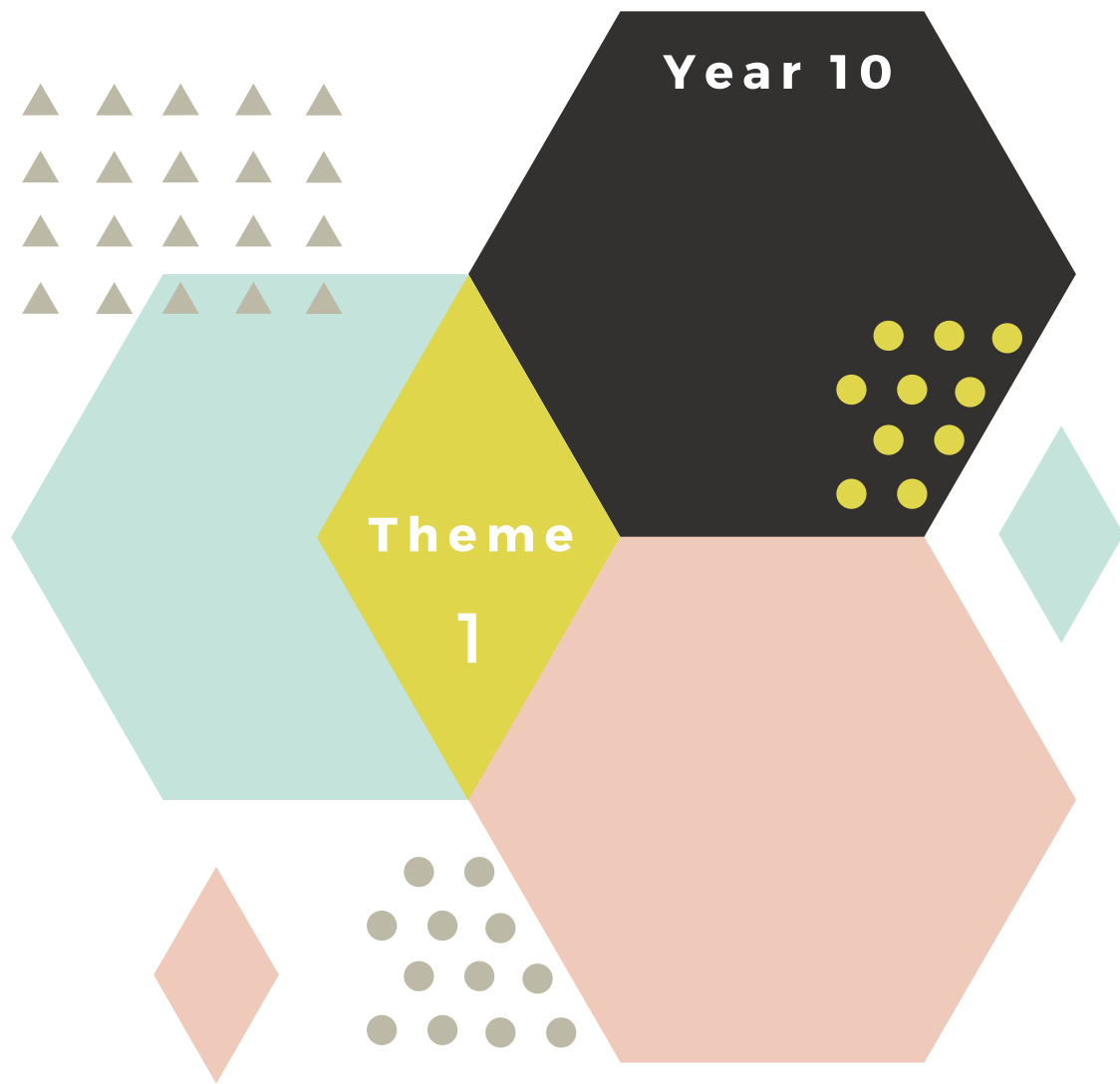




identity:
/aɪ'den.tə.ti/

noun

plural : identities

1. **who** a person is, or the **qualities** of a person or group that make them **different from others**.

