l’interview jusqu’au début de Part 1. La phrase clé permettant de répondre à la question précédente est : *He succeeded in reconstructing the voyage of Viking explorer Leif Ericsson, who sailed from Greenland and landed in Newfoundland about 1000 years ago.*

**3** Cet exercice permettra de revoir les questions au prétérit et les mots interrogatifs portant sur la distance, la durée, la description :

*How long did the voyage last?*

*What about the weather?*

*How far did you go?*

*Were there a lot of icebergs?*

*What distance did you cover?*

*Was it very dangerous?*

*What was your boat like?*

*Were you dressed as Vikings?*

## 4 Script de l'enregistrement

**Remarque :** Les phrases soulignées dans le script sont celles qui font l'objet d'un travail sur les liaisons dans la fiche phonologique de *Basics* et ci-après.

### Introduction

- INTERVIEWER: Hello and welcome to *Time for Adventure*. Today I have invited Michael Dawson. Michael is a journalist who covered the famous *Viking 1000* voyage for *The Explorers' Monthly Magazine*. Well, Michael, thanks a lot for coming.
- MICHAEL DAWSON: My pleasure.
- INTERVIEWER: So Michael, we'd like to know more about this voyage and about W. Hodding Carter, the leader of the expedition. I believe he managed to achieve his childhood dream, didn't he?
- MICHAEL DAWSON: That's right. He succeeded in reconstructing the voyage of Viking explorer Leif Ericsson, who sailed from Greenland and landed in Newfoundland about 1000 years ago.
- INTERVIEWER: Do you mean that Ericsson reached North America 500 years before Christopher Columbus?
- MICHAEL DAWSON: That's right! Contrary to what is commonly believed, Ericsson was the one who established the first contact between Europeans and native North Americans.

### Part 1

- INTERVIEWER: Uh, uh... Now, tell us how Carter proceeded.
- MICHAEL DAWSON: Well, first he contacted a boatbuilder and asked him to build the exact replica of Ericsson's knarr.
- INTERVIEWER: Sorry, what is a knarr?
- MICHAEL DAWSON: Oh, yes, a knarr is a... Viking wooden ship. Then Carter had to find a sponsor and ten sailors ready to take part in the adventure... and that was it!
- INTERVIEWER: How exciting! What distance did they cover?
- MICHAEL DAWSON: Well, they covered approximately 1,500 miles.
- INTERVIEWER: And how long did it take?
- MICHAEL DAWSON: The voyage lasted exactly 87 days.
- INTERVIEWER: What about the weather?
- MICHAEL DAWSON: Freezing... as you can imagine! The average temperature was about 50°F and the water was about 40°F. And since a knarr is completely open like a giant canoe, they were not protected from wind, rain or waves.

### Part 2

- INTERVIEWER: I heard that they also tried to recreate the Vikings' living conditions, is that right?
- MICHAEL DAWSON: Yes, it is. Carter had special Viking clothes made for them: leather shoes and overtunics, woollen underwear, etc. So they dressed as Vikings for a whole week.
- INTERVIEWER: And what about food?
- MICHAEL DAWSON: Well, they wanted to eat traditional Viking food. So when they could, they stopped on the coast and gathered plants and berries. They also fished a lot, of course!

## 6 Livre du professeur

INTERVIEWER: Could you tell us about the sailing conditions?

MICHAEL DAWSON: They were not too bad! Of course they were afraid of giant icebergs, but they also had to pay attention to smaller ones which could have damaged the boat.

### Part 3

INTERVIEWER: I read that Vikings mostly relied on nature... and luck to guide their journey. Was it the same for Carter as he followed their route?

MICHAEL DAWSON: Partly. In a way, they stayed true to Viking technology.

INTERVIEWER: What do you mean?

MICHAEL DAWSON: Well, they used wooden oars and a square sail. But they also had decided to rely on more modern equipment such as a positioning system connected to space satellites...

INTERVIEWER: All the same, they must have needed courage!

MICHAEL DAWSON: You know, I think that for such a long and slow journey, patience is more important than courage!

INTERVIEWER: Anyway, I am really impressed! Well, Michael, thank you very much for talking to us.

MICHAEL DAWSON: Thank you.

## 5 Corrigé de la fiche de compréhension du Fichier classe (extrait p. 23)

### Introduction

1. *Leif Ericsson* → *Viking sailor* – *W. Hodding Carter* → *contemporary explorer* – *Michael Dawson* → *journalist*
2. covered the expedition *Viking 1000* → *Dawson* – led the expedition *Viking 1000* → *Carter* sailed from Greenland to Newfoundland → *Carter + Ericsson*

### Part 1

3. a. *False* → *Columbus reached North America 500 years after Ericsson.*  
b. *False* → *He asked a boatbuilder to build the exact replica of Ericsson's knarr.*  
c. *True* → *a Viking wooden ship – like a giant canoe*

4.

How many sailors?	10	How long?	87 days	How cold (water)?	40° F
How far?	1,500 miles	How cold (air)?	50° F		

### Part 2

5. b.

clothes	food	danger
<i>leather shoes – over tunics – woollen underwear – dressed</i>	<i>eat – plants – berries – fished</i>	<i>afraid – giant icebergs – pay attention to – damaged</i>

### Part 3

6. Vikings relied on *nature* and *luck* to guide them. But Carter and his men also relied on *modern equipment*.
7. *wooden oars – square sail – space satellites*
8. *patience*

## Exploitation possible du script de l'enregistrement

Après avoir travaillé sur la fiche de compréhension orale et sur la fiche *Basics*, on peut distribuer le script aux élèves et leur demander de repérer et noter les expressions appartenant au domaine de la communication orale. On pourra par exemple demander aux élèves de relever dans le script les expressions utilisées par les interlocuteurs pour :

- Remercier → *Thanks a lot for V-ing... – Thank you very much for V-ing... – Thank you.*
- Répondre à des remerciements → *My pleasure.*
- Donner son opinion → *I believe... – I think...*
- Manifester son accord → *That's right.*
- Chercher confirmation de ce que l'on a cru comprendre → *Do you mean that...?*
- Chercher confirmation de ce que l'on a entendu dire → *... is that right?*
- Demander des informations → *What about...? – What do you mean?*
- Interrompre pour demander une précision → *Sorry, what is...?*
- Nuancer son propos → *In a way...*
- Hésiter (*gap fillers*) → *Well... er... – You know...*
- Manifester son intérêt → *Uh, uh... – How exciting!*
- Maintenir ce que l'on pense → *All the same... – Anyway, (I am really impressed)...* Il faudra peut-être aider les élèves à cerner le sens de *anyway* ici. On pourrait traduire par : « Quand même, je suis vraiment impressionné » (par leur courage, même si vous me dites que c'est surtout de patience dont ils ont eu besoin.)

**6** Le lexique de la réussite pourra être réactivé pour résumer cette interview : *W. Hodding Carter managed to sail from Greenland to Newfoundland on the same route and in the same conditions as the Vikings...1000 years later, he succeeded in reconstructing Leif Ericsson's voyage... He was able to reach Newfoundland after 87 days of difficult sailing... His dream finally came true... He achieved his childhood dream...*

On pourra également lancer le débat à partir d'une question plus ouverte : *Would you have liked to be with W. Hodding Carter on this voyage? Why or why not?* Ce type de question peut amener une bonne classe à pratiquer le conditionnel passé : *I would have been terrified... I wouldn't have liked to live on a wooden boat... It would have been exciting and quite interesting...*

## 2. Basics (p. 24)

### Corrigé de la fiche phonologique du Fichier classe (extrait p. 24)

#### Prononciation de la marque *-ed*

1. a. *gathered* → [d] – *lasted* → [ɪd] – *impressed* → [t]

b.

1. [d]	2. [t]	3. [ɪd]
<i>followed – damaged – used – stayed – sailed</i>	<i>asked – fished – stopped</i>	<i>proceeded – connected – decided – wanted</i>
<i>managed – covered – tried – relied – used</i>	<i>established – reached – dressed</i>	<i>succeeded – contacted – landed – invited</i>

c. La marque *-ed* se prononce :

[ɪd] lorsque la base verbale se termine par les sons [t] ou [d].

[t] lorsque la base verbale se termine par les sons [k], [s], [ʃ] ou [p].

[d] dans les autres cas.



