

Séquence 9 : Part 2 ,Workshop 2: Talented people p34-41

Lesson 1 : Speak about your talents (Textbook p34)

Lesson 2 : Meet Olympic champions (Textbook p36)

Lesson 3 : Take part in a talent show (Textbook p37)

Objectifs : Communication → Comprendre qqn qui parle de ses talents
→ Parler de ses compétences sportives et artistiques
→ Comprendre une émission sur des sportifs
→ Poser des questions sur un champion
→ Comprendre la présentation des candidats d'un talent show
→ Parler des qualités de qqn

Grammar → Can / can't
→ Questions et réponses avec be et can
→ How well can you ? Adverbes de degree (a little, very well...)

Vocabulary → Les sports
→ Les arts du cirque / les arts
→ Les nationalités (rebrassage)

Phonetics → les sons de l'anglais
→ L'intonation des questions (rebrassage)
→ Prononciation de can et can't

Culturel → Emission de télé britannique / Découvrir des sports britanniques

Part 2 ,Workshop 2: Talented people

Ouverture : Textbook p 34

Describe the picture ?

What is it? *Prod orale*

A TV programme. Name? Britain's got talent (ITV since 2007)

French equivalent : la France a un incroyable talent (autres : the voice, la nouvelle star ...)

Rhythm and Rhymes : Can an elephant jump ?

CD 1 piste 33 (script p 140 livre mais pas à donner aux élèves) *Comp orale + Pro orale*

1er écoute → Listen to the song (sans WB)

3 premiers couplets (animals / actions, diviser le tableau en deux)



Draw an octopus on the board

2ème écoute → Take your WB p44 and complete the lyrics (use the words given)

→ Read the last stanza p 45 and guess what the missing words are. *Prod écrite*
Ecrire les différentes propositions au tableau: What can a koala do? What can't it do?

Vérifier les hypotheses

Lesson 1 : Speak about your talents (Textbook p 35)

Activity 1: Watch the video and speak about Jessica and Lauren's talents

Video "Best friends"

- Names ? Situation ? (stop at the beginning 00'30: Jessica and Lauren in a kitchen. Jessica is Lauren's little sister. She's 12 and Lauren is 13 Theme of the conversation

- 1^{er} partie de la video → Jusqu'à « I'll open the door. » *Comp orale*

WB p 45 activity 1a

What about Lauren's mood ? How is she today?

She's bored (prononciation de « door », barré le e en vert "e" muet

What about Jessica? Is she bored too ?

No, she isn't bored. She's tired.

WB p 45 activity 1b

Link Jessica to her talents

Avant exercice du WB, expliciter actions et images

Complete your WB

- What can Jessica do? *Prod orale*

How well can she run?

Can she run fast. No she can't . She can run a little.

What about Lauren's talents?

She can't draw at all but she can sing very well and she can play the guitar

Is Lauren artistic? Is she sporty?

WB p 46 activity 1c

Right / Wrong explain your choices

1 is wrong because Jessica can't run fast

2 is right because Jessica can draw, she can paint and she can very well. She's the artist in the family

Fin de la video

Who is with them? Alex.

Is Jessica tired at the end?

No she isn't tired, she's surprised and happy because Paul is at the swimming pool and she likes Paul.

Recap about the characters *Prod orale*

Recap WB 3 p 46 (en classe ou maison en homework)

Trace écrite

Lauren and Jessica are at home.

Lauren is bored [ɔ:] but Jessica is tired [^ai]. (phonétique de can peut déjà être note) They are talking about their talents.

Jessica isn't very sporty. She can run a little (+) but she can't run very fast. She's the **artist** in the family: she can draw, she can paint and she can act very well (+++).

Lauren can't draw at all (-) but she can sing very well (+++). So, she's **artistic** and **sporty**!

Pour exprimer des capacités (ce que l'on sait faire), on utilise CAN + bv
Lorsque qu'on ne sait pas faire qqch , on utilise CAN + NOT = can't

Homework : WB ex 4 p 36 (reconstituer le dialogue entre Jessica et Lauren. Vidéo disponible sur le site.

Phonétique: WB p47 Sounds bored [ɔ:] Go [əu] go
CD 1 piste 34 à 37

Grammar WB p48,49 : Can et can't
Fiche: vocabulary Hobbies 1

Homework : Ex 1 et 2 livre p 38 + 16,17 p128

- Prepare your project : Are you artistic or sporty ? (Textbook p 35)
a- Do the test and count your points WB p 49-50
b- Speak about your personality *Prod orale*

- Parle de tes talents
Evalue ton niveau (how well can you ... ?)
Interroge tes camarades
(adverbes de degré very well, a little , not at all ...)

Find out about your friend. Can you? / How well can you...?

Pair work: how well can you? I can +adv de degré. *Prod orale*
Ex: Fiche à compléter, à coller dans leçon

Play tennis	J	very well	James can play tennis very well.
Ride a bike	A	well	James can ride a bike well.
Play the clarinet	M	Quite well	He can play the clarinet quite well.
Swim	E	A little	He can swim a little.
Ride a horse	S	Not at all	He can't ride a horse at all.