*Ex: "I cannot reveal the **identity** of my source"*
*"I think my job gives me a sense of **identity**"*



Homeroom



Final Task :

Rédige une présentation de toi-même à la manière d'un personnage de jeu de rôle

compétence : expression écrite

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



Seed

- le Present Simple
- l'heure
- le suffixe "-ly" pour former les adverbess
- "to" et "for" pour traduire deux utilisations différentes de "pour"
- les différentes prononciations de la lettre "o"



Stem

Seed +

- "want to" et "wish to" pour parler de ce que l'on veut faire



Leaf

Seed + Stem +

- "feel like + proposition" pour partager ses impressions
- "to promise", "to vow", "to swear" pour faire des promesses
- des expressions avec "mind" et "matter"



- THE FACULTY (1998)
by Robert Rodriguez
- 10 THINGS I HATE ABOUT YOU (1999)
by Gil Junger
- GLEE pilot (2009)
by Ryan Murphy



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

All these videos take place in American high schools. We know this because we see the American flag, American football jackets, yellow school buses, cheerleaders and teenagers who can drive at 16. We also see bullying. The bullies are often the popular students. The victims are often the unpopular students. The bullies are in groups but the victims are often alone. The students are labelled and put into categories. Popularity is the most important thing for American high schoolers.

Make a list of words you associate with these videos

high school, cheerleaders, bullying, America, popularity, football, groups...



What did you learn about American high schools ?

How do you feel about that ?

I learnt that, in American high schools, popularity is everything. The popular students bully the other teenagers and think that they are superior. I feel that it's unfair and it makes me angry. Sometimes, the students feel like they are not free to be who they really are and it is very sad. It doesn't matter if you are the captain of the football team or a nerd without money.



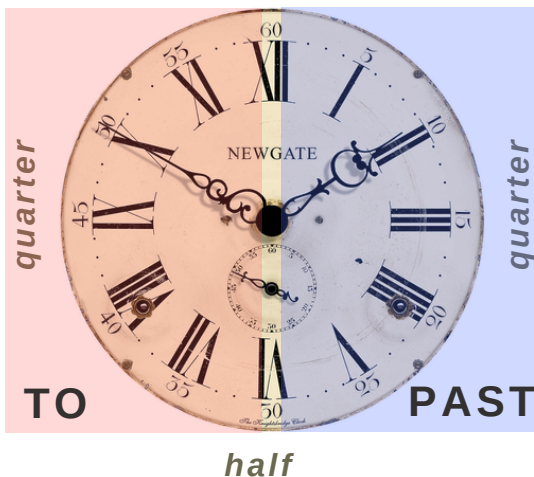
SPEAK : Can you tell the time ?

Look at the timetable. Practise with a classmate and for each correct sentence, write down 1 point.

2

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00AM	History Mrs. Longman 8:00AM-8:44AM MS-5	History Mrs. Longman 8:00AM-8:59AM	Latin Mrs. Price 8:00AM-8:59AM		Math Ms. Bailey 8:00AM-8:59AM
8:30AM					
9:00AM	Latin Mrs. Price 8:45AM-9:29AM	Bible Mr. Holstein 9:00AM-9:59AM		Math Ms. Bailey 9:00AM-9:59AM	History Mrs. Longman 9:00AM-9:59AM
9:30AM					
10:00AM					
10:30AM			Math Ms. Bailey 10:30AM-11:29AM	History Mrs. Longman 10:30AM-11:29AM	Bible Mr. Holstein 10:30AM-11:29AM
11:00AM	Math Ms. Bailey 10:45AM-11:29AM				
11:30AM					
12:00PM	Science Mrs. Jordan 12:00PM-12:29PM	Science Mrs. Jordan 12:00PM-12:59PM	Literature Mrs. Longman 12:00PM-12:59PM	English Mrs. Stevens 12:00PM-12:59PM	Writing Mrs. Stevens 12:00PM-12:59PM
12:30PM	Literature Mrs. Longman 12:30PM-1:14PM				
1:00PM					
1:30PM	English Mrs. Stevens 1:30PM-2:14PM	Literature Mrs. Longman 1:15PM-1:59PM	English Mrs. Stevens 1:15PM-1:59PM	Writing Mrs. Stevens 1:15PM-1:59PM	Science Mrs. Jordan 1:15PM-1:59PM
2:00PM	Writing Mrs. Stevens 2:15PM-2:59PM	English Mrs. Stevens 2:00PM-2:59PM	Writing Mrs. Stevens 2:00PM-2:59PM	Science Mrs. Jordan 2:00PM-2:59PM	Literature Mrs. Longman 2:00PM-2:59PM
2:30PM					
3:00PM					