## Les liaisons

1. a. *What about the weather?*  
*Freezing... as you can imagine!*  
*And since a knarr is completely open like a giant canoe...*
- b. Il y a une liaison entre un mot terminé par une consonne (ou consonne + -e- muet) et un mot commençant par une voyelle ou un -h- non prononcé (have forme réduite, mots inaccentués tels que he, his, him, her, etc.).
2. a. *That's right. He succeeded in reconstructing the voyage of Viking explorer Leif Ericsson...*
- b. *So they dressed as Vikings for a whole week.*
- c. *Could you tell us about the sailing conditions?*
- d. *Of course they were afraid of giant icebergs...*
- e. *Was it the same for Carter as he followed their route?*

## Remarque

On pourra prolonger cet exercice avec d'autres phrases, intéressantes du point de vue des liaisons, à extraire de l'interview. (Nous les avons également soulignées dans le script.) Donner ces phrases aux élèves et leur demander, avant écoute, d'indiquer les liaisons probables. Ils vérifieront ensuite leurs réponses à l'écoute. Ne pas oublier de signaler aux élèves que la liaison attendue peut très bien ne pas se faire si le locuteur a hésité ou marqué un temps d'arrêt.

- a. *So Michael, we'd like to know more about this voyage and about W. Hodding Carter, the leader of the expedition.*
- b. *Then Carter had to find a sponsor and ten sailors ready to take part in the adventure... and that was it!*
- c. *So when they could, they stopped on the coast and gathered plants and berries. They also fished a lot, of course!*
- d. *But they also had decided to rely on more modern equipment such as a positioning system connected to space satellites...*
- e. *You know, I think that for such a long and slow journey, patience is more important than courage!*

## 3. Arctic Doctor (p. 24)

### Utilisation de la vidéo : conseils pratiques

- Protéger – si nécessaire – les cassettes en cassant la languette au dos de la copie.
- Se donner les moyens d'enseigner en disposant d'une salle vidéo avec des tables et un tableau où les élèves et le professeur peuvent écrire.
- Réserver la salle vidéo, si nécessaire. Demander à l'administration de pouvoir planifier les séances sur un tableau accessible à tous les professeurs.
- Savoir manipuler le magnétoscope et le téléviseur de la salle où doit se dérouler le cours. Les ensembles audiovisuels ne fonctionnent pas tous de la même façon. L'intrusion systématique d'un match de tennis ou du dernier clip à la mode pendant la séquence, parce que l'on ne sait pas bien manipuler les télécommandes, ne manquera pas de réduire à néant les efforts du professeur le plus compétent.
- Repérer le début et la fin de la séquence. Positionner la cassette au début de la partie à exploiter pour le cours. Prendre des repères (compteur, retour à zéro sur la télécommande) pour pouvoir revenir en début de séquence sans perdre de temps ou dévoiler un autre support que celui utilisé.

## Repères

**Baffin Island:** (named after William Baffin, 17th-century English navigator) the largest island of the Canadian Arctic, between Greenland and Hudson Bay. Area: 476,560 sq. km (184,000 sq. miles).

### Conversion of areas

- 1 sq mile (mile<sup>2</sup>) = 2.59 km<sup>2</sup>
- 1 sq km (km<sup>2</sup>) = 0.3861 mile<sup>2</sup>

### Fahrenheit and Celsius Scales

- To convert Celsius temperatures into Fahrenheit:
  - Begin by multiplying the Celsius temperature by 9.
  - Divide the answer by 5.
  - Now add 32.

- To convert Fahrenheit temperatures into Celsius:
  - Begin by subtracting 32 from the Fahrenheit number.
  - Divide the answer by 9.
  - Then multiply that answer by 5.

• Dans la vidéo, lorsque le narrateur mentionne la température “thirty degrees below freezing”, cela donne donc :

$$(-30) - (-32) = -62 \text{ (minus sixty-two)} \quad -62 / 9 = -6.88 \quad -6.88 \times 5 = -34.44$$

**The maple leaf:** The national symbol of Canada. The red commemorates the blood shed by the Canadians during WWI. The white represents the snow.

## Découpage des séquences et script

### Sequence 1: The doctor

DR ALEX WILLIAMS (*examining a young Eskimo*): Let’s have a little listen to the old ticker, eh? See what it’s got to say. Well, that doesn’t sound too bad. Still not too happy, though, are you? That’s it... Oh, you still got a bit of a cough.

(*standing on the ice field*)

Working with Eskimos had always had a special attraction for me and I thought that I would like to experience some of the ways of life up here and living with the people.

NARRATOR: The snows of the Canadian Arctic, the latest stamping ground of a much travelled doctor. Alex Williams was born in Hertfordshire, England in 1942. He grew up in Australia, qualified in London, worked first in Africa and then among the Prairie Indians of Canada before finally coming north.

DR ALEX WILLIAMS: Medically, it’s a very stimulating place to work in and to tie together various aspects of... um... acute hospital care and as well as that, run a public health programme which is enormously important... er... is a very challenging task.

## Sequence 2: The hospital at Frobisher Bay

NARRATOR: The hospital for the Eastern Arctic at Frobisher Bay: four doctors and forty beds. On occasion they have had up to sixty patients when a severe epidemic, say pneumonia, has swept the Eskimo settlements. Even so the doctor-patient ratio of 10 to 1 would make any city hospital envious. But Frobisher has wider responsibilities: twelve nursing stations scattered across the Arctic at the major Eskimo settlements. Each station is run by two nurses. The stations stitch together the health programme in the north. And when the cases become too complex they have a radiotelephone link to Frobisher Bay.

DR ALEX WILLIAMS (*on the telephone*): This is Alex Williams in Frobisher... How are things in Pond Inlet today? How long has he had the pain? Over. Right. I'd start off the intravenous fluids... um... and start ampicillin. Give him a gram intravenously to start and I'd give him 500 mg every four hours intravenously. Over.

## Sequence 3: The area

NARRATOR: The area Dr Williams is responsible for lies mainly within the Arctic Circle. A quarter of a million square miles, inhabited by only 6,000 people, most of them Eskimos living at the twelve or so widely scattered settlements. Each doctor concentrates on a particular group. Dr Williams looks after the most northerly. Resolute Bay, Grise Fjord, Pond Inlet and Arctic Bay. He tries to make his rounds once every three months. The flight from Frobisher Bay to Resolute is usually by jet. After that the journeys between the settlements are either by smaller planes or by skidoo, or sometimes by dog team, the form of transport Dr Williams likes best but seldom has time for. Dog team, he feels, is the best way to get to know both the people and the land, the endless snowscapes of the North.

DR ALEX WILLIAMS (*on board a jet plane*): Of course, in this part of the Arctic, there are no trees, so looking down from an aircraft one just sees an endless stretch of white and black. I don't find it depressing. I think the dogs must find it depressing sometimes, without any trees! One can appreciate the weather is an enormous factor here, and there are periods of the year when air transport is difficult. Once in quite an isolated community on the East Coast of Baffin, it was impossible to get a plane in there for six weeks.

## Sequence 4: Pond Inlet

NARRATOR: A plane arrives at Pond Inlet, half waypoint on the doctor's rounds. From here, he will travel on to Arctic Bay by dog sledge. But first, there are the problems of Pond Inlet to sort out. The twice-weekly plane, weather permitting, brings in more than the occasional doctor. It also carries essential supplies and the mail. So even at 30 degrees below freezing there are plenty of welcomes. This time Dr Williams is bringing back a young patient...

## Corrigé de la fiche de compréhension du Fichier classe (extrait p. 25)

### Sequence 1: The doctor

3. *lieu favori* : **c** – *toux* : **a** – *coeur* : **b**
4. *has travelled a lot*.
5. **a.** *England* – **b.** *Australia* – **c.** *London* – **d.** *Africa* – **e.** *Canadian Arctic*
6. **a.** Dr Williams is a *tall* man. He's got a long dark *beard* and his *hair* is rather *long* and dark too. He wears *glasses*; his *eyes* must be brown.  
**b.** Dr Williams has always been *attracted* to the *Eskimos* and he likes sharing their *way of life*. Moreover, he thinks that running a public *health* programme is a very *challenging* task.

