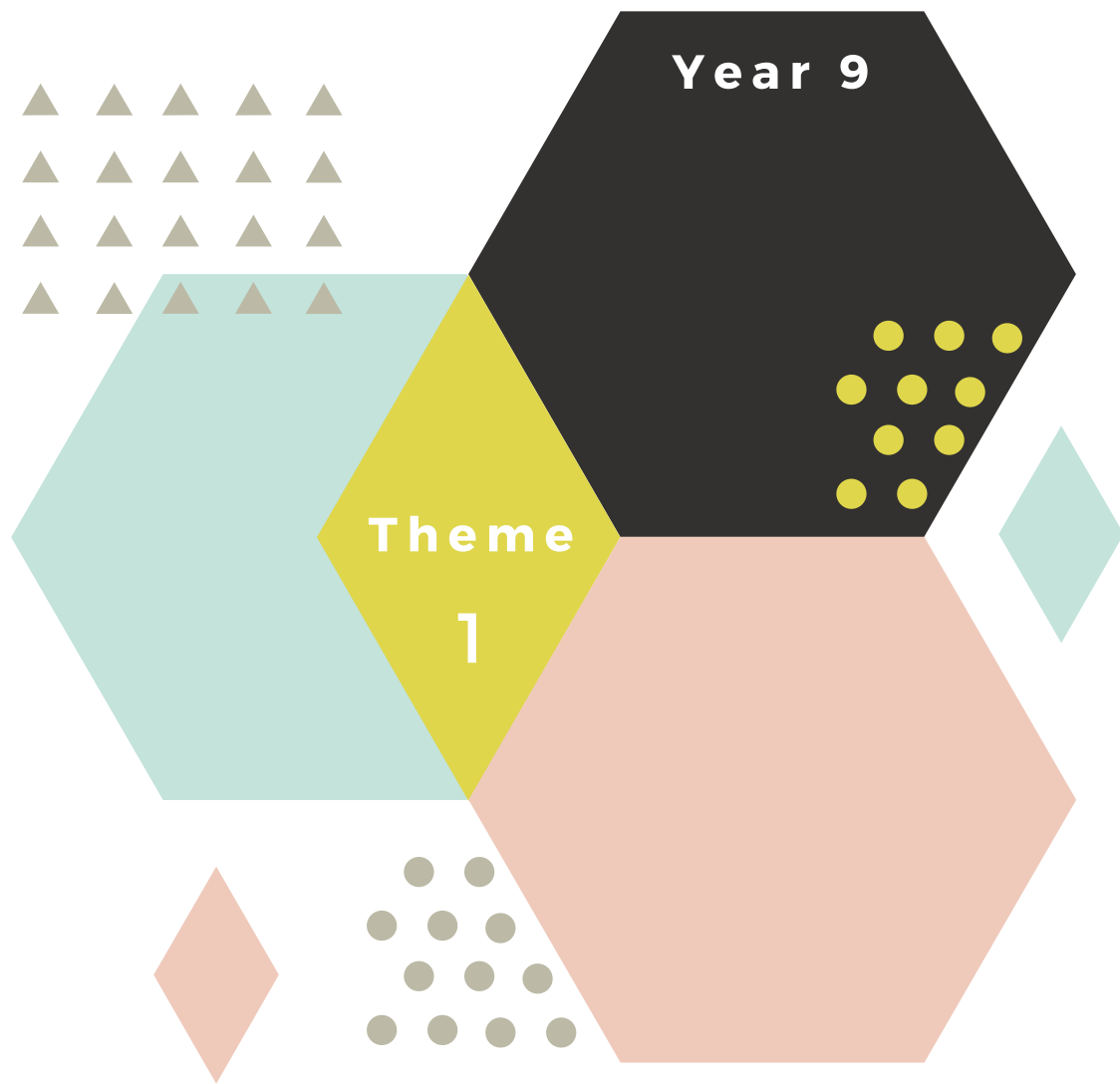




skill:
/skɪl/

noun

plural : skills

1. the ability to **do something well**; expertise.