o'clock
(or nothing at all)



Example:

- What time do you have English on Mondays ?
- I have English at half past one with Mrs Stevens.

My points...

Their points...

And the winner is.....



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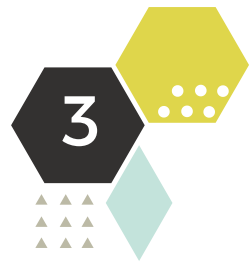
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The high school caste system is terrible.

by Steve Garbacz Oct, 23 2016

Middle and high school are the worst.

Nowhere else in the U.S. is social structure so rigidly, arbitrarily and stupidly defined. You realize that when you're several years removed from the system. But while you're in it, you are a player in the game whether you like it or not.



Social mobility is highly limited. Your order in this caste system is often defined by a few determining factors such as whether you hold prestigious athletic positions, what classes you're in, whether you're funny and who your friends are. And, of course, one of the most important factors is your physical appearance. Whether you're hot or not was hugely important.

Combine all of these things together to get your Coolness Quotient and that will generally define your school experience between age 12 and 18. You get slotted into a particular classification and that's where you reside. Higher social classes receive obvious perks, while lower castes are forced to grind it out day to day.

In looking back, I believe my social standing was lower middle with minor athletic upside. My class was Smart Kids. My subclass was Nerd.

I was lower class because I was gangling, had acne and bad fashion and was in honors classes (smart was not cool).

I had a minor boost in status during middle school and freshman years as a starting wide receiver on the football teams and a roster spot on the basketball team, but lost all of those from sophomore year on. I played tennis, which had no social benefit, but my continuing presence in town basketball leagues helped maintain a limited upward mobility with other athletes. [...]

I realized what was most depressing about this system was what petty, shallow animals it made of all of us. Because there were so many social interactions that were made or not made because solely of political ramifications.

Dating in high school, for example, I'd argue, is 90 percent done for social benefits and 10 percent because you actually want to have a relationship. [...]

If you were like me, you'd let Hot Girls use you to do their homework for them because it was beneficial to been seen with them under any circumstance.



You cut ties with friends who didn't have utility.

I sometimes think of my buddy Adam, who was my best friend in elementary school and most of middle school. He was a Mega Nerd, with lower social standing than me. When he added the Loser Stoner subclass to his persona, which I was strongly opposed to, I stopped talking to him. [...] We acted like jerks after that, even though he was once a critical core piece of our friends circle.

But what really makes me wonder is how that horrible system shapes kids for the future.

We all know of the Cool Kid who turned out to be Total Loser as an adult, where high school was, sadly, the high point of his life. How many Dorks became bitter and cynical of other people because they were always treated badly? How many kids develop harmful attitudes about relationships because they get sexually active when they're not mature enough to handle it?

Would I have gotten into video games, technology and writing if I had a higher social class that demanded different priorities to maintain my status? [...]

I'm doubtful this system will ever change, because it's apparently been that way forever. Still, I feel for all the kids still subjected to it. And even though no student ever believes it, I now know that high school doesn't matter.