### Sequence 2: The hospital at Frobisher Bay

7. **a.** *four* – **b.** *forty* – **c.** *ten*
8. Frobisher is also in charge of *twelve* nursing *stations* which are each run by *two* nurses. They *telephone* the doctors in *Frobisher* when they have *problems*.
9. *dispersé* : **a.** – *liquide* : **c.** – *relier* : **b.**
10. *pain* – *fluids* – *intravenously*

### Sequence 3: The area

11. *a quarter of a million square miles*
12. *6000*
13. *Resolute Bay* – *Grise Fjord* – *Pond Inlet* – *Arctic Bay*
14. dog team: 4 – jet plane: 1 – smaller planes: 2 – skidoo: 3
15. **a.** *dog team*  
**b.** *It's the best way to get to know both the people and the land.*
16. *the endless snowscapes (landscapes) of the North.*
17. **a.** *False* → “*I don't find it depressing. I think the dogs must find it depressing sometimes...*”  
**b.** *True* → “*There are periods of the year when air transport is difficult.*”  
**c.** *False* → “*... it was impossible to get a plane in there for six weeks.*”

### Sequence 4: Pond Inlet

18. **a.** *Canada* – **b.** *a maple leaf*
19. *30 degrees below freezing*
20. *it carries essential supplies. – it brings the mail.*
21. *by dog sledge*

## Pistes pédagogiques

### Explicite

Un travail sur l'explicite pourra être l'occasion d'une production orale plus articulée et plus longue. Ce sera l'occasion de rebrasser le prétérit (point de grammaire de l'unité) :

*At the very beginning we saw Dr Williams as he was walking on the ice field with a dog team. Afterwards we saw him in his office where he was examining a young Eskimo who seemed a little worried.*

*Then there were alternate shots of the office with the young Eskimo and of his walking on the ice field with a dog team. There he explained why he liked working with the Eskimos. After that the image froze and we could read the credits...*

### **Implicite**

On pourra également faire l'analyse des raisons qui amènent le corps médical à pratiquer la médecine dans de telles conditions. Plusieurs structures pourront être rebrassées ici, en particulier celles de la modalité épistémique, car nous avons peu de certitudes sur les réponses possibles, ainsi que celles des hypothèses et préférences.

### **Questions / Réponses possibles**

*What does Dr Williams mean by "I want to experience the ways of life of the Eskimos"?*

→ *Dr Williams probably thinks that you can't look after (treat / cure) people if you don't know them.*

*Do you think the Eskimos consider he is a good doctor? Why or why not?*

→ *He must be a good doctor because I believe he is nice and caring. He really seems to care about his job and his patients. He must be very dedicated.*

*Is Dr Williams a doctor or an adventurer?*

→ *Dr Williams doesn't really work, he is always on holiday. I think he really is an adventurer. I think Dr Williams' way of life is super!*

*If you were a doctor would you like to work in such conditions?*

→ *I'd rather be a doctor in Africa; up there in the Arctic it's too cold... I'd prefer to be a surgeon in a big town and work with state-of-the art instruments... If I had the choice I'd be a plastic surgeon, I'd make more money... That way of life is a challenge and I (don't) think I'm ready for that...*

*Do nurses make more money in the Arctic than in Toronto?*

→ *They probably earn more in the Arctic, because their working conditions are far harder than in Toronto.*

*Are these nurses given more responsibility?*

→ *Definitely! They are really in charge; this must be very satisfying.*

## **4. An Internet adventure** (p. 25)

### **Objectifs de cette activité**

- Compréhension écrite d'un article de journal
- Révision des questions
- Production écrite (en classe ou à la maison)

### **Mise en œuvre**

La partie compréhension (questions 1 et 2) peut être donnée en travail à faire à la maison. Le reste de l'activité ne devrait pas prendre plus d'une heure.

**2** se lancer : *set out* – étonnant : *amazing* – voyage : *journey* – brûlant : *scorching* – rôder : *roam* – escalader : *scale* – épuisant : *gruelling* – chargé : *loaded* – portable : *laptop computer* – provisions : *supplies* – suivre le mouvement : *tag along*.

**3** Ce court article contient de nombreuses informations. Les élèves ne devraient donc pas rencontrer de difficultés à poser au moins dix questions (avec le modal *will* pour la plupart d'entre elles). Par exemple :

*When will the journey start?*

*How long will it last?*

*How many miles will they cover in all?*

*How many miles a day will they cover?*

*What sort of landscapes will they travel through?*

*What animals will they come across?*

*What is the highest mountain in Africa?*

*What countries will they cross?*

*How many members are there in the expedition?*

*Who is / What is the name of the leader of the expedition?*

*How much do their backpacks weigh?*

*What will they carry in their packs?*

*What mysteries will they try to solve?*

*What is the aim / goal of the expedition?*

*What other problems will they try to answer?*

*Where will they sleep at night?*

Ce travail écrit pourra être suivi d'un exercice oral rapide de questions / réponses. Les élèves, connaissant bien le texte, ne devraient pas avoir de difficultés à fournir la réponse. On pourra insister sur la qualité phonologique des productions, par exemple l'intonation descendante dans les *Wh-questions* et dans les réponses.

**4** On laissera libre cours à l'imagination des élèves dans cet exercice pour les questions comme pour les réponses.

**5** Les élèves auront à respecter les consignes formulées de manière indirecte par les premières lignes de la page de journal : les verbes seront conjugués au prétérit ; les sensations de fatigue et d'excitation ainsi que le sentiment de soulagement devront les guider dans leur narration.

## 5. Going West (p. 26-27)

Le deuxième axe de ce *Build-up* est donc la Conquête de l'Ouest. L'objectif ici est surtout civilisationnel : il s'agit de resituer quelques épisodes historiques importants afin de préparer les élèves à l'étude du texte *Red-nosed kid* qui figure dans les pages suivantes (*Text Files*, p. 28-29). Certains épisodes sont sans doute déjà bien connus des élèves ; d'autres nécessiteront probablement quelques recherches personnelles, au CDI de l'établissement par exemple. Ces recherches peuvent faire l'objet d'un travail en petits groupes.

**1** Les illustrations correspondent aux événements suivants :

**Image 1** (Source : "*The Trail of Tears*" (1942), painting by Robert Lindneux, in the Wolaroc Museum, Bartlesville, Oklahoma) → **The Trail of Tears**: Forced removal of 18,000 Cherokees from Georgia to the Indian Territory, west of the Mississippi. They were deported along a 1,500-mile trail from October 1838 till the spring of 1839. 4,000 Indians died on the way of starvation, heat-induced diseases, smallpox and exposure from the cold. The survivors managed to reconstitute in Oklahoma much of their former lifestyle.

**Image 2** → **The battle of Little Bighorn**: A real debacle for General Custer and the 265 troopers of his famed 7<sup>th</sup> Cavalry Regiment. In 1876, they were attacked by 2,500 Sioux and Cheyenne Indians under chiefs Sitting Bull and Crazy Horse. Though outnumbered, the overconfident Custer launched a legendary and desperate “charge”. Custer and all of his men died.

**Image 3** (Source : “Far and Away” (« Horizons Lointains »), film by Ron Howard, 1992, with Tom Cruise and Nicole Kidman) → **The Land Rush**: On April 22, 1889, the once-protected Indian Territory (at the northern border of Texas and the southern border of Kansas [Oklahoma today]) was opened to 200,000 people seeking to settle on “free land”. At noon, when the gun sounded – and Lucky Luke is shown here as overseeing this historical event – thousands of people swarmed across the border in wagons, on bicycles, horses and even on foot to claim a plot of land in a wild territory.

**Image 4** → **The Gold Rush**: In 1849, more than 80,000 people (“the forty-niners”) poured into California looking for gold (which had been discovered there one year earlier). They came from all over the continent, but also from South America and Australia. Prospectors (or gold diggers) found so much gold that they used their gold nuggets as currency.

**2** Il s’agit ici de repérer et corriger les erreurs glissées dans chaque phrase (l’erreur ne portant pas sur les dates). L’observation de la carte vierge de la Conquête de l’Ouest, page 27, ainsi que de la carte des États-Unis au début du livre devrait permettre aux élèves de rectifier assez facilement les phrases **a**, **b**, **c**, **d**, **f** et **i**. Il est probable que les connaissances personnelles des élèves seront insuffisantes pour les autres phrases : dictionnaires, encyclopédies et autres livres de référence devront donc être consultés ici. Voici les phrases corrigées :

- a. Lewis and Clark were the first explorers to cross the American continent: starting from **Saint Louis, Missouri**, they reached the Pacific Ocean in 1805.
- b. The first covered wagons crossed the **Rocky Mountains** in 1830.
- c. 18,000 Cherokees were deported from Georgia to the **West** of Mississippi (now Oklahoma) along the “Trail of Tears” in 1838. 4000 of them died on the way.
- d. 1849: Tens of thousands of people flocked to **California** searching for gold: it was “The Gold Rush”.
- e. Levi Strauss imported jeans from Germany and sold them to gold miners. → **He did import material from Germany, but instead of using it for tents, he used it to make special pants with lots of pockets and rivets for gold prospectors.**
- f. The first transcontinental railway was completed in 1869, linking Omaha (Nebraska) to **Sacramento** (California).
- g. In 1867-68, William Cody was hired by the Union Pacific Railroad Company. He earned his nickname, Buffalo Bill, by killing thousands of **buffaloes** in Kansas.
- h. General George Armstrong Custer was killed by Indians (led by Chiefs **Sitting Bull** and **Crazy Horse**) at Little Bighorn (former Dakota Territory, now Montana) in 1876.
- i. In 1889, Indian Territory was opened to land-hungry people who, in a few hours, settled down in a territory which later became the state of **Oklahoma**: it was the “The Land Rush”.
- j. 1890: The US Cavalry killed 153 Sioux, half of them women and children, at Wounded Knee (South Dakota). It marked the **end** of Indian resistance.