*Ex: "Difficult work takes great **skill**."*

Gifted Children



Final Task :

À la manière d'un "Talent Show", présente à la classe quelque chose que tu sais faire, un talent particulier

compétence : expression orale en continu

Dans cette séquence, je vais apprendre à utiliser...



Seed

- la conjugaison des verbes "be" et "have"
- le Present Simple
- les adverbes de fréquence
- le verbe "to need" pour parler de ce dont j'ai besoin



Stem

Seed +

- le Present Perfect pour parler des choses qui ont commencé dans le passé
- les parties du corps
- l'impératif



Leaf

Seed + Stem +

- les Participes Passés employés comme adjectifs
- la distinction entre "good" et "well"
- des expressions avec "top"



- X-MEN (2000)
by Bryan Singer
- HARRY POTTER AND THE GOBLET OF FIRE (2005)
by Mike Newel
- MISS PEREGRINE'S HOME FOR PECULIAR CHILDREN (2016)
by Tim Burton



Document 1 : WATCH & SPEAK

Remember

to be

I am
you are
he
she is
it
we are
you are
they are

to have (got)

I have (got)
you have (got)
he
she has (got)
it
we have (got)
you have (got)
they have (got)

Describe these three videos

In these three videos, the main characters have powers. In X-men, the teenagers have a mutation. In Harry Potter, the characters use magic. In Miss Peregrine it is almost like a curse.

The characters are in special schools to learn how to control their powers.

Make a list of words you associate with these videos

school, powers, magic, supernatural, teenagers (teens), creepy, mutants...



Which world appeals to you the most ? Why ?

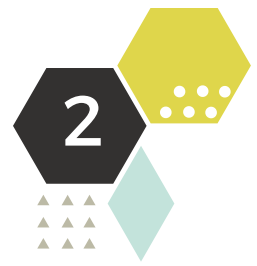
Ex : The world in Harry Potter appeals to me the most because I like magic. Hogwarts is my favourite school because the building is old and mysterious and wonderful. It fuels the imagination.

I don't like Miss Peregrine as much because I think it's creepy.



Document 2 : WATCH & FIND OUT

(from 0:00 to 05:00 minutes)



Who is ZachaREE ?

- full name : **Zachary Lombardo**
- birth date : **January 27th 2001**
- nationality : **American (from the U.S.)**
- job : **He is an esports player (professional video-games player).**
- family sport : **His family plays soccer.**

- ZachaREE's passion : **His passion is Overwatch.**

- ZachaREE's first professional team : **His first professional team was the Detroit Renegades.**

- His parents' reaction to the prospect of an esports career: **At first, they were skeptical. His father agreed quickly but his mother required more persuasion.**

- In 2017, what prevented ZachaREE from joining the Overwatch League : **He was underage (He was not 18 years old).**

- The team that changed his career : **The team was Fusion University.**



FINAL TASK PREPARATION :

What's your talent ? (write down in your notebook...)



- choose one thing you love and are good at
- check out if there is any specific vocabulary or material
- how often do you practise ?
- why do you like it ?



- how long have you been doing it ?