Maybe the label shaped me, but I haven't been "That Smart Kid" for years.

Now, I'm Steve.

*Steve Garbacz is county reporter for The News Sun. His Class Clown +2 modifier did help increase his popularity slightly within his caste. Didn't help, overall, though.
If you're not too cool, you can associate with him on Twitter
@SteveGKPC*

Remember : "about"

Ce petit mot qui veut dire "à propos de..." ou "sur" (un sujet, un thème) est essentiel lorsque l'on veut dire qu'un texte "parle" de quelque chose !



What sort of document is it ?



It is a newspaper article. / It is an article from an online newspaper.



Who is the author ?

The author is Steve Garbacz. / The author's name is Steve Garbacz.



What is it about ?

It is about the American caste system in high school. It is terrible and dangerous.



Make a list...

What makes you popular or unpopular in high school ?

POPULAR

- holding prestigious athletic positions (football, basketball but not tennis)
- who your friends are
- physical appearance (ex : hot chicks)

UNPOPULAR

- being gangling
- having acne
- having bad fashion
- taking honors classes
- being smart (smart was not cool)



How does it influence relationships ?(and what are the two types of relationships mentioned in the text?)

In the article, the author talks about friendships and romantic relationships. He says that, because of this caste system, American teenagers choose their friends and significant other based on what they can gain from this association. They drop the friends that "bring them down" and let the hot chicks copy their homework because being seen with them will improve their popularity. Steve Garbacz thinks that it perverts their views about relationships and that they grow up to be adults who think about relationships as a way to gain power and influence.



SIDE TASK A :

Fight against unfairness at school... Run for CLASS PRESIDENT and prepare your campaign poster !



OBSERVE & DISCUSS

6

Are you familiar with RPG ?

Yes, I am. / No, I'm not.

What does this acronym mean ?

It means Role Playing Game.

Do you know the name of one of the first most famous pen-and-paper RPG ?

One of the first most famous pen-and-paper RPG is Dungeons and Dragons.



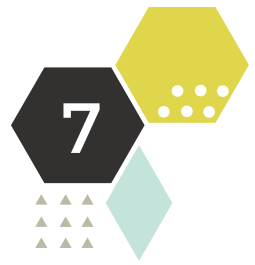
FINAL TASK PREPARATION :
with your group,

- remember how Steve Garbacz compared the high school popularity system to a RPG
- look at the character sheets above
- watch the three World of Warcraft commercials

THEN CREATE AND FILL IN YOUR OWN HIGH SCHOOL CHARACTER SHEET



Did you know... ?



Name : Theodor Seuss Geisel
(**Dr Seuss** is his pen name)

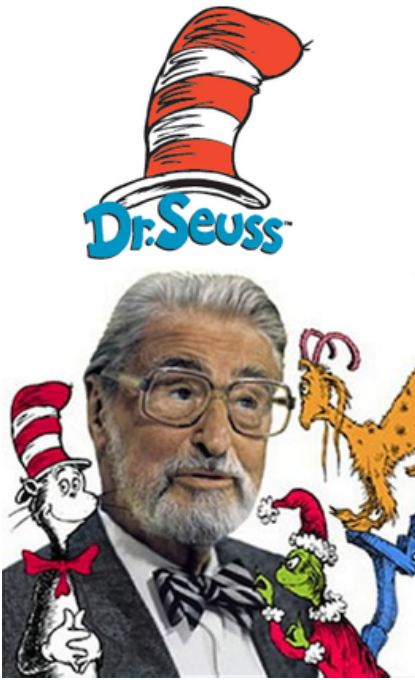
Job : writer and illustrator (children's books)

Nationality : American (born in Massachusetts)

Dates : born in 1904 – died in 1991

Life and Work : He went to Oxford (a university in England) and started his career as a cartoonist for magazines like « Vanity Fair » and « Life ».