## TEXT FILES: RED-NOSED KID (p. 28-29)

### Description de l'image

Les élèves pourront se référer à la *Toolbox* afin de décrire ce cowboy de légende. On pourra éventuellement compléter la panoplie du parfait *cowboy* (ou *cow puncher*) avec quelques termes supplémentaires : *Stetson hat / felt hat, western yoke shirt, cartridge belt / gun belt, denim trousers, fringes, to punch (to ride) cattle...*

### 1. Get ready

Fonctions à utiliser ici : le reproche (p. 169) et la probabilité (p. 167). Lexique : réprimande, punishment (voir la *Toolbox*) : *I suppose Ross's father told him off... I'm sure he blamed him for leaving home secretly... I'm sure he was mad at him... He must have said to his son: "How could you? Why did you do that? Why didn't you leave us a note?" I guess Ross was punished... His parents must have kept an eye on him afterwards... Maybe they forbade him to see his friends... Perhaps Ross was so stubborn that he decided to leave again...*

### 2. Understanding the text / 3. Going further

#### Correction et exploitation de la fiche de compréhension écrite du Fichier classe (extrait p. 27)

##### Main facts

1. a. True → *He leaves the family farm and runs away to go West. (introduction)*  
b. False → *For what the sheriff said about it bein' in the breed to go was right: the thing was always on my mind. (l. 4)*  
c. False → *He went West again but didn't run away → ... an' asked me when I planned to go out West again. (l. 11)*
2. a. *an adult who remembers his childhood.*  
b. *an autobiographical novel*

On peut en profiter pour introduire ici l'expression *a first-person narrative* et demander aux élèves d'imaginer l'enfance et la vie de Ross Santee (qui a été lui-même *cow-puncher* et est ensuite devenu d'abord peintre de scènes de l'Ouest puis écrivain) : *Ross Santee must have gone West himself when he was young... I'm sure / positive that he lived through the same adventures as those he described in the novel... He probably / certainly met Indians... Perhaps / Maybe he met such famous characters as Billy the Kid or Buffalo Bill... He may have been so fascinated by what he saw that he decided to write a book about it...*

3. a. *all the "-ing" endings are spelt "-in'" – "and" is spelt "an' "*.  
b. *"he says" (l. 1-13-20) → "he said" – "the sheriff said" (l. 5) → "the sheriff had said" – "she says" (l. 8) → "she said" – "We was" (l. 10) → "We were" – "I says" (l. 12) → "I said" – "he ups an' shakes" (l. 21) → "he upped and shook"*.  
c. *The narrator uses a popular language. – The author writes as the narrator speaks. – The narrator isn't well-educated.*



Avant d'aborder la compréhension détaillée, on peut ici aborder la question 1 du *Going further* : *Imagine all the reasons which may have urged Ross to go West*. Les élèves feront ici des suppositions et utiliseront le vocabulaire de la *Toolbox* ayant trait à l'aventure. Les expressions apprises lors du *Brainstorming* pourront être réutilisées ici. Par exemple : *He was certainly fascinated by Wild West stories... Perhaps he was looking forward to changing horizons... He may have idealized the cowboys' way of life... Maybe he was an adventurous young man who wanted to try his luck in the Wild West...*

### Part 1 (from the beginning to l. 9)

4. a. *It's impossible to prevent some people from doing what they want to do. – When I was young, I ran away too.*  
 b. 1. ça ne sert à rien – 2. car – 3. de la même façon
5. a. *ashamed* (l. 3) – b. *worry* (l. 3) – c. *glad* (l. 4) – d. *tough* (l. 4) – e. *troubles* (l. 6)
6. a. *False* → ... *I ought to be ashamed to worry mother as I had.* (l. 3)  
 b. *True* → *An' when mother cried an' said how glad she was to see me back, it made it tough on me.* (l. 4)  
 c. *True* → *For what the sheriff said about it bein' in the breed to go was right: the thing was always on my mind.* (l. 4)
7. *the parents*
8. *leave* → *go away* – *run off* → *run away / go away without permission*

La question 2 du *Going further* peut être traitée ici. Ces questions seront l'occasion d'un rebrassage des structures du reproche (p. 169) et de la permission / interdiction (p. 166). Le lexique à privilégier – le soulagement, l'impuissance – se trouve dans la *Toolbox* : *The father blamed Ross for worrying his mother... He made him feel guilty about upsetting his mother... But he didn't tell him off as Ross certainly expected... He didn't punish him either... Deep inside he certainly understood that it was in Ross's breed to go as the sheriff had told him... As for the mother, she was relieved to see him back... She was certainly delighted to see her son back as she must have imagined him running all sorts of dangers...*

*The change of attitude in Ross's parents was certainly due to the sheriff's words... Faced with such a stubborn son, they must have felt powerless... They had certainly realized that it was impossible for them to make him change his mind... They knew they would be unable to prevent him from going West... It was no use forbidding him to go... Their son was so stubborn that the only thing they could do was to allow him to go / to let him go / help him (to) go away...*

### Part 2 (from l. 10 to the end)

9. *I won't have to hide from my parents. – I won't have to lie to my parents. – I won't have to prepare my departure secretly. – I'll be able to talk to my parents about my leaving.*
10. a. *throat* (l. 11) – b. *expect* (l. 12) – c. *put it up to sb* (l. 12)
11. *déterminé / résolu* → *be dead-set on V-ing*: *vouloir faire qqch. à tout prix.*
12. a. *équipement* – b. *d'occasion*
13. a. *set* (l. 17) – b. *I could hardly wait* (l. 17)
14. a. *They sleep outside. – They steal from farmhouses. – They sneak around.*  
 b. *Don't live as coyotes do: ask farmers for a place to stay, buy food from them and don't steal.*
15. a. *verb* → *he gets up.* – b. *I smiled at them*
16. *He was still a child. – He was vulnerable.*

La question 3 du *Going further* apparaîtra à ce stade de l'étude du texte. Elle permettra d'opposer (p. 167) l'attitude maternelle de la mère aux rapports plus distancés que Ross affiche avec son père et ses sœurs : *Whereas Ross's father shakes hands with his son as if he were a man, his mother calls him inside, certainly to give him a motherly kiss. In the father's eyes, letting him go West gives him the status of a grown-up man while the mother still considers him her little boy and wants to kiss him goodbye... Even if he is big enough to try his luck in the unknown, he is still a child in his mother's eyes... As for the sisters, unlike their mother, they don't dare give him a kiss any more: their brother has become a man.*

La question 4 du *Going further* invite les élèves à donner libre cours à l'expression de leur propre vision de l'Ouest américain. Le lexique de la *Toolbox* les y aidera. Cette mise en commun des images de l'Ouest peut se faire en modules ou en petits groupes avec l'assistant. Cette séance permet ainsi de préparer à la production écrite demandée dans l'exercice suivant : *Ross's first letter*.

#### 4. Ross's first letter

Ce travail écrit peut-être proposé soit en devoir à la maison, soit en classe. Il permet de rebrasser le lexique sur l'Ouest américain acquis au cours de l'étude de ces *Text Files*. Si les pages 26-27 du *Build-up* ont été étudiées, la lettre de Ross sera l'occasion de réactiver ce qui aura été produit précédemment. Dans la mesure où les élèves auront besoin en permanence du prétérit simple, du prétérit *be + ing* et du *pluperfect* lors de la rédaction de cette lettre, il semble absolument nécessaire de travailler le *Brush-up* de la page 30 juste après l'étude de *Red-nosed kid*, afin de mettre en place ces trois temps.

#### 5. Somewhere else

On encouragera les élèves à utiliser les structures suivantes : Désir et souhait, Intention et Exprimer ses goûts, qu'ils trouveront dans les Outils de communication, pages 168 et 169.

#### Correction de la fiche *Check your vocabulary* du Fichier classe (extrait p. 29)

Cette fiche peut être considérée comme une fiche d'évaluation du lexique de la *Toolbox* acquis au cours de l'étude de *Red-nosed kid*. Cette fiche est normalement destinée à être faite en classe, sans le manuel, après mémorisation de la *Toolbox* à la maison. Néanmoins, dans le cas d'une classe fragile et afin de ne pas décourager les élèves, on peut parfaitement envisager de la proposer en devoir à faire à la maison, voire la faire collectivement en classe.