LOOK & WRITE : an athlete's schedule

3

Week	Emphasis	Mon	Tue	Wed	Thu	Fri	Sat
1	Bike	Strength Training Boot Camp/Yoga 60 min	Swim (Pool) 10x50m 60 sec rest	Bike 30-40 min Outdoor or Trainer	Rest	Swim Open Water 400m or 20 min	Bike Steady State 30-60 min
2	Run	Strength Training Boot Camp/Yoga 60 min	Swim (Pool) 12x50m 60 sec rest	Bike 30-40 min Outdoor or Trainer	Rest	Swim Open Water 400m or 20 min	Run Steady State 30-45 min
3	Bike	Strength Training Boot Camp/Yoga 60 min	Swim (Pool) 4x50 m, 2x100m, 4x50m 45 sec rest	Bike 45-60 min Outdoor or Trainer	Rest	Swim Open Water 400m or 20 min	Bike Steady State 45-75 min
4	Run	Strength Training Boot Camp/Yoga 60 min	Swim (Pool) 4x50 m, 4x100m, 4x50m 60 sec rest	Bike 45-60 min Outdoor or Trainer	Tempo Run 2-4 miles Alt: Strength Train	Swim Open Water 600 m or 30 min	Run Steady State 30-45 min
5	Bike	Strength Training Boot Camp/Yoga 60 min	Swim (Pool) 4x50 m, 4x100m, 4x50m 45 sec rest	Bike 45-60 min (intervals or hill repeats) Outdoor or Trainer	Tempo Run 2-4 miles Alt: Strength Train	Swim Open Water 600 m or 30 min	Bike Steady State 60-90 min
6	Run	Strength Training Boot Camp/Yoga 60 min	Swim (Pool) 4x50 m, 1x100m, 2x200m, 1x100m 60 sec rest	Bike 45-60 min (intervals or hill repeats) Outdoor or Trainer	Tempo Run 2-4 miles Alt: Strength Train	Swim Open Water 600 m or 30 min	Brick 20 min Bike + 30 min run
7	Bike	Strength Training Boot Camp/Yoga 60 min	Swim (Pool) 4x50 m, 2x100m, 1x200m, 1x300m, 1x100m 60 sec rest	Bike 45-60 min (intervals or hill repeats) Outdoor or Trainer	Tempo Run 2-4 miles Alt: Strength Train	Swim Open Water 800 m or 45 min	Brick 45 min Bike + 15 min run
8	Race Prep	Strength Training Boot Camp/Yoga 60 min	Brick: Swim-Run 4x50m, 3x300m 90 sec rest	Brick: Bike-Run 10 min bike + 800m run (x3) Outdoor or Trainer	Rest	Swim Open Water 800 m or 45 min	Brick: Bike-Run 60 min Bike + 15 min run Practice Transition



On Monday...

They always do strength training.

On Saturday...

They often/frequently run.

They never swim.

On Tuesday...

They never swim in open water.

They always swim in a pool.

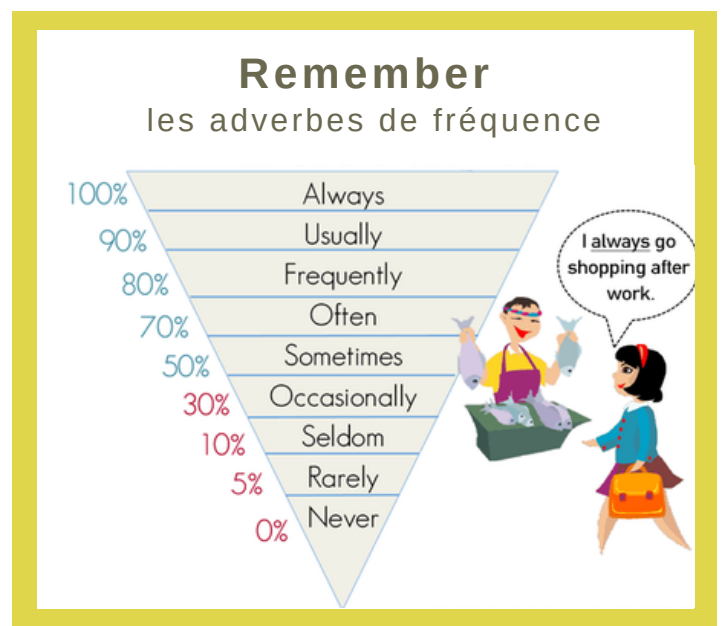
On Thursday...

They sometimes/often rest.

They sometimes/often run.

On Wednesday...