He wrote some of the most popular children's books of all time ! (**Horton Hears a Who !** – 1955 . **How the Grinch stole Christmas !** – 1957 , **The Cat in the Hat** – 1957...)



Excerpt from "The Cat in the Hat" by Dr Seuss

The sun did not shine.
It was too wet to play.
So we sat in the house
All that cold, cold, wet day.

I sat there with Sally.
We sat there, we two.
And I said, "How I wish
We had something to do!"

Too wet to go out
And too cold to play ball.
So we sat in the house.
We did nothing at all.
So all we could do was to
Sit! Sit! Sit! Sit!
And we did not like it.
Not one little bit.

And then Something went BUMP!
How that bump made us jump!
We looked!
Then we saw him step in on the
mat!
We looked!
And we saw him!
The Cat in the Hat!
And he said to us,
"Why do you sit there like that?"

"I know it is wet
And the sun is not sunny.
But we can have
Lots of good fun that is funny!"
[...]



SIDE TASK B :

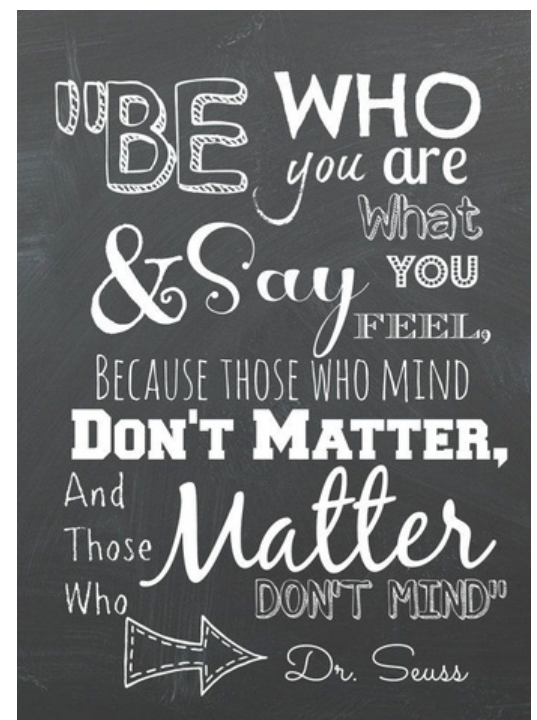
Learn this poem by heart and tell it
to the class or your group....



Expressions for conversation : MIND / MATTER

8

- **Never mind** (parfois même écrit "**nevermind**")
"Ça ne fait rien" / "Ce n'est pas grave" / "Laisse tomber" / "Peu importe"
 Pour changer de sujet ou indiquer que quelque chose n'a pas d'importance et qu'il vaut mieux parler d'autre chose. Elle peut être utilisée alors même que le sujet a de l'importance pour nous si on a l'impression que la personne en face ne nous comprend pas ou ne nous prend pas au sérieux.
- **I don't mind**
"Ça m'est égal" / "Cela ne me dérange pas"
 Pour indiquer que je n'ai pas de préférence.
- **Do you mind?**
" Est-ce que cela vous dérange ?" / "Je peux ?" / "Vous permettez ?"
 Pour demander par exemple si l'on peut s'asseoir à côté de quelqu'un dans le bus.
 Sur un **ton agressif**, elle peut aussi correspondre à **"Ça va, je te/vous dérange pas?"** lorsque quelqu'un passe devant vous dans une file d'attente par exemple...
- **Do you mind if I ... ?**
"Est-ce que ça vous dérange si je... ?" / "Vous permettez que je... ?"
- **Mind your own business !**
" Occupe-toi de tes affaires/oignons !"
- **What's the matter ?**
"Quel est le problème ?" / "Que se passe-t-il ?"
What's the matter with you ?
"Qu'est-ce qui te prend ?" / "Que t'arrive-t-il ?"
- **I doesn't matter**
"Cela n'a pas d'importance" / "Peu importe"
- **It matters to me**
"Ça a de l'importance / c'est important pour moi"
- **No matter what**
"Quoi qu'il arrive"
No matter what + sujet + verbe
 ex : **No matter what she says, don't trust her.**
 Ne lui fais pas confiance, quoi qu'elle dise / quoi qu'elle puisse dire.