1. a. *row* – b. *fancy* – c. *lenient* – d. *allow sb to V*
2. a. *Ross is an imaginative young boy who dreams of driving his herd / cattle in the Prairie and (of) roping wild horses.*  
b. *He looks forward to being a poor lonesome cowboy and (to) trying his luck in the Wild West.*
3. a. *His mother was so relieved when his father brought him back that she didn't tell him off.*  
b. *But Ross was such a stubborn / strong-minded boy that his father was powerless: he knew that his son would try to leave again.*

## 4.

[eɪ]	[aʊ]	[ɔɪ]	[əʊ]	[eə]	[aɪ]	[ɪə]
<i>runaway</i>	<i>row</i>	<i>cowboy</i>	<i>rope</i>	<i>Prairie</i>	<i>wild</i>	<i>idealize</i>
<i>imagination</i>	<i>cowboy</i>		<i>lonely</i>		<i>idealize</i>	
<i>blame</i>			<i>goal</i>		<i>horizons</i>	
<i>fascinate</i>					<i>ride</i>	
<i>change</i>						

**BRUSH-UP** (p. 30)**Prétérit simple – Prétérit *be + ing* – Pluperfect** (Gr: 5, 9)**Observer et comprendre**

**1** *were searching...* se traduit par « faisaient des recherches ».

Action en déroulement	<i>... were searching for...</i> <i>... was looking...</i>	Imparfait Imparfait
Événement nouveau	<i>... found...</i> <i>... realized...</i>	Passé simple Passé simple

Outre l'opposition des valeurs mise en évidence par le tableau ci-dessus, on soulignera que le prétérit *be + ing* est une forme liée à une autre (au prétérit simple), de la même manière que le présent *be + ing* est lié au présent d'énonciation (alors que le présent simple en est détaché). L'information nouvelle est portée par la forme simple du prétérit. La forme *be + ing*, dépendante du prétérit simple, ne sert qu'à ajouter des éléments (non-essentiels, descriptifs) au récit. Par ailleurs, on peut ajouter une remarque sur les traductions du prétérit simple : le prétérit simple se traduit par un passé simple (ou un passé composé dans un dialogue) lorsque le verbe est un verbe d'action. Lorsque le verbe est un verbe d'état, il se traduit par un imparfait.

Dans les exemples suivants, *be*, verbe d'état, se traduit par un imparfait : *...the new discovery was even bigger...*, *... all three mummies were the best-preserved bodies...*, *all three were very lifelike*.

**2** La première découverte faite par Reinhard : la « Jeune Fille de Glace ».

L'énoncé **b**, au *pluperfect* : réponse 3 : Il fait un retour en arrière.

L'auxiliaire du *pluperfect* : *had* suivi du participe passé.

Autre *pluperfect* dans le texte : *had been struck*. Il a la même valeur de retour en arrière.

**Remarque :** La première question porte sur la relation chronologique entre prétérit et *pluperfect*. Les verbes au *pluperfect* expriment des actions antérieures à celles exprimées par des verbes au prétérit. Cependant, on se souviendra que la valeur essentielle du *pluperfect* est qu'il permet de faire un commentaire. Le *pluperfect* permet de faire un retour sur un fait que l'énonciateur souhaite souligner. Il permet, comme le *present perfect*, de faire un bilan, ce que souligne dans l'exemple **b** l'adverbe *already*.

D'ailleurs, pour exprimer l'antériorité, on n'utilise pas toujours le *pluperfect*. Par exemple, la phrase « Après la mort du grand-père, ils vendirent leur maison. » peut se traduire par **a** ou **b**.

**a.** *After the grandfather died, they sold their house.*

**b.** *After the grandfather had died, they sold their house.*

L'énoncé **b** met plus en évidence la mort du grand-père et le lien entre les deux faits ; l'énoncé **a** présente les deux faits sur le même plan.

## Pratiquer

**3** Two kids *were playing* in a mine in eastern Washington State when they *found* the carpus of a mastodon. Tests later *showed* that it *was* 4,5 million years old. It *was* one million years older than the fossil which an archaeologist *had found* two years before in the same place.

When they *spotted* the wreck of "The Revenge", John Ruskin and his crew *were sailing* in peaceful waters in the Caribbean Sea. John *had never heard* of the dreaded pirate Blackbeard and his ship. Among the sunken treasures, John and his crew *found* guns, cannonballs and a bell dated 1709. They also *discovered* that the pirates *had hidden* a trunk full of jewels in the captain's cabin.

**4** *Sir Marmaduke Candlestick was slowly making his way through the jungle when he suddenly realised that he had forgotten (to take) his map. He turned round and saw that he was alone: his guide had disappeared. He looked around and suddenly felt that someone or something was watching him...*

**5** *It was the most intriguing thing she had ever seen / a totally unexpected sight / an incredibly weird discovery...*

*What she saw / What she found was a very worn-out leather bag / a dirty suit-case / a bundle of old papers / a huge vase / an enormous bone / a metallic structure...*

*It looked like... / It reminded her of... It was x-feet long / as big as... / much larger than...*

*At first Karen wondered why... / how long... / what...*

*Then she opened it / pulled it out / removed the mud covering it...*

*It was so heavy / huge / fragile that she could not move it / lift it...*

*Inside / Around / Near the... she found...*

*It took her some time to realise that she had found... / that she had made an important discovery...*

*Later in the evening / A few days later/ she remembered that...*

*What she had found... was in fact...*

*The weird thing turned out to be...*

## Corrigé des exercices complémentaires du Fichier de l'élève (p. 6)

1.
  - a. *Who had already arrived on the island?*
  - b. *Where were the men running to?*
  - c. *What was being carried away?*
  - d. *Who stopped and waved his arms?*
  - e. *What had the men expected?*
  - f. *What did it mean?*
  - g. *What were they prepared for?*
2. *On April 24, the sun disappeared below the horizon. We did not see it again until August 18. For a full month, we had the worst possible weather. None of us had been in the Antarctic before, except our guide. Of course I had never lived in darkness. One day, while I was walking, I found myself in the middle of a mini-tornado: the snow was blowing and spiralling around me. It was awful. But all the time I stayed in the Antarctic, I enjoyed the companionship of the other members of the team. I do not regret any of the things we lived during that expedition.*
3. *I had left the group two months before. By now, they had reached the border. For two weeks, nobody heard from them. Then, one morning, as I was talking to my daughter on the phone, I heard the news: as the four men had just stopped for the night, they were kidnapped.*

## Pioneers' Expeditions

Cette activité a un double objectif :

- Faire poser des questions : rebrassage des pronoms interrogatifs, structure de l'énoncé interrogatif, intonation descendante ou montante.
- Mettre les élèves en situation de communication : il s'agit de simuler une conversation téléphonique. Ce travail pourra se faire en *pair-work* lors de séances de modules ou en groupes restreints avec l'assistant. On distribuera aux élèves « répondeurs » le texte complet dont ils auront à prendre connaissance afin de répondre aux élèves « questionneurs ». On pourra suggérer quelques formules spécifiques leur permettant de rendre plus vivante cette conversation téléphonique :  
*Pioneers' Expeditions. Alice Money Penny speaking. What can I do for you? / May I help you?*  
*Who's calling, please?*  
*Can I ask who's calling, please?*  
*What is it about?*  
*Could you give me some information please?*  
*Hold on the line a minute, please, I am going to check...*  
*I'm afraid you've got the wrong number...*  
*Could you speak up, I'm afraid I can't hear you...*  
*Could you please speak more slowly?*  
*Sorry, I didn't get / catch what you said.*  
*Sorry, would you please repeat that?*

Avant de passer à l'exercice, il sera sans doute souhaitable d'aider les élèves à comprendre les mots difficiles. On pourra leur demander de rechercher les équivalents anglais des mots suivants (dans l'ordre du texte) :

voyage (3 mots différents) (*trip / journey / travel*) – fournir (*provide*) – location (*rental*) – affaires personnelles (*personal gear*) – inclure (*include*) – pagaie (*paddle*) – falaise (*cliff*) – réservation (*booking*) – sac étanche (*dry bag*) – montage (*set-up*) – démontage (*takedown*) – charger (*load*)

Les élèves auront à retrouver les questions suivantes :

1. *How long / How many days do the longest expeditions last?*
2. *What is the maximum number of people allowed on this type of expedition?*
3. *How much does it cost to rent a canoe?*
4. *What does this price include?*
5. *What is the price of a single-day guided trip?*
6. *Do you have a specific price for children? / Is it the same price for children?*
7. *How long can the multi-day trips last?*
8. *How many miles are covered / What is the distance covered in the "White Cliffs" Trip?*
9. *How far do you travel on the "River Time" Trip?*
10. *I can't read the information concerning the "Wild and Scenic" Trip. How long does it last and what is the distance covered?*
11. *How much do such trips cost?*
12. *Are the meals included in your price?*
13. *What does this price also include?*
14. *I am interested in your "exclusive trips". How much do they cost?*
15. *What is the maximum number of people on these trips?*
16. *I couldn't read what you provide in the "exclusive trips". What services are included?*
17. *What is your complete address, please?*
18. *Could you give me your e-mail address, please?*

## Join us on Lewis and Clark's trail!

Voici le texte complet (les passages effacés sont encadrés) :

Come join **Pioneers' Expeditions** on a trip down the historic waterways of the wild and scenic Missouri River. Retrace the trail of Lewis and Clark, on a journey made 200 years ago, forever changing the United States.