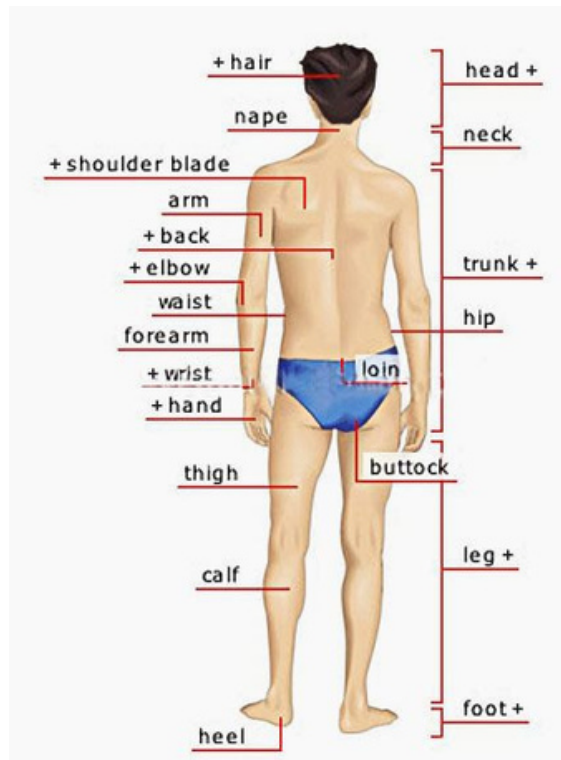
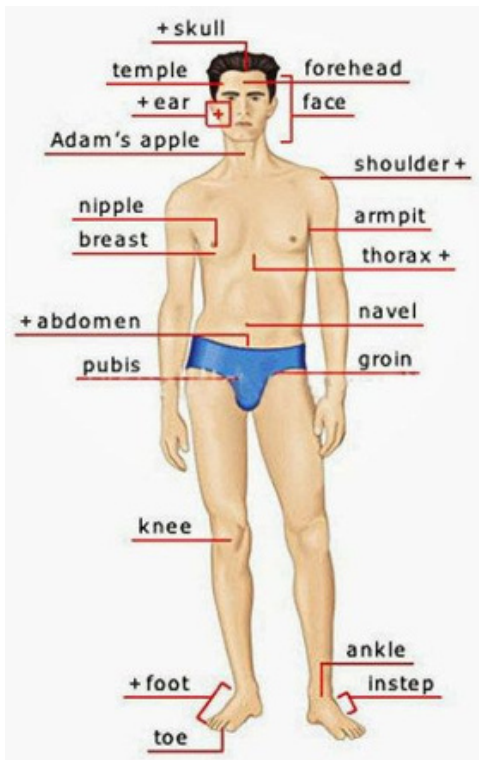
They never rest.





LOOK & SPEAK :

an athlete needs training. One important part of training is **warming up**. Combine the words in the box and the labels on the drawing to help the members of your group warm up.



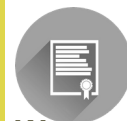
to stretch
to raise
to roll
to bend
to touch
to run
to do (squats,
push ups...)
to jump
to keep

up // down
straight // bent
left // right

Remember : Donner des instructions avec l'impératif

- pour donner des **ordres affirmatifs**, on met le **verbe en première position** et on n'a **pas besoin de sujet**.
- pour donner des **ordres négatifs**, on place "**don't**" devant le verbe.
ex : *Raise your arms.* (Lève les bras)
Don't bend your knees. (Ne plie pas les genoux)

Raise your arms and stretch.
Roll your head from left to right.
Do ten squats.
Do ten push ups.
Jump up and down.
Touch your feet. Keep your legs straight.
Bend your arm and touch the back of your shoulder.



SIDE TASK A :

Write some of your sentences down and train to coach your group for a warm up...



Did you know... ?



A lot of exceptionally talented film score composers come from English speaking countries. Maybe you know some of them...



JOHN WILLIAMS

American

Born in 1932 in New York

film : _____



HOWARD SHORE

Canadian

Born in 1946 in Toronto

film : _____



HARRY GREGSON WILLIAMS

English

Born in 1961 in Chichester

film : _____



JAMES HORNER

American

Born in 1953 in Los Angeles

Died in 2015

film : _____

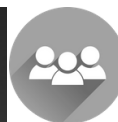


HENRY JACKMAN

English

Born in 1974 in London

film : _____



LISTEN to 5 famous themes

FIND the name of the film

MATCH it with a composer



WRITE: Introduce your favourite English-speaking musician...