LISTEN :

listen and write the correct sound :

[ɒ] or [əʊ] ?



[əʊ] joke	[əʊ] grope	[ɒ] shop
[ɒ] jock	[ɒ] flock	[əʊ] smoke
[ɒ] block	[ɒ] stop	[əʊ] antelope
[əʊ] bloke	[əʊ] slope	[ɒ] Scott
[ɒ] crop	[ɒ] forgot	[ɒ] toll
[ɒ] top	[əʊ] wrote	[əʊ] pole

REMARQUE :

En général, la lettre "o" fait le son [əʊ] lorsqu'elle est suivie d'une seule consonne, puis d'une voyelle.



Exercise Sheet

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 3^{ème} 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 3^{ème} 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 - Dans ton cahier d'exercices, présente-toi au présent simple (nom, âge, ville, famille, goûts, talents...)

ex : My name is Elisa. I'm 14 years old. I live in Dangé Saint Romain. I have one brother called Tom. I also have a cat. His name is Ginger. I am good at art but terrible at PE. I love animals and painting.



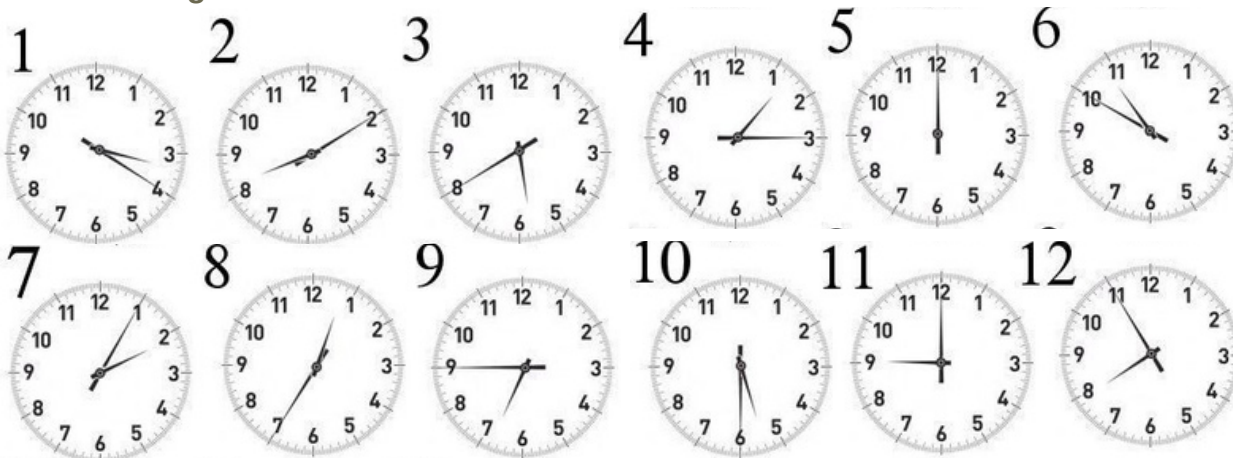
2 - Réécris les phrases suivantes avec la forme du verbe "BE" correspondante. Attention aux phrases négatives indiquées par un (-) !

- | | |
|---|---|
| 1) My cat is black and white. | 5) Cheese burgers aren't (are not) my favourite. |
| 2) Thomas and James are brothers. | 6) How are you ? |
| 3) I am not sure I like it.. | 7) She isn't nice ! (-) |
| 4) Jake and I are the best of friends. | 8) Is he okay ? |



3 - Indique l'heure digitale pour chacune de ces horloges.

Ensuite, fais une phrase complète dans ton cahier pour dire l'heure qu'il est en anglais.