- Donner 4 idées + adverbes de degré + phrases.
Restitution à la classe, conclusion.

Recap *Prod orale*
Trace écrite de la prod élève

En anglais, l'adverbe de degré se place en fin de phrase après le verbe, tandis qu'en français il se place avant.

Lauren can sing **very well**. (Lauren sait très bien chanter)
Adv de degré Adv de degré

Homework : WB p50-51 Do you remember?

Lesson 2 : Meet Olympic champions ! (Textbook p 36)

Activity 1: Look at the document and say what you can. *Prod orale*

It's a poster. I think it's in London because there is Big Ben. It's about Olympic sports. They are champions. I think it's the Olympic games in 2012 (we can see the year)

2012 Summer Olympic games in London - 2016 Rio – 2020 Tokyo – 2024 Paris

Winter Olympics PyeongChang 2018 South Korea

Activity 2: Listen and speak about the champions. *Comp orale*

CD 1 piste 38

1er écoute Keywords

What is it? It's a programme about the Olympic games/ about Olympic champions

2ème écoute WB p 52

Listen and tick the correct answers

1 partie pour un perso

Reformulation et questionnement après chaque partie.

3ème écoute verification des infos après correction du tableau

Recap *Prod orale*

Trace écrite

Let's talk about Olympic champions (mélodie dans les questions/ be et can dans les questions)

Who is the first champion?

His name is Usain Bolt.

Is Usain Bolt American?

No, he **isn't**. He's Jamaican/ He's from Jamaica.

Can he run fast?

Yes, he **can**. He can run very fast because he's a sprinter. He's an Olympic champion.

What's the second champion's name?

His name is Cian [ki:^ən] O'Connor

Is he Irish?

Yes, he **is**. He's a horse rider.

Who is the third champion?

Is it a man or a woman?

It's a woman. Her name is Ellie Black.

What nationality is she? What's her nationality?

She's **Canadian**/ She's from **Canada**.

Is she supple?

Yes, she **is**. She's a gymnast.

Can she jump fences?

No she **can't**. But Cian O'Connor can.

Phonétique: WB p53 Sounds

Intonation des questions: montante ou descendante?

CD1 piste 39 à 41

Grammar WB p54,55 : questions avec be et can et leurs réponses courtes

Homework : Ex 3,4 et 5 livre p 38 + 19,20,21 p128,129

→ Prepare your project : Imagine your champion (Textbook p36)

Pair work: Imagine your champion and answer pupil B's questions. Swap roles *prod orale*
WB p55

Faire **fiche grammaire**

La modalité

CAN est un auxiliaire de modalité (un modal) qui exprime l'idée de possibilité (pouvoir) soit par la capacité (savoir), soit par la permission.

Utilisation (3 formes)

Homework : WB p56 Do you remember?

Lesson 3 : Take part in a talent show! (Textbook p 37)

Activity 1: Listen and say what you can about Oliver and Tara. *Comp orale*

CD 1 piste 42

1er écoute : Names? Tara and Oliver. They're candidates for the school talent show.

What about Tara?

She's supple. She can ride a unicycle and she can sing Rihanna's song. She's good at gymnastics but she can't dance! She can juggle with three balls.

She can do magic tricks. She's a magician.

What about Oliver?

Oliver is funny and artistic. He can act very well. He can be a clown because he's funny. He's creative because he can write poems/ recite poems.

Phonétique: WB p57 Sounds

Prononciation de can et can't

CD1 piste 43

Activity 2: Oliver and Tara are candidates in their school Talent Show. Choose the best candidate and explain your choice. *Prod orale*

Who's the best candidate?

I think it's Because he can / can't

I agree / I disagree

Trace écrite

(introduire be good at/ lexique du cirque)

Oliver and Tara are good candidates for the school Talent Show.

Oliver can be a clown because he's funny. He's also creative and he can write and recite poems.

Tara's good at gymnastics because she's supple. She can ride a unicycle and she can juggle with three balls but she can't dance.

She can do magic tricks too. I think she's the best!

Homework : WB p59 Do you remember? +Word games (voir livre p39)

Avant la tâche finale, voir l'extrait de Britain's Got Talent.

Information about the jury. They are 4 (four names, three people seated and the other in the audience ?)

The boy : Name? Age? City ? Milton Keynes (North west of London) Family?

Tâche finale

Your project: Prepare the school Talent Show (Textbook p37, WBp 58) *Interaction orale*

Looking for candidates (Textbook p 37)

Make a group of 4 (2 candidates / 2 juries)

(5 x 4 = 20 + 1 groupe de 3 (2 candidates + 1 jury)

Pupils A/B : You're the candidates in the Talent Show !

Present your talents to the jury.

Pupils C/D: Choose the talents and qualities you want for the Talent Show (1 seule fiche à mettre en commun pour que le jury soit d'accord).

Ask questions and choose the best.

WB p58

Remplir fiches, faire les interactions

Prévoir evaluation de la tâche finale (photocopier p 254 255 GP)

English test 3

Can / hobbies + grid hobbies

Prévoir listening test 3