Ex : My favourite English-speaking musician is Florence Welch from the band Florence and the Machine. She is the singer of the band. I like her music because there is a strange and fantastical atmosphere to her songs. She also has a very deep and unique voice.



Remember

Le Present Simple

Pour parler des choses qui sont vraies en général (goûts, habitudes, faits et vérités permanentes...)

+

Dans les **phrases affirmatives**, il se compose seulement du verbe.

Attention, ce verbe prend **un"s"** à la **3è personne** du singulier

ex : *She lives in London.*

L'auxiliaire "DO" :

- et ?

Dans les **phrases négatives** et **interrogatives** il y a du travail supplémentaire à faire, mais comme le verbe est trop paresseux, il fait venir **un auxiliaire**. Au Present Simple, cet auxiliaire c'est **"DO"**.

Ainsi, c'est lui qui porte la négation **"not"** dans les **phrases négatives**.
ex : *I **don't** have any pets.*

C'est également lui qui vient **se placer devant le sujet** dans les **questions**.

ex : *Where **do** you live?*

À la **3è personne du singulier**, le verbe en profite pour **se débarrasser de son "s"**. **"DO"** devient alors **"DOES"**.

ex : *Will **doesn't** have a brother.*

***Does** Jane play an instrument ?*

Attention, le verbe **BE** est une **exception**. Il fait tout le travail tout seul sans besoin de **"DO"**.

ex : ***Are** you okay ?*

*She **isn't** very nice.*



1 - Forme des phrases au Present Simple avec les mots proposés, en conjuguant les verbes si nécessaire et en respectant la forme indiquée (- , + ou ?)

- a) *Do you have brothers and sisters ?*
- b) *I'm not American.*
- c) *My parents have three cars.*
- d) *Can you drive ?*
- e) *Mary doesn't like spinach.*
- f) *My dog's name is Ginger.*