- | | |
|--|-----------------------------|
| 1) It's twenty past three. | 7) It's five past two |
| 2) It's ten past eight. | 8) It's twenty-five to one. |
| 3) It's twenty to six. | 9) It's quarter to seven. |
| 4) It's quarter past one. | 10) It's half past five. |
| 5) It's twelve o'clock (it's midnight/ midday) | 11) It's nine o'clock. |
| 6) It's ten to eleven. | 12) It's five to eight. |



4 - Le suffixe "-ly" :

un suffixe qui **s'ajoute à un adjectif** pour former **un adverbe**.

rigid : rigidly (rigidement) / arbitrary : arbitrarily (arbitrairement) / stupid : stupidly (stupidement) / high : highly (hautelement)

Forme les adverbes correspondant aux traductions françaises suivantes :

simplement : simply / réellement : really / gentiment : gently/kindly / violemment : violently / intelligemment : intelligently / finalement : finally / magnifiquement : beautifully / injustement : unfairly/unjustly / patiemment : patiently.



5 - Dire "pour" : suivi d'un nom (destinataire, occasion) : "FOR" ou d'un verbe (but, objectif) : "TO".

- | | |
|---|--|
| 1) For my mum's birthday, I bought flowers. | 5) I need you for the history project. |
| 2) To be on time for school, I wake up at 7. | 6) Soft music is the best for studying. |
| 3) Is this for me ? | 7) You must learn to get good marks. |
| 4) I need you to help me after school. | 8) Don't worry about me. |



6 - Dire ce que l'on veut

"**want**" correspond à "**vouloir**" et "**wish**" à "**souhaiter**". Suivis de "**to**" + **verbe**, ils permettent de parler de ses **désirs** ou de s'enquérir de ceux des autres.



- | | |
|---|---|
| 1) I want to eat ice cream.
I wish to eat ice cream. | 5) I want to play football.
I wish to play football. |
| 2) I don't want to go swimming.
I don't wish to go swimming. | 6) Do you want to get coffee with me ?
Do you wish to get coffee with me ? |
| 3) I don't want to do my homework.
I don't wish to do my homework. | 7) I don't want to go out tonight.
I don't wish to go out tonight. |
| 4) Do you want to go to the cinema ?
Do you wish to go to the cinema ? | 8) I want to learn a new language
I wish to learn a new language. |
| | 9) Do you want to become a nurse ?
Do you wish to become a nurse ? |



7 - Partager ses impressions avec "I feel like" + proposition

Utilisé depuis quelques années comme un **synonyme** de "**I think (that)**" ou "**I believe (that)**" il est cependant **plus nuancé** et beaucoup moins ferme, faisant référence **aux émotions** plutôt qu'à l'opinion (certains estiment même qu'il vaut mieux ne pas l'utiliser dans des discussions argumentées)

Choisis l'un des thèmes suivants (ou bien un thème de ton choix) et donne ton opinion dans un court paragraphe en utilisant ces trois expressions.

thème 1 : Bullying

thème 2 : Gay marriage

thème 3 : Animal abuse



8 - Faire des promesses

En utilisant "**to promise**", "**to swear**" ou "**to vow**" (ce dernier étant sans doute le plus fort des trois), **fais des phrases complètes à partir des propositions suivantes. (Attention de bien choisir entre "to" + verbe et "that" + proposition)**

- | | |
|---|---|
| 1) I vow to never betray your trust. | 5) I vow that we'll go to Disneyland during the holidays. |
| 2) I promise to never lie to you again. | 6) I swear to tell the truth and nothing but the truth. |
| 3) I swear that I'll always be fair. | 7) I promise that I'll talk to her about it. |
| 4) I promise to do the shopping tomorrow. | 8) I vow to avenge her death. |





name :

final task

expression écrite : je rédige ma présentation à la manière d'un personnage de jeu de rôle

checklist :

- nom ☐
- age ☐
- famille ☐
- caste ☐
- talents ☐

[...] **A1** : Je produis quelques phrases de façon autonome.

