



# Another World...



## Final Task :

À la manière d'un exposé, présentez par deux (ou trois) à l'oral un pays anglophone

**compétence** : expression orale en continu

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



### Seed

- les grands nombres
- le Past Simple
- l'absence, ou non, d'articles devant les noms de pays
- du vocabulaire en lien avec les pays



### Stem

#### Seed +

- "ago" avec le Past Simple pour dire "il y a"
- les adjectifs composés NOM + GÉRONDIF
- du vocabulaire en plus en lien avec les pays



### Leaf

#### Seed + Stem +

- la voix passive
- les expressions avec "get"



- THE LORD OF THE RINGS : THE FELLOWSHIP OF THE RING (2001)  
by Peter Jackson
- THE HOBBIT : AN UNEXPECTED JOURNEY (2012)  
by Peter Jackson



## Document 1 : WATCH & SPEAK



- Extract n° 1 : The Fellowship of the Ring

When does this story take place ?

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Where does this story take place ?

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Who is the narrator ?

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What is the narrator ?

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The Hobbits :

What are they not ? (2 things)

----- and -----

Name 3 things that they like :

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Name 3 important things that they really love :

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What sort of life do they want to live ?

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In your exercise book, write a text to describe the Hobbits (appearance and personality).

- Extract n° 2 : An Unexpected Journey

Where does this story take place ? (1 direction and 2 names)



\_\_\_\_\_ and \_\_\_\_\_

Name two adjectives that describe the city :

\_\_\_\_\_ and \_\_\_\_\_

What people is described ?

\_\_\_\_\_

Erebor is a \_\_\_\_\_ built in \_\_\_\_\_

What makes the city's wealth ?

\_\_\_\_\_ and \_\_\_\_\_

What is the Dwarves' main skill ?

\_\_\_\_\_

What treasure did they find in the depth of their mines ?

\_\_\_\_\_

What caused the dispute between Dwarves and Elves ?

- according to the Dwarves :

\_\_\_\_\_

- according to the Elves :

\_\_\_\_\_



Dans cet extrait, tu as entendu "**peoples**"... Pourquoi ce mot est-il ici au pluriel ?

\_\_\_\_\_



## Did you know... ?

**John Ronald Reuel Tolkien** (3rd January 1892 – 2nd September 1973) was an English **writer**, poet, **philologist**, and academic, who is best known as the author of **The Hobbit**, **The Lord of the Rings** trilogy and **The Silmarillion**.

This has caused Tolkien to be popularly identified as **the "father" of modern fantasy literature**. He invented **the languages and full history** for the peoples in his books.

A **film** about his life was released on June 19th 2019.







Do you know other fantasy worlds, in books, films or TV shows ? Make a list...



- Books

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- Films

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- TV shows

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Now, in your exercise book, WRITE about one of them...



## Document 2 : READ & UNDERSTAND



### GEOGRAPHY

India is part of the continent of Asia.

Most of India forms a **peninsula**, which means it is surrounded by water on three sides.

The world's highest mountain range, the **Himalaya**, rises in the north. The southeast is bordered by the Bay of Bengal, and the southwest is bordered by the Arabian Sea.

### FAST FACTS

**OFFICIAL NAME:** Republic of India, Bharat

**FORM OF GOVERNMENT:** Federal republic

**CAPITAL:** New Delhi

**POPULATION:** 1,296,834,042

**OFFICIAL LANGUAGES:** Hindi, English, 21 others

**CURRENCY:** Rupee

**AREA:** 1,269,345 square miles (3,287,590 square kilometers)

**MAJOR MOUNTAIN RANGE:** Himalaya

**MAJOR RIVERS:** Ganges, Yamuna, Indus, Brahmaputra





India's terrain varies widely, from the **Thar Desert** in the west to **jungles** in the northeast.

A fertile area called the **Ganges Plain** covers much of northern India. This formation was created from soil that was deposited by rivers running from the Himalaya. In some places, this layer of silt is over 25,000 feet (7,620 meters) deep.