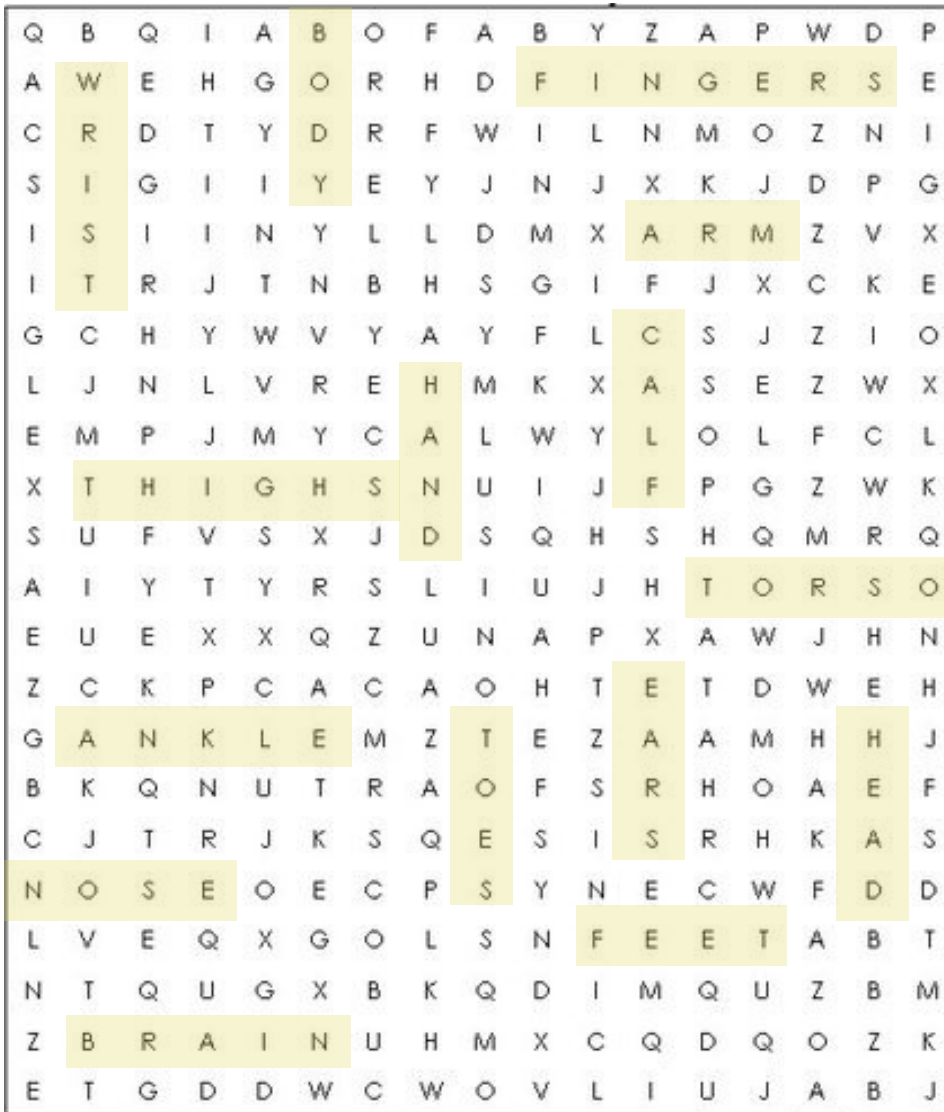


2 - Dans ton cahier d'exercices, utilise "need" pour faire la liste de ce dont tu as besoin pour étudier selon le dessin suivant...

- a) *To study, I need biro pens and a highlighter.*
- b) *To study, I also need a laptop and a USB.*
- c) *I need note paper to write on.*
- d) *To study comfortably, I need good music, comfy clothes and tea.*
- e) *To be ready for my exams, I need time and brain food.*



3 - Mots mêlés : les parties du corps....



- ARM
- TOES
- HAND
- THIGHS
- FEET
- CALFS (calves)
- ANKLE
- NOSE
- WRIST
- EARS
- TORSO
- BODY
- HEAD
- FINGERS
- BRAIN

Remember : Le Present Perfect

Pour parler des choses du **passé** qui ont **un lien avec le présent** car...

- il y a des **conséquences**
- je fais un **bilan** d'expérience (ce que j'ai déjà fait, jamais fait...)
- ce qui a commencé dans le passé **continue** dans le présent

+ Dans les **phrases affirmatives**, il se compose de l'**auxiliaire have/has** + **verbe au participe passé**.

ex : She **has lived** in London **for** years.

- Dans les **phrases négatives**, l'**auxiliaire porte la négation**.

ex : I **haven't seen** her **since** 2016.

? Dans les **phrases interrogatives**, l'**auxiliaire** vient se placer **devant le sujet**.

ex : **Have** you **been** to Ireland ?

LE PARTICIPE PASSÉ :

pour les verbes **réguliers** : -ed
ex : **lived, changed, played...**

pour les verbes **irréguliers** :

be, was/were, **been**

do, did, **done**

catch, caught, **caught...**

DEPUIS :

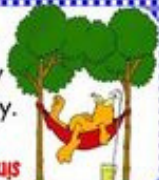
for : suivi d'une **durée**

since : suivi d'un **point de départ**



4 - Complète les blancs par "for" ou "since"

8

I have been waiting _____ two hours.  for two hours	He hasn't eaten anything _____ 9 o'clock.  since 9 o'clock	I have been watching T.V. _____ half an hour.  for half an hour
They have been together _____ St. Valentine's Day.  since St. Valentine's Day	I haven't seen you _____ a long time.  for a long time	Garfield hasn't been on holiday _____ last July.  since last July
She has been learning English _____ 1998.  since 1998	I have been driving _____ more than two years.  for more than two years	He has been in prison _____ several months.  for several months
We have been living on an island _____ two decades.  for two decades	I know you haven't seen a Lion _____ you were in Africa.  since you were in Africa	He has been ill _____ last month.  since last month