[...] **A2** : J'écris un message simple en tenant compte des codes vus en classe.

[...] **B1** : J'écris une histoire.



insuffisant

fragile

suffisant

très bon

[]

[]

[]

[]



side task A

name :

expression écrite : je rédige mon affiche électorale afin de devenir "class president"

checklist :

- courte présentation personnelle ☐
- ce qui me déplaît (ce que je veux changer) ☐
- mes promesses et projets ☐
- mes valeurs ☐

[...] **B1** : Je rédige en réaction à un message ou à une situation vécue.



insuffisant

fragile

suffisant

très bon

[]

[]

[]

[]



name :

side task B



expression orale en continu : j'apprends un poème par coeur et je le récite à la classe ou à mon groupe

checklist :

- texte su correctement ☐
- diction compréhensible ☐
- rythme et ton en accord avec le texte et les rimes ☐



[...] **A2** : Je reproduis un modèle oral de manière expressive

insuffisant	fragile	suffisant	très bon
[]	[]	[]	[]





vocabulary



to be, was/were, been (v irrégulier)

: être

to date (v) : sortir avec (quelqu'un)

a jerk (n) : un abruti

a high school (n) : un lycée

a middle school (n) : un collège

a classmate (n) : un camarade (de classe)

to bully (v) : harceler

a bully (n) : une brute, un(e) harceleur(se)

popular / unpopular (adj) : populaire / impopulaire

to hurt, hurt, hurt (v. irrégulier) : blesser, faire mal (physiquement ou émotionnellement)

a jock (n) : un athlète (terme péjoratif américain, sous entend sportif mais sans cervelle. Attention, en argot britannique, il désigne un écossais !!)

a loner (n) : un solitaire

a geek (n) : un geek (une personne passionnée par un ou plusieurs domaines précis, plus souvent utilisé pour les domaines liés aux « cultures de l'imaginaire » :

certains genres du cinéma, la bande dessinée, les jeux vidéo, les jeux de rôles, etc. ou encore aux sciences, à la technologie et l'informatique.

a cheerleader (n) : une pom pom girl (attention, ce terme américain peut désigner aussi bien une fille qu'un garçon.)

to matter (v) : avoir de l'importance

I wish to (+ verbe) : je souhaite (+ verbe)

to want (+ nom ou **to** + verbe) (v) : vouloir (qqch ou faire qqch)

to set, set, set (v. irrégulière) : poser

to be set in (+ lieu) / **during**

(+ époque) : se passer (dans un endroit ou à une époque)

to belong (in a place, with a group) : être à sa place quelque part, être intégré dans un groupe (idée d'appartenance) / (to someone) appartenir à quelqu'un

ex : *I don't **belong** here* : Je n'ai pas ma place ici.

ex : *This book doesn't **belong to** me* : Ce livre ne m'appartient pas.



upsetting (adj) : contrariant / bouleversant

fair / unfair (adj) : juste / injuste

I feel like (+ *proposition*) : j'ai l'impression que...

ex : *I feel like he doesn't care* : j'ai l'impression qu'il s'en fiche

nowadays : de nos jours, ces temps-ci

to fit in (v) : s'intégrer

to stand out (v) : se démarquer, ressortir

to stand, stood, stood (v. irrégulier) : être debout

to trust (someone) (v) : faire confiance à (quelqu'un)

Attention, en anglais, pas besoin de préposition pour introduire le complément !!!

to promise (that + proposition) ou (**to** + verbe) (v) : promettre (que + proposition) ou (de + verbe)

ex : *I **promise** you **that** I'll be careful* : Je te promets que je ferai attention.

ex : *I **promise** you **to** call* : Je te promets d'appeler.

Attention à la place du complément (you) en anglais

to vow / to swear, swore, sworn :

jurer, faire serment de (ils s'utilisent tous les deux avec **to** et **that** de la même manière que « **to promise** » avec tout de même un sens un peu plus fort)