## PEOPLE & CULTURE

Society throughout India is divided into **social ranks**, called **castes**. Caste is determined by **birth** and there is almost no way to change it. High castes include priests, landowners, and soldiers. So-called Untouchables have no caste and do the most menial jobs.

India is a **very spiritual country**. It has no official religion, but more than 80 percent of Indians are **Hindu**. About 13 percent are **Muslim**. Other religions include **Buddhism**, **Sikhism**, and **Jainism**, which all began in India.



## NATURE

For thousands of years, since the Hindu religion first evolved, **respect for animal life** has been an important part of Indians' beliefs. **Cows** in particular are **sacred** and cannot be harmed. They are even allowed to wander through city streets, which often causes traffic jams !

India's **varied climate zones** support about 65,000 animal species, including elephants, pythons, river dolphins, and rhinos, and 12,000 types of flowering plants. It is the only country in the world with both lions and tigers. It's also a bird watcher's paradise.

On the coast of the Bay of Bengal is the Sundarbans, **the world's largest mangrove forest**. Here, tigers swim in the same rivers as dolphins, sea turtles, sharks, and saltwater crocodiles. This unique landscape is constantly under threat as sea levels rise and humans hunt illegally and clear trees for firewood.

The Himalaya mountains provide a home for **some of India's rarest animals and plants**. The most elusive animal is the snow leopard. Bears and black buck live lower down, and in the northeast, the tiger and one-horned rhinoceros can be found.

## GOVERNMENT & ECONOMY



India's **parliamentary government** was inherited from **the British**. After independence in 1947, one party, the Congress Party, and one family, the Nehru family, dominated politics in India for decades. Now, however, many parties compete for elected positions.

India's **economy is growing so fast** that experts predict it will soon become one of the world's leading markets. Indians are hard workers. And though **many are poorly educated**, there are many others who are **highly trained college graduates**.



*the Indian flag*

## HISTORY

India's **earliest known civilization** arose about 5,000 years ago on the Indus River in what is now Pakistan. Archaeologists uncovered the remains of two huge cities with brick houses, piped water, and sewer systems. Nobody knows why, but these cities, called Harappa and Mohenjo Daro, were abandoned in 1700 B.C. **The Aryan people** were farmers from Central Asia who arrived in India around 1500 B.C. They spoke Sanskrit, one of the world's oldest known languages. The Vedic Scriptures, writings that form **the basis of the Hindu religion**, were written **during the Aryan reign**.

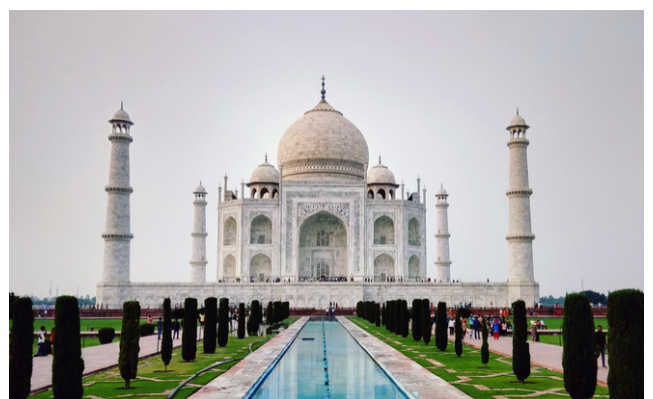
In the 200-year reign of the Gupta Empire, starting in the fourth century A.D., arts, crafts, and sciences flourished. During this time, the Indian astronomer Aryabhatta determined that the Earth revolved around the sun. This was long before the Western world accepted the theory.

Beginning in the 16th century, following **a series of invasions by Muslim forces**, a Mongol leader named Babur founded the Mongol Empire. The Mongols oversaw a golden age of art, literature, and architecture in India between 1527 and 1707. They built roads, mosques, gardens, and enormous tombs, including **the grand Taj Mahal**.