5 - Réécris les phrases dans ton cahier en utilisant le Present Perfect

I _____ (play) computer games for more than two hours.  have played	She's very hungry. She _____ (not eat) anything.  has not eaten	He _____ (met) his mother in the supermarket.  has met
Today I _____ (make) my bed  have made	They _____ (not buy) the tickets.  have not bought	_____ he _____ (pay) the dinner ?  Has he paid ?
I _____ (not write) the email you told me.  have not written	I _____ (finish) my homework.  have finished	He _____ (not drink) all the milkshake  has not drunk
We _____ (watch) that film.  have watched	We _____ (not miss) the bus  have not missed	She _____ (know) all his neighbours in a month.  has known



Remember : "good" et "well"

GOOD

- est un adjectif
- décrit des noms communs

ex : Avatar is a **good** film.

WELL

- est un adverbe
- décrit des verbes

ex : He *plays* tennis very **well**.



6 - Dans ton cahier, écris des phrases complètes à l'aide des mots proposés en utilisant soit "good", soit "well" et en faisant attention aux signes (+ = phrase affirmative / - = phrase négative).

- | | |
|----------------------------------|---|
| 1) Joan doesn't sing well. | 6) I love a good book |
| 2) The Hobbit is a good book. | 7) She chose a good present / She chose a present |
| 3) Oil and water don't mix well. | well. |
| 4) Jim doesn't read well. | 8) It is a good idea. |
| 5) Fluffy is a good dog. | 9) I need a good reason. |
| | 10) You know her well. |

Remember : les Participes Passés

Les participes passés peuvent être placés devant des noms communs et remplir ainsi un rôle d'adjectif.

ex : The **broken** door was blue.

She likes **determined** people.



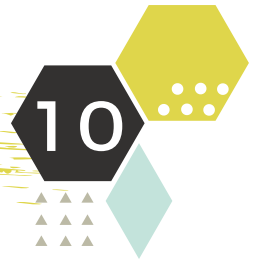
7 - Écris le participe passé de chacun des verbes suivants et utilise-les pour compléter les phrases dans ton cahier d'exercices.

to paint : **painted** / to forget : **forgotten** / to announce : **announced**
to wound : **wounded** / to transform : **transformed** / to lose : **lost**

- a) They found the **lost** children after four hours of searching the woods.
- b) The **announced** new game will be released on the 5th of October.
- c) She drummed her **painted** nails on the table.
- d) He remembered his **forgotten** book two days later.
- e) The **transformed** prince was very sad to discover that he was now a tiny green frog.
- f) The hunter approached the **wounded** wolf and touched its fur.



Expressions for conversation : TOP



- **off the top of my head**

"comme ça", "sans réfléchir", "de mémoire"

Pour indiquer que vous répondez de mémoire, sans avoir vérifié.

ex : "Off the top of my head, I think her name is Jane".

"Comme ça, de mémoire, je dirais qu'elle s'appelle Jane".

- **tops**

"max", "maxi"

Pour indiquer le temps maximum que prendra une activité.

ex: "I'm on my way. I'll be two minutes, **tops**".

"Je suis en chemin. Je suis là dans deux minutes **maxi**".

- **to come out on top**

"réussir", "l'emporter"

ex: "It was difficult but I **came out on top** in the end."

"Ça a été difficile mais j'y suis **arrivé** au final".

- **to be on top of the world**

"être aux anges", "être sur un petit nuage"

Pour indiquer que quelque chose vous rend très heureux.

ex : "Since Jerry proposed to her, **she's been on top of the world**".

"Depuis que Jerry l'a demandée en mariage, **elle est aux anges**".

- **on top of that...**

"en plus de ça...", "pour couronner le tout", "par dessus le marché"

Pour indiquer le dernier événement d'une série (en général plutôt négatifs).

ex : "I woke up late, there was no hot water left, then I missed my bus and **on top of that**, it rained."