Because our trips incorporate the same transportation used by Lewis and Clark, we provide our clients with a uniquely relaxing travel experience, adventurous for both beginners and advanced canoeists. We will camp in some of the same places Lewis and Clark did, two centuries ago.

**Pioneers' Expeditions** offer a full range of trips from one-day rentals to guided and fully geared five-day canoe expeditions. We set our total number of customers to a maximum of 14 people. We provide all necessary equipment. All you need to bring is your personal gear (we'll send you a list), your sense of adventure and your appreciation of natural and national history!

- **Canoe Rentals:** \$35.00/day (including life jackets and paddles).
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Price includes all meals on the river (we'll do the cooking), canoes, life jackets, dry bags, tents (except sleeping bags which can be rented), and everything for a comfortable wilderness experience. Our guides provide colorful stories about the river from Lewis and Clark history.

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Our exclusive price allows you to limit the trip to only your group (minimum 4 people / maximum 14). We provide everything listed above, plus sleeping bags, set-up and takedown of camp, loading and unloading of canoes. The ultimate in relaxation! Land the canoe, sit back in your chair and let us do the rest.

Contact us:

**Pioneers' Expeditions** – 1627 22<sup>nd</sup> Street, Helena, MT 58617

e-mail: info@pioneers-exped.com – tel: 1-888-1612-9424

### On Lewis and Clark's trail

Ce travail écrit permettra de rebrasser une grande partie du lexique de l'unité. On encouragera l'utilisation des structures suivantes : Exprimer ses goûts, Désirs et souhaits, Intention, que les élèves trouveront dans les Outils de communication, pages 168 et 169.

## Introduction

**Listen to the first sentences of the interview.**

1. Who is what? Use arrows to match each man and his activity.

- |                   |                       |
|-------------------|-----------------------|
| Leif Ericsson     | journalist            |
| W. Hodding Carter | Viking sailor         |
| Michael Dawson    | contemporary explorer |

2. Who did what? Tick the right boxes.

	Ericsson	Carter	Dawson
covered the expedition <i>Viking 1000</i>			
led the expedition <i>Viking 1000</i>			
sailed from Greenland to Newfoundland			

## Part 1

**Read the following questions first, then answer them while and after listening to this part.**

3. True or false? Circle the correct answer and justify orally.

- a.  T  F Christopher Columbus landed in North America 500 years before Leif Ericsson.
- b.  T  F W. Hodding Carter built a replica of the Viking ship himself.
- c.  T  F A knarr [nar] is a sort of giant canoe made of wood and used by Viking sailors.

4. Fill in the following grid with information concerning the voyage.

How many sailors?		How long?		How cold (water)?	
How far?		How cold (air)?			

## Part 2

5. a. First, listen to this part without writing and try to remember as many words as you can. Then note them down on a piece of paper.

b. Among the words that you have noted, which ones fit in the following categories?

clothes	food	danger
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

c. Listen to this part again and add other words in the grid.

## Part 3

**Read the following questions first, then answer them while and after listening to this part.**

6. Fill in the blanks. (One blank = one word.)

Vikings relied on (*comptaient sur*) ..... and ..... to guide them. But Carter and his men also relied on ..... equipment.

7. Tick the devices (*appareils*) mentioned by Michael Dawson.

- wooden oars (*rames*)  engine  radio  radar  square sail (*voile*)  space satellites  
 compass (*boussole*)

8. What do adventurers mostly need on such a journey? .....

## Prononciation de la marque *-ed*

1. a. [d], [t] ou [ɪd] ? Écoutez comment se prononce la marque *-ed* dans les trois verbes suivants et cochez la case qui convient.

	[d]	[t]	[ɪd]
<i>gathered</i>			
<i>lasted</i>			
<i>impressed</i>			

b. Écoutez et classez les verbes ci-dessous dans le tableau selon la prononciation de la marque *-ed*. Vérifiez ensuite vos réponses.

*asked – followed – proceeded – damaged – connected – fished – used – decided – wanted – stayed – stopped – sailed*

1. [d]	2. [t]	3. [ɪd]
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

c. Déduisez : La marque *-ed* se prononce :

- ..... lorsque la base verbale se termine par les sons [t] ou [d].
- ..... lorsque la base verbale se termine par les sons [k], [s], [ʃ] ou [p].
- ..... dans les autres cas.

2. Classez maintenant les verbes suivants dans le tableau ci-dessus et vérifiez vos réponses.

*managed – covered – succeeded – established – reached – tried – relied – contacted – dressed – landed – invited – used*

## Les liaisons

1. a. Écoutez les liaisons, indiquées par le symbole ◡, dans les phrases suivantes.

*What ◡ about the weather?*

*Freezing... as ◡ you can ◡ imagine!*

*And since ◡ a knarr ◡ is completely open like ◡ a giant canoe...*

b. Déduisez : Il y a une liaison entre .....

2. Écoutez maintenant les phrases suivantes et indiquez les liaisons à l'aide du symbole ◡.

a. *That's right. He succeeded in reconstructing the voyage of Viking explorer Leif Ericsson...*

b. *So they dressed as Vikings for a whole week.*

c. *Could you tell us about the sailing conditions?*

d. *Of course they were afraid of giant icebergs...*

e. *Was it the same for Carter as he followed their route?*



• **Introduction**

1. Before watching the video, make sure you know the meaning and pronunciation of:

beard [bɪəd]: *barbe* – health [helθ]: *santé* – pneumonia [nju:'mæʊniə] – skidoo: *motoneige* – sledge [sledʒ]: *traîneau*

2. First watch the whole video and write as many words as you can in the various boxes. Then use this grid to sum up the video orally.

people	places	facts
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....
.....	.....	.....

Read the questions before viewing each sequence. Then answer them during and after each sequence.

• **Sequence 1: The doctor**

3. Match each word with its translation. (Write the correct letter.)

a. cough [kɒf] – b. ticker (*familier*) – c. stamping ground

→ *lieu favori* : ..... – *toux* : ..... – *cœur* : .....

4. Dr Alex Williams is “a much travelled doctor” means that he  
 has travelled too much.  has travelled a lot.  has rarely travelled.

5. Write down the names of the place where Dr Alex Williams

- a. was born: Hertfordshire ['hɑ:tfəd,ʃɪə], .....
- b. was educated: .....
- c. became a doctor: .....
- d. had his first job: .....
- e. works right now: .....

6. Use your own words and the video to fill in the blanks. (One blank = one word.)

a. *Physical appearance*: Dr Williams is a ..... man. He's got a long dark ..... and his ..... is rather ..... and dark too. He wears .....; his ..... must be brown.

b. *Why he is there*: Dr Williams has always been ..... to the ..... and he likes sharing their ..... of ..... Moreover, he thinks that running a public ..... programme is a very ..... task.

• **Sequence 2: The hospital at Frobisher Bay**

7. a. How many doctors work there? ..... – b. How many beds are there? .....

c. What is the doctor-patient ratio ['reɪʃiəʊ] (*proportion*)?  ten  twenty  fifty to one

8. Fill in the blanks. (One blank = one word.)

Frobisher is also in charge of ..... nursing ..... (*centre de soins*) which are each run by ..... They ..... the doctors in ..... when they have .....

# Unit 2 Build-up

Page réduite  
Format réel : 21 x 29,7

9. Match each word with its translation. (Write the correct letter.)

a. scattered – b. stitch – c. fluid

→ *dispersé* : ..... – *liquide* : ..... – *relier* : .....

10. Listen to what Dr Williams says on the telephone. Tick the words you have heard and make a short oral summary starting your sentence with "He advises...".