In the late 1400s, Europeans arrived in India and began setting up trading companies. In 1757, **Britain gained control over most of the country**. Uprisings against British rule began in 1856. In 1920, the famous **Mahatma Gandhi** began nonviolent protests to push the British out. In 1947, India had **independence**.



*Rupee banknotes*



*the Taj Mahal*





In your exercise book, make a list of all the numbers present in the text (including dates) and write them using **LETTERS**.



What do you notice about the use of commas (,) in big numbers ?

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Why is English an official language in India ?

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Who is the man on the rupee banknotes ?

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How are people divided in Indian society ? (find two criteria)

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### FINAL TASK :

Prepare a full presentation about an English-speaking country (except India, of course).

Use this document's presentation as an indication and provide a "Fast Facts" part as well as information about geography, culture, nature and history.

Form groups of 2 or 3, choose a country and find information (check your evaluation sheet)





## Expressions for conversation : GET



- **to get away with it**  
"s'en tirer"

Pour indiquer qu'il n'y a eu aucune conséquence aux actions de quelqu'un.

ex : He cheated and **got away with it**.

Il a triché et s'en est sorti.

- **to get over something/someone**  
"surmonter", "se remettre de" "passer à autre chose"

Pour parler d'événements difficiles (rupture, deuil...) et indiquer le processus qui nous permet de mettre ses événements derrière nous.

ex : He left her and **she never got over it**.

Il l'a quittée et elle ne s'en est jamais remise.

Oh come on, **get over it** already !

Bon, c'est bon maintenant, passe à autre chose !

- **to get along (with)**  
"(bien) s'entendre avec"

ex : **We don't get along**, we can't stand each other.

On ne s'entend pas bien, on ne peut pas se supporter.

**I get along well with** my brother.

Je m'entends bien avec mon frère.

- **to get cold feet**  
"se dégonfler"

Pour indiquer qu'une personne a des doutes, change d'avis (souvent au dernier moment) par rapport à une décision prise précédemment.

ex : They were about to get married but **she got cold feet**.

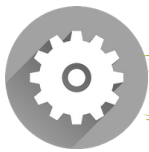
Ils étaient sur le point de se marier mais elle a pris peur.

- **"Get off my back !"**  
"Fiche moi la paix !" "Laisse moi tranquille !"

- **to get out of hand**  
"dégénérer" / "devenir incontrôlable"

ex : They were arguing at first but then **it got out of hand** and now they're full on fighting.

Au début ils se disputaient mais ça a dégénéré et maintenant ils sont en train de se battre.



## Remember Le Past Simple

*Pour parler des choses qui sont déjà passées, terminées...*

+

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

Si le verbe est **régulier**, il suffit de lui ajouter **la terminaison -ed**.

ex : *She **lived** in London.*

Cette terminaison se **prononce** :

**[d]** comme dans

*played, enjoyed, lived...*

**ou [t]** comme dans

*worked, liked, looked, watched*

**ou encore [id]** comme dans...

*started, hated, faded...*

**Si le verbe est irrégulier**, il s'agit de la **deuxième forme** apprise par cœur :

*to go, **went**, gone*

*to be, **was/were**, been*

ex : *They **went** to the swimming pool last Friday.*

- et ?

Dans les **phrases interrogatives** et **négatives**, le verbe fait venir **un auxiliaire**. Au **Past Simple**, cet auxiliaire c'est **DID**.