"Je me suis réveillée en retard, il n'y avait plus d'eau chaude, ensuite j'ai raté mon bus et **pour couronner le tout**, il s'est mis à pleuvoir".

- **(to go/to be) over the top**

"exagérer", "en faire trop", "en faire des tonnes"

ex : "My sister's hair is bright pink now. She always **goes over the top** with her looks".

"Les cheveux de ma soeur sont rose maintenant. Elle **en fait toujours trop** par rapport à son apparence".

- **to be on top of one's game**

"être au top de ses capacités", "être à fond"

ex : "We crushed them during the match yesterday. Jim was **on top of his game**".

"On les a écrasés pendant le match hier. Jim était **au top**".





final task

expression orale en continu : à la manière d'un "Talent Show", je présente à la classe l'un de mes talents

checklist :

- nom de mon activité/talent ☐
- le matériel nécessaire (besoin) ☐
- la fréquence de mon entraînement (adverbes) ☐
- pourquoi j'aime cette activité ☐
- depuis combien de temps je pratique (Present Perfect) ☐
- détails techniques / vocabulaire spécifique ☐



[...] A1 : Je présente et je décris.

[...] A2 : Je raconte et j'explique en détails.



side task A

expression orale en continu : je mène une séance d'échauffement auprès d'un groupe

checklist :

- dynamisme (j'anime la séance) ☐
- actions appropriées (verbes) ☐
- parties du corps ☐



[...] A2 : Je raconte et j'explique en détails.





vocabulary



to be, was/were, been (v irrégulier) : être
to train (v) : s'entraîner
to practise (v) : s'entraîner, pratiquer
practise (n) : l'entraînement (ex : soccer practise)
talented (adj) : talentueux
skilled (*in + nom / at + v-ing*) (adj) : doué (*en / pour*)
a skill (n) : une compétence
to rest (n) : se reposer
to need (+ *nom* ou **to** + *verbe*) (n) : avoir besoin de
always (adv) : toujours
never (adv) : jamais
often (adv) : souvent
sometimes (adv) : parfois, quelquefois
usually (adv) : habituellement
to be good at (+ *nom* ou *v-ing*) : être bon à/en
to be bad at (+ *nom* ou *v-ing*) : être mauvais à/en
to do, did, done (v. irrégulier) : faire
to do something (very) well : (très) bien faire quelque chose, être (très) bon en quelque chose
artistic (adj) : artistique
creative (adj) : créatif(ive)
athletic (adj) : athlétique, sportif(ive)
logical (adj) : logique



to appeal (to) (v) : plaire à, attirer
a score (n) : un but (sport) / un score (comptage de points) / une musique de film
to prevent someone from v-ing : empêcher quelqu'un de faire quelque chose

to stretch (v) : étirer, tendre
to raise (v) : lever (la main, le bras) / élever (un animal, un enfant)
to bend, bent, bent (v. irrégulier) : plier, tordre
to roll (v) : rouler, faire rouler
to touch (v) : toucher
straight (adj) : droit(e)
to warm up (v) : s'échauffer
to cool down (v) : se calmer, se détendre / se rafraîchir
a push-up (n) : une pompe
to catch, caught, caught (v. irrégulier) : attraper
to catch one's breath : reprendre son souffle
Attention, dans une phrase, on remplace "one's" par **un déterminant possessif** (my, your, his, her, its, our, your, their)
rarely (adv) : rarement
seldom (adv) : rarement
frequently (adv) : fréquemment
occasionally (adv) : occasionnellement
for (+ *durée*) : depuis (associé au Present Perfect)
since (+ *point de départ*) : depuis (associé au Present Perfect)



which (mot interrogatif) : (le)quel, (la)quelle, (les)quels, (les)quelles (lorsque l'on doit choisir parmi plusieurs choses proposées)
to forget, forgot, forgotten (v. irrégulier) : oublier
to keep, kept, kept (v. irrégulier) : garder
to lose, lost, lost (v. irrégulier) : perdre