- pain  our  vein  stare  fluids  antibiotic ['æntɪbaj'ɒtɪk]  kilogram  
 intravenously [ˌɪntrə'vi:nəsli]

### • Sequence 3: The area

11. Surface: ..... (about 650,000 square kilometres.)

12. Number of people living there (inhabitants [ɪn'hæbɪtənts]): .....

13. Tick the names of the places where Dr Williams makes his rounds (*tournée*).

- Resolute Bay  Absolute Bay  Grise Fjord  Green Ford  Mount Inlet  
 Pond Inlet  Arctic Bay  Antique Bay

14. In what chronological order does the narrator mention these forms of transport? (Write a number from 1 to 4 in the corresponding boxes.)

- dog team  jet plane  smaller planes  skidoo

15. a. Which is Dr Williams' favourite form of transport? .....

b. Why? .....

16. When he is on board the plane, what does Dr Williams see?

- the largest forests of northern Canada  the endless snowscapes (landscapes) of the North.

17. True or false? Justify your answers briefly.

a.  T  F Dr Williams finds the landscape depressing.

.....  
.....

b.  T  F Air transport is sometimes difficult because of the snow.

.....  
.....

c.  T  F It sometimes takes two months to reach the East Coast of Baffin.

.....  
.....

### • Sequence 4: Pond Inlet

18. a. Which country's flag did you see? .....

b. On the flag there is  a fig leaf  a maple ['meɪpl] (*érable*) leaf  
 a red star  a polar bear

19. What is the temperature (corresponding to 35 degrees Celsius below zero)?

- zero degrees Fahrenheit  13 degrees Fahrenheit below zero  
 30 degrees Fahrenheit below freezing.

20. Tick the right answers. The people welcome the plane because:

- it carries essential supplies.  the weather is fine.  
 it brings the mail.  the doctor is bringing back a young patient.

21. How will Dr Williams travel to Arctic Bay? .....

## Understanding the text

• **Main facts**

Read the whole text once without stopping at difficult words, then answer the following questions.

1. True or false? Justify briefly.

a.  T  F The first time Ross went West, he didn't ask for his parents' permission.

.....

b.  T  F He gave up the idea as soon as he came back home.

.....

c.  T  F Finally he ran away again.

.....

2. a. The narrator is  a child  an outside observer  an adult who remembers his childhood.

b. So this text is certainly an extract from  a short story  an autobiographical novel  
 a play  a newspaper article  an essay

3. a. Pick out the words which are not spelt (*orthographiés*) the usual way: .....

.....

b. Find at least (*au moins*) two grammatical mistakes and correct them: .....

.....

c. Why is this type of language used? (several possible answers)

- The narrator speaks slang (*argot*).  The author writes as the narrator speaks.  
 The narrator uses a popular language.  The narrator isn't well-educated (*instruit*).

• **Part 1 (from the beginning to l. 9)**

4. Read the first sentence.

a. What did the sheriff tell Ross's father? (several possible answers)

- It's impossible to prevent some people from doing what they want to do.  You'll certainly convince him to stay at home.  
 You are too permissive with your son.  When I was young, I ran away too.

b. Deduce the meaning of:

1. *there's no use* (l. 1):  *ça ne sert à rien*  *c'est inenvisageable*  *c'est inhabituel*  
2. *for* (l. 2):  *par conséquent*  *cependant*  *car*  
3. *that way* (l. 2):  *sur cette route*  *de la même façon*  *dans ce sens*

5. Find the English words for (in the order of the text):

a. *avoir honte* : ..... d. *dur, pénible* : .....

b. *inquiéter* : ..... e. *problèmes* : .....

c. *content* : .....

6. True or false? Circle the right answer and justify by quoting from the text.

a.  T  F The father thought that Ross should be proud (*fier*) of himself.

.....

b.  T  F Ross felt sorry when he saw his mother crying.

.....

c.  T  F The sheriff was right: Ross still wanted to leave.

.....

.....

7. *the folks* (l. 7) means:  people  the neighbours  the parents

8. Explain in your own words the difference between *leave* (l. 7) and *run off* (l. 8).

.....

.....

• **Part 2 (from l. 10 to the end)**

9. *That put things in an altogether different light* (l. 10) means (several possible answers):

- |  |   |
|--|---|
| <input type="checkbox"/> I will never go West.                 | <input type="checkbox"/> I won't have to lie ( <i>mentir</i> ) to my parents. |
| <input type="checkbox"/> I won't have to go away.              | <input type="checkbox"/> I won't have to prepare my departure secretly.       |
| <input type="checkbox"/> I won't have to hide from my parents. | <input type="checkbox"/> I'll be able to talk to my parents about my leaving. |

10. From l. 10 to l. 13, find the English equivalent of (in the order of the text):

a. *gorge* : .....

b. *s'attendre à* : .....

c. *présenter les choses à qqn* : .....

11. Use what you know of the situation to find the translation of *dead-set* (l. 13): .....

12. Knowing that *saddle* (l. 15) means *selle*, deduce the meaning of:

a. *outfit* (l. 14):  *outillage*  *équipement*  *matériel*

b. *second-hand* (l. 15):  *en cuir*  *d'occasion*  *fantaisie*

13. From l. 15 to l. 19, find the equivalents in English of (in the order of the text):

a. *arranged*: .....

b. *I was very impatient*: .....

14. a. What do you know about coyotes? (several possible answers)

- |  |  |
|--|--|
| <input type="checkbox"/> They sleep outside.         | <input type="checkbox"/> They sleep in a kennel ( <i>niche</i> ).  |
| <input type="checkbox"/> They like living with men.  | <input type="checkbox"/> They sneak around ( <i>se faufiler</i> ). |
| <input type="checkbox"/> They steal from farmhouses. | <input type="checkbox"/> They beg for food when they are hungry.   |

b. So when Ross's father said "*don't coyote along the way*" (l. 20), what did he mean?

.....

.....

15. a. What is the nature and the meaning of *he ups* (l. 21): .....

b. *I grinned at them* (l. 22) means:  I smiled at them  I kissed them goodbye  I laughed at them

16. What did Ross's red nose mean for his mother? (several possible answers)

- |  |   |   |
|--|---|---|
| <input type="checkbox"/> He looked brave.    | <input type="checkbox"/> He was still a child.                | <input type="checkbox"/> He was vulnerable. |
| <input type="checkbox"/> He was independent. | <input type="checkbox"/> He had willpower ( <i>volonté</i> ). | <input type="checkbox"/> He looked funny.   |

## Check your vocabulary

Tous les mots demandés sont dans la *Toolbox*. N'utilisez pas deux fois le même mot.

1. Trouvez les synonymes ou les antonymes des mots suivants :

- a. *argument* = ..... c. *strict* ≠ .....
- b. *imagination* = ..... d. *forbid sb to V* ≠ .....

2. Traduisez les phrases suivantes. Les mots en gras sont dans la *Toolbox*.

- a. Ross est un jeune garçon **plein d'imagination** qui **rêve** de **mener** son **troupeau** dans la **grande prairie** et d' **attraper** des chevaux sauvages **au lasso**.
- .....
- .....

- b. Il **a très envie** d'être un pauvre cow-boy **solitaire** et de **tenter sa chance** dans l'**Ouest sauvage**.
- .....
- .....

3. Complétez les phrases suivantes. (Un blanc = un mot.)

- a. *His mother was so ..... when his father brought him back that she didn't ..... him .....*
- b. *But Ross was such a ..... boy that his father was ..... : he knew that his son would try to leave again.*

4. Classez les mots suivants selon la prononciation de leur diphtongue. Attention : certains mots iront dans deux colonnes.

*row - rope - Prairie - imagination - wild - lonely - blame - fascinate - goal - change - horizons - ride - runaway - cowboy - idealize*

[eɪ]	[aʊ]	[ɔɪ]	[əʊ]
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
[ɛə]	[aɪ]	[ɪə]	
.....	.....	.....	
.....	.....	.....	
.....	.....	.....	
.....	.....	.....	

# LES UNITÉS *CASE STUDY*

Il y a trois unités *Case Study* (Unités 4 / 8 /12). Ces unités, d'une conception tout à fait nouvelle, sont fondées sur la résolution d'un problème : construction d'un complexe hôtelier, énigme policière, choix de la distribution d'un film. Elles inciteront les élèves à communiquer activement au sein de la classe à partir de situations vivantes et variées.

Les unités de *Case Study* proposent des activités très originales par rapport au déroulement habituel d'un cours. Elles visent avant tout à susciter un désir d'échange permanent, à créer la motivation et à provoquer des situations de communication active au sein de la classe à partir de l'étude de documents variés (documents écrits, sonores, iconographiques, etc.). Au cours de l'étude de chacune de ces unités, les élèves seront également amenés à pratiquer des activités de *role-play*.