Ainsi, c'est lui qui porte la négation **"not"** dans les **phrases négatives**.

ex : *I **didn't** know you had pets.*

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

ex : *Where **did** you go ?*

On remarque que, **quand DID est là**, le verbe en profite pour **se débarrasser de la marque du passé** et redevenir **une simple base verbale** (infinitif sans "to")

ex : ***Did** she **live** in London ? (et pas **lived**)*

*They **didn't go** to the swimming pool last Friday. (et pas **went**)*

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

ex : ***Were** you asleep ?*

*She **wasn't** very nice.*



**1 - Passe le texte suivant au Past Simple. Réécris le dans ton cahier d'exercices.**

I wake up in the morning and I realize that I'm late for school. I don't have enough time to take a shower so I just take my bag and a packet of biscuits and I run to take the bus. Unfortunately, the bus isn't there. I have to walk and I'm scared to be punished by my teacher. When I arrive at school, I see that all my friends are laughing and talking and I realize that the teacher is also late.



## 2 - Même chose.

My cousins and I are playing outside. We decide to explore the woods. The trees are big and their leaves are orange and gold. There are many mushrooms and squirrels. We keep on walking and we discover a wood cabin. Nobody lives in it so we decide that it's ours. It becomes our secret. We come there to play every weekend after that day. We pretend that we are explorers and wizards.



## 3 - Les articles devant les noms de pays. Choisis entre "the" ou "x" pour indiquer qu'il ne faut rien mettre.

- |                                                |                                                   |
|------------------------------------------------|---------------------------------------------------|
| 1) My cousin lives in [.....] United-States.   | 6) In [.....] Belgium, they speak French.         |
| 2) Last year, I visited [.....] Greece.        | 7) I've never been to [.....] Philippines.        |
| 3) John is from [.....] Netherlands.           | 8) I'd love to visit [.....] Republic of Ireland. |
| 4) I love sailing in [.....] Bahamas.          | 9) I know someone from [.....] Switzerland.       |
| 5) I hear [.....] Austria is a lovely country. |                                                   |

**Conclusion** : On met **"the"** devant les noms de pays quand...

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_



## 4 - Dans ton cahier d'exercices, utilise le Past Simple avec "ago" pour traduire un "il y a" temporel.

ex : I started football **two years ago**.

- 1) J'ai déménagé à New York il y a quatre ans.
- 2) Nous nous sommes rencontrés il y a deux semaines.
- 3) Cette plante poussait sur la terre il y a plusieurs milliers d'années.
- 4) Je l'ai vu il y a cinq minutes.
- 5) Je l'ai appelé il y a trois jours mais il n'a pas répondu.
- 6) Cette espèce a disparu il y a plus d'un siècle.



## 5 - On peut former des adjectifs de la manière suivante : NOM + (tiret) + V-ING (aussi appelé gérondif)

ex : Drawing is a **time-consuming** activity (verb : to consume / noun : time)

Le dessin est une activité chronophage. (litt : qui consomme du temps)

- 1) She saw the mouse and let out a [.....] scream. ( verb : to curdle / noun : blood)
- 2) I cried at the end. It is such a [.....] story. (verb : to wrench / noun : heart)
- 3) He takes really good care of my dog, a real [.....] person. (verb : to love / noun : animal)
- 4) She's very smart. I trust her[.....] skills completely. (verb : to solve / noun : problem)





## Remember

### La Voix Passive

Pour mettre en valeur **celui qui "subit" l'action** plutôt que celui qui la fait (ce dernier n'est d'ailleurs pas forcément connu).

La voix passive est composée de l'auxiliaire **BE** et d'un verbe au **PARTICIPE PASSÉ** (-ed pour les **verbes réguliers** comme "liked", "played"... et **dernière forme** pour les **verbes irréguliers** comme "to go, went, gone").

Lorsque **celui qui fait l'action** est mentionné, il est généralement introduit par **"by"** (il devient alors complément d'agent)

La voix passive **se combine à tous les temps**. C'est l'**auxiliaire BE** de la voix passive qui **se conjugue** alors.

**ex : (au Present Simple)**

*Paper **is made** from wood.*

(BE est conjugué suivant les règles du Present Simple et le verbe MAKE est au PARTICIPE PASSÉ)

*The forests **aren't destroyed by** pollution alone.*

**(au Past Simple)**

*The criminal **was arrested** yesterday.*

(BE porte la marque du Past Simple et devient WAS ou WERE et le verbe ARREST est au PARTICIPE PASSÉ)

***Were you hurt** in the accident ?*

**(au Present Perfect)**

*I **have never been humiliated** like this before !*

(BE est conjugué suivant les règles du Present Perfect et devient HAVE BEEN et le verbe HUMILIATE est au PARTICIPE PASSÉ)



**6 - Rajoute les formes verbales en utilisant la voix passive (fait attention de bien reconnaître le temps à utiliser).**

- 1) Candy [.....] with a lot of sugar. (verb : make)
- 2) The lion was hunting when he [.....] in a poacher's trap. (verb : catch, caught, caught)
- 3) The small house was at the top of a hill and it [.....] blue. (verb : paint)
- 4) I [.....] to excel in my studies. My parents are very strict. (verb : expect)
- 5) She [.....] to too many times. Now she no longer trusts easily. (verb : lie)
- 6) This house [.....] in the 18th century. (verb : build, built, built)
- 7) Such clothes [.....] on great occasions only. They are very ornate and expensive (verb : wear, wore, worn)
- 8) On amazon, all purchase can [.....] within a month. (verb : return)



# Joint Art Project



## Document 4 : WATCH & TALK Special effects in cinema...

Nowadays, special effects are mainly CGI (Computer Generated Imagery). But there was a time... a long, long time ago when you had to build the things you showed on screen...



**The Dark Crystal** is a puppet-animated dark fantasy film from 1982. It was directed by **Jim Henson** and Frank Oz.

**Jim Henson** (September 24, 1936 – May 16, 1990) was an American puppeteer, animator and cartoonist. He created **the Muppet Show** and founded in 1979 one of the most respected special effects company : **Jim Henson's Creature Shop**, an animatronics and visual effects studio which has created characters and effects for both Henson productions and outside projects.

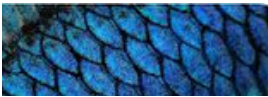
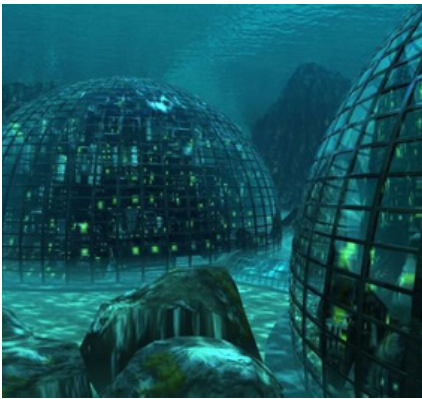
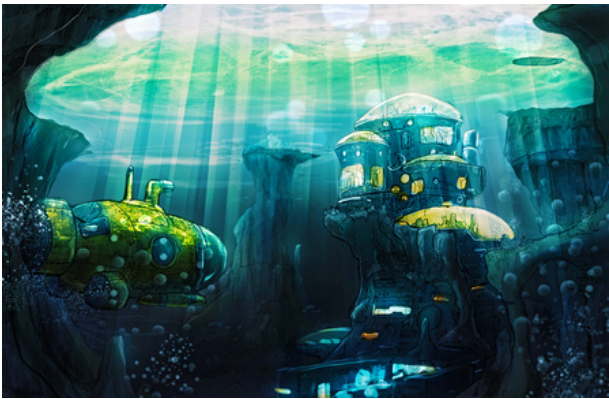
Watch the film and pay special attention to the creatures and the settings.  
Let's discuss them afterwards...