## Structure des unités *Case Study*

### Page 1 : *Opening*

La page d'ouverture comporte les éléments suivants :

- Titre de l'unité.
- Menu des apports majeurs de l'unité dans les domaines grammatical, lexical et fonctionnel.
- Bref exposé du problème à résoudre, à partir de documents écrits et iconographiques.

### Pages 2 à 8

Ces pages fournissent aux élèves une série de documents de toutes natures. Chacun de ces documents représente une étape, une information que les élèves vont devoir gérer activement (compréhension, analyse, discussion...) et qui va les amener peu à peu à la résolution du problème. Cette résolution sera bien entendu accompagnée d'une argumentation qui reprendra tous les éléments du problème.

Chaque document est accompagné d'une série de consignes, de questions ou, dans le Fichier de l'élève, de fiches de compréhension écrite et orale, de synthèse et de *role-play*.

## Lien avec le Fichier de l'élève

Chaque *Case Study* renvoie au Fichier de l'élève (*Student's Workbook*). Les fiches sont destinées à :

- Faire la synthèse des informations.
- Repérer les informations essentielles contenues dans les documents écrits ou sonores.
- Mettre les élèves en communication et les aider à développer des arguments qui éclairent tel ou tel élément du problème à résoudre.

Certains documents, selon les besoins, proposent également des suggestions (*Toolbox*) concernant les fonctions, le lexique, la grammaire à utiliser lors des différentes interventions. Les fonctions renvoient au bloc « Outils de communication » de la fin du manuel et les points de grammaire au « Précis grammatical ».

## Mode d'emploi des unités *Case Study*

La durée d'étude d'une unité variera bien entendu selon le niveau des élèves, mais on peut néanmoins estimer, après expérimentation dans de nombreuses classes, que la durée moyenne oscillera autour d'une dizaine d'heures.

Ces unités pourront être travaillées de façon très souple. Des explications et suggestions plus détaillées seront fournies dans le Livre du professeur. En tout état de cause, et selon le choix de chaque professeur, ces heures pourront parfaitement être réparties sur les heures de classe, de module ou de groupe avec l'assistant. On peut par exemple étudier et discuter en groupe ou sous-groupe d'un aspect du problème à résoudre à partir d'une activité (document écrit, iconographique ou sonore + fiche du Fichier de l'élève), puis mettre en commun les conclusions auxquelles sont parvenus les divers groupes et en discuter en classe.

En raison des effectifs souvent élevés des classes de Seconde, les activités de *role-play* de ces unités, par exemple, pourront avec profit être travaillées en module ou groupe, à condition que les conclusions du groupe soient connues par l'ensemble de la classe et analysées collectivement, et ce, afin que tous disposent des mêmes données pour parvenir à une solution du problème.

Le travail sur ces unités est extrêmement créateur de besoins langagiers (fonctionnels, lexicaux et syntaxiques). Les élèves disposent de repères fonctionnels en accompagnement des diverses activités et le professeur et les *Toolbox* seront là pour répondre à la demande lexicale. Doit-on profiter des besoins syntaxiques pour mettre en place, de façon détaillée, un certain nombre de règles grammaticales ? Nous pensons que l'apport syntaxique du professeur devrait se limiter, dans le cas de ces unités, à une brève explication suivie d'une application en contexte. En effet, le but de ces unités est de créer un rythme et un intérêt soutenus, de motiver les élèves et de provoquer un désir de communiquer. Il serait dommage de briser ce rythme par de trop longues explications grammaticales. D'autres occasions se présenteront tout au long du manuel et de l'année pour mettre en place de façon plus solide tel ou tel aspect syntaxique.

Remarque : Lorsqu'une partie des unités de *Case Study* sera travaillée avec l'assistant, le travail de ce dernier sera facilité et encadré en raison de la nature de ces activités. Ainsi, il n'y aura pas de préparation nécessaire pour le professeur qui saura exactement ce qui a été fait avec l'assistant et sera constamment au courant du suivi et des applications des activités.

## FICHIER CLASSE - 96 pages duplicables

Pratique et souple dans son utilisation, le **Fichier classe** fédère les activités de la classe, tout en restant complémentaire du **Fichier de l'élève**.

- ▶ Trois tests d'évaluation de compréhension écrite et trois tests d'évaluation de compréhension orale.
- ▶ Fiches d'aide à la compréhension orale liées aux documents sonores des *Build-up*.
- ▶ Fiches phonologiques (*Basics*) liées aux documents sonores des *Build-up*.
- ▶ Fiches d'aide à la compréhension des documents vidéo des *Build-up*.
- ▶ Fiches d'aide à la compréhension écrite liées aux textes des *Text Files*.
- ▶ Fiches d'évaluation lexicale et phonologique liées aux *Toolbox* des *Text Files*.

## FICHIER DE L'ÉLÈVE - 64 pages

Il est destiné à un travail individuel, en modules ou en groupes avec l'assistant.

- ▶ Fiche d'entraînement sur le vocabulaire du cinéma et de la télévision.
- ▶ Exercices de grammaire complémentaires sur les points de grammaire des *Brush-up*.
- ▶ Fiches d'aides à la compréhension écrite et orale, de synthèse et de *Role-play* liées aux unités *Case Study*.
- ▶ Fiches d'aide à la compréhension écrite sur les nouvelles.
- ▶ Fiches d'entraînement méthodologique (compréhension écrite et orale, expression écrite, utilisation du dictionnaire) permettant à l'élève de structurer son apprentissage et d'acquérir des stratégies propres à développer son autonomie.

## ENREGISTREMENTS AUDIO

Cinq cassettes comprennent :

- ▶ Les tests d'évaluation de compréhension orale proposés au début du **Fichier classe**.
- ▶ Les dialogues et exercices de la partie « Méthodologie – Comprendre à l'oral » du **Fichier de l'élève**.
- ▶ Les documents sonores des fiches de compréhension orale des *Build-up*.
- ▶ Les exercices de phonologie liés aux *Basics* des *Build-up*.
- ▶ Les enregistrements de tous les textes des *Text files*.
- ▶ Les documents sonores des unités *Case Study*.

## VIDÉO

Les documents proposés, tous authentiques, anglais ou américains (films de fiction, reportages, interviews, publicités), d'une durée maximum de 5 minutes et toujours liés à la thématique de l'unité, sont tous accompagnés d'un appareil pédagogique.

Pour chaque document, des fiches d'aide à la compréhension sont disponibles dans le **Fichier classe**. Les scripts se trouvent dans le **Livre du professeur**.

**Unit 2** : *Arctic Doctor* → Reportage BBC sur un médecin anglais chez les Esquimaux.

**Unit 5** : *My Best Friend's A Computer* → Documentaire BBC sur les enfants victimes des jeux vidéo.

**Unit 6** : *The Woman In White* (extrait de fiction de la BBC) → conte fantastique dont l'action se déroule au XIX<sup>e</sup> siècle.

**Unit 7** : *Drop Dead Gorgeous* (extrait du film américain « Belles à mourir », 1999) → Parodie des concours de beauté pour adolescentes américaines...

**Unit 9** : *Northanger Abbey* (extrait de fiction de la BBC) → Adaptation du roman de Jane Austen.

**Unit 11** : *Proposal et Refusal* (extraits de fiction de la BBC) → Adaptation du roman de Jane Austen, *Pride and Prejudice*.

**Unit 16** : *Spaghetti Head* → Publicité anglaise.

## LE CD-ROM (RECOMMANDÉ EN MODULES)

Complémentaire mais indépendant de la méthode *BROAD WAYS*, ce CD-ROM permettra d'effectuer un travail en modules, le professeur gardant toute autorité pour choisir les tâches que l'élève va accomplir et évaluer sa production au fil des différentes activités et exercices proposés (activités de relance et de remédiation).

À l'aide de supports très diversifiés, l'élève pourra identifier les points à travailler et élaborer avec le professeur une stratégie de remise à niveau à son propre rythme.

Chacune des séquences de travail proposées nécessite environ 3 séances de 55 minutes, mais ces séquences peuvent également être réparties dans le temps selon le projet pédagogique.

## LIVRE DU PROFESSEUR

Le Livre du professeur comprend :

- ▶ Le corrigé de toutes les activités du **Fichier de l'élève** et du **Fichier classe**.
- ▶ Les scripts de tous les documents sonores et vidéo.
- ▶ Le corrigé des exercices du Précis grammatical.
- ▶ De nombreux conseils et suggestions d'exploitation sur toutes les activités du manuel.