### Did you know... ?

- In August 2019, **Netflix** released a prequel to *The Dark Crystal*. This **10-episode project**, called **The Dark Crystal : Age of Resistance** was given to a French director : Louis Leterrier.
- From 2011 to 2018, the American cable network channel **Syfy** broadcast a reality show called **FaceOff**. It consisted of a **progressive elimination competition** between make-up artists. Each week, the artists face a "Spotlight Challenge" that **tests their artistry and techniques**. They have **3 days** to create a **full makeup character** to match a theme



Mood Board 1 : underwater

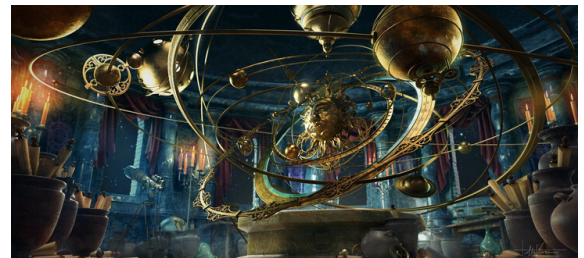


Mood Board 2 : underground

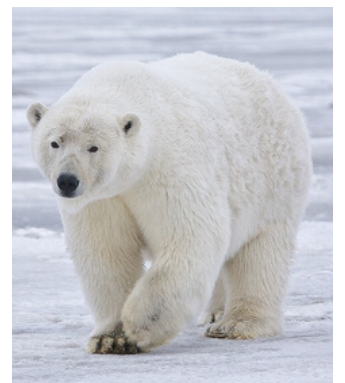




## Mood Board 3 : steam

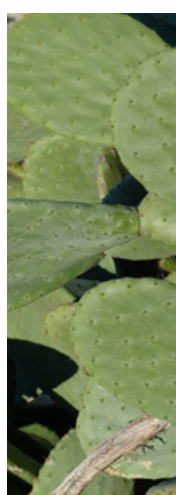
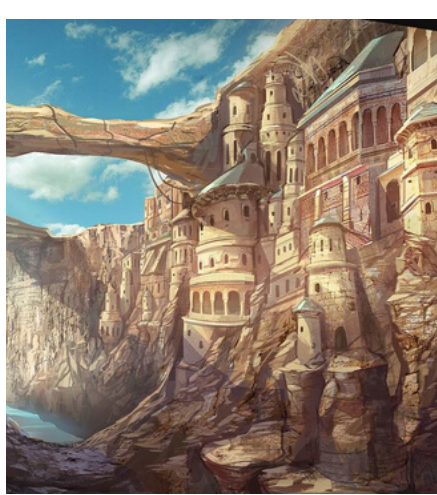


## Mood Board 4 : ice

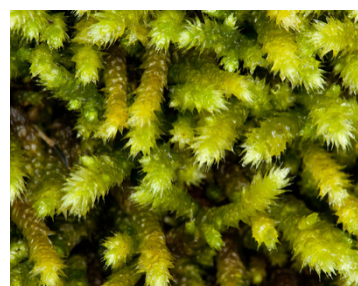




## Mood Board 5 : desert



## Mood Board 6 : forest







name :

## final task &



**expression orale en continu** : À la manière d'un exposé, présentez par deux (ou trois) à l'oral un pays anglophone

### checklist :

- parole bien répartie (en fonction des compétences de chacun) ☐
- informations complètes (version écourtée du document sur l'Inde) ☐
- qualité de la grammaire ☐
- aisance de l'expression (fluidité...) ☐
- prononciation ☐
- richesse des phrases ☐



[...] **A1** : Je présente et je décris les "FAST FACTS" ainsi que quelques éléments simples de géographie.

[...] **A2** : Je raconte et j'explique la culture, la nature et l'histoire.

insuffisant

fragile

suffisant

très bon

[ ] [ ] [ ] [ ]



## side task A



**expression écrite** : À la manière des deux scènes d'exposition des oeuvres de Tolkien, écris les premiers paragraphes de ton livre fantastique. Présente le monde et le peuple imaginaire que tu auras créés.

### checklist :

- utilisation du Past Simple ☐
- description du monde ☐
- description du peuple du héros (physique et caractère) ☐
- qualité de la grammaire ☐
- richesse de l'expression ☐

[...] **B1** : J'écris une histoire

name :



insuffisant

fragile

suffisant

très bon

[ ] [ ] [ ] [ ]





A collection of hand-drawn sketches of various dinosaur heads and a compass rose. The sketches include a long-necked dinosaur, a Triceratops, a T-Rex, and a Stegosaurus. A compass rose is also present at the bottom.

**verbalisation :**



- Je gère correctement le travail en groupe (répartition des tâches, partage des idées...)*

[ ] [ ] [ ] [ ]

[ ] [ ] [ ] [ ]

[ ] [ ] [ ] [ ]



# vocabulary



**abroad** (adv) : à l'étranger

**foreign** (adj) : étranger(e) (ex : a foreign country)

**a foreigner** (n) : un étranger (d'un autre pays)

**Great Britain** (nom propre) : la Grande Bretagne

**British** (adj) : britannique

**the United Kingdom** (n. pr.) : le Royaume Uni

**England** (n. pr.) : l'Angleterre

**English** (adj ou n) : anglais(e) ou la langue anglaise

**Scotland** (n. pr.) : l'Écosse

**Scottish** (adj ou n) : écossais(e) ou la langue (Scottish Gaelic)

**Wales** (n. pr.) : le Pays de Galles

**Welsh** (adj ou n) : gallois(e) ou la langue galloise

**Ireland** (n. pr.) : l'Irlande

**Northern Ireland** (n. pr.) : l'Irlande du Nord

**Irish** (adj ou n) : irlandais(e) ou langue irlandaise

**Canada** (n pr) : le Canada

**Canadian** (adj ou n) : canadien(ne) ou un habitant du Canada

**Australia** (n pr) : l'Australie

**Australian** (adj ou n) : australien(ne) ou un habitant de l'Australie

**the United States (of America) or US(A)** (n. pr.) : les États-Unis (d'Amérique)

**American** (adj ou n) : américain(e) ou un habitant des États-Unis

**New Zealand** (n. pr. et adj) : la Nouvelle Zélande ou néo-zélandais(e)

**India** (n) : l'Inde

**Indian** (adj ou n) : indien(ne) ou un habitant de l'Inde

**a currency** (n) : une monnaie

**a hundred** (nombre) : cent

**a thousand** (nombre) : mille

**a million** (nombre) : million

*attention : ces nombres sont invariables sauf quand ils sont utilisés dans des phrases du type "des centaines de...", "plusieurs milliers de..."*



**a stranger** (n) : un inconnu, un étranger

**Aussie** (adj ou n) : australien(ne) ou un habitant de l'Australie (argot)

**a kiwi** (n) : un habitant de la Nouvelle Zélande (argot, en référence à l'oiseau du même nom, symbole du pays)

**major** (adj) : important(e), majeur(e)

**native** (adj ou n) : natif(ve) ou un natif (originaire du pays dont on parle)

**an inhabitant** (n) : un habitant

**a language** (n) : une langue, un langage (attention au "u" en anglais)

**a border** (n) : une frontière

**a people** (plur : **peoples**) : un peuple

**ago** (adv) : il y a (temporel)



**to get, got, got** (v. irr.) : obtenir / devenir, action de passer d'un état à un autre

**to notice** (v) : remarquer

**southern** (adj) : du sud, méridional

**northern** (adj) : du nord, septentrional

**eastern** (adj) : de l'est, oriental

**western** (adj) : de l'ouest, occidental

**to grow, grew, grown** (v. irr.) :

grandir (êtres vivants, choses abstraites...), pousser (plantes) / cultiver

**wealth** (n) : la richesse

**wealthy** (adj) : riche

**spiritual** (adj) : spirituel(le)

**a dwarf** (plur : **dwarves**) : un nain

**an elf** (plur : **elves**) : un elfe

**depth** (n) : profondeur / ampleur, intensité (famille de l'adjectif **deep**) (ex : *the **depth** of his feelings*)