

Manuel numérique *Diversity 1re*

Mode d'emploi

Diversity 1re – Extrait Manuel Numérique Enrichi

Sommaire Diaporama Ressources Mes Cours

Anglais BI/B2 **1^{re}**

Diversity

MP3 à télécharger

DVD offert
Tout l'audio élève
+ extraits vidéo

+ Manuel numérique à télécharger gratuitement

+ Livre du professeur à télécharger gratuitement

Nathan

Aller à la page : 111 ok

Table des matières

Démarrez votre manuel numérique	p. 3
1. Navigation dans le manuel	p. 4
1.1 Feuilletage du manuel	p. 4
1.2 Sommaire	p. 5
1.3 Diaporama	p. 6
2. Outils d’affichage et d’annotation	p. 7
2.1 Plein écran	p. 7
2.2 Zoom	p. 8
2.3 Comparateur de documents	p. 9
2.4 Cache	p. 10
2.5 Spot	p. 11
2.6 Trousse	p. 13
3. Ressources	p. 14
3.1 Affichage des ressources de la page	p. 14
3.2 Affichage des ressources depuis le menu « Ressources »	p. 15
4. Mes cours	p. 16
4.1 Créez et organisez vos cours	p. 16
4.2 Personnalisez vos cours	p. 17
Retirez votre clé USB	p. 19

Démarrez votre manuel numérique

Sur PC-Windows :

Votre clé USB est divisée en deux espaces distincts :

1 - La partie « Lecteur de CD Nathan » avec le logo Nathan contient une copie de la licence utilisateur, le système de restauration de l'application et le fichier « Lisez-moi », dans lequel vous trouverez les coordonnées du service Relations enseignants à contacter en cas de problème.

2 - La partie « Diversity 1^{re} » avec l'icone « Manuel numérique », dans laquelle se trouvent le manuel numérique et tous les fichiers utiles à son fonctionnement et à la sauvegarde de vos cours et annotations.
Double-cliquez sur l'icone de l'application pour l'ouvrir.

Sur MAC OS :

Après insertion de la clé USB dans l'ordinateur, deux éléments apparaissent sur votre bureau :

1 - La partie « Nathan » avec le logo Nathan contient une copie de la licence utilisateur, le système de restauration de l'application et le fichier « Lisez-moi », dans lequel vous trouverez les coordonnées du service Relations enseignants à contacter en cas de problème.

2 - La partie « Diversity 1^{re} » avec l'icone « Manuel numérique », dans laquelle se trouvent le manuel numérique et tous les fichiers utiles à son fonctionnement et à la sauvegarde de vos cours et annotations.
Double-cliquez sur l'icone de l'application pour l'ouvrir.

Retrouvez l'aide en ligne sur : www.nathan.fr/manuels-videoprojetables/aide

1. Navigation dans le manuel

1.1 Feuilletage du manuel



Il existe différentes façons de feuilleter les pages de votre manuel.

- Naviguez d'une page à l'autre simplement grâce aux fonctions « Page précédente », « Page suivante » présentes en bas de l'interface de votre manuel numérique.
- Utilisez le menu « Aller à » en saisissant directement le numéro de page à afficher.
- Naviguez dans l'historique des dix dernières pages vues grâce aux fonctions « Historique précédent », « Historique suivant ».

1.2 Sommaire



Retrouvez le sommaire interactif depuis n'importe quelle page de votre manuel en cliquant sur le bouton « Sommaire ».

Diversity Ire – Extrait Manuel Numérique Enrichi

Sommaire Diaporama Ressources Mes Cours

Sommaire

		Cultural contents	Language	Final Task	Notion recap
MYTHS AND HEROES	UNIT 1	Heroes needed! Why does America produce so many heroes? p. 14-27	<ul style="list-style-type: none"> Oral English: Rythme et accentuation dans les énoncés (22) Grammar: Le présent et le present perfect (23) 	<ul style="list-style-type: none"> How to: Draw a hero's portrait (26) Final Task: Take part in the nomination of the CNN hero of the year (26) 	<ul style="list-style-type: none"> Build up your speech: Present a subject (27)
	UNIT 2	On Her Majesty's Service Why is the secret agent regarded as a British hero? p. 28-41	<ul style="list-style-type: none"> Oral English: Maîtriser les formes du passé à l'oral (36) Grammar: Les temps du passé (37) 	<ul style="list-style-type: none"> How to: Write a scene of a spy novel (40) Final Task: Write a scene of a spy novel (40) 	<ul style="list-style-type: none"> Build up your speech: Argue (41)
	UNIT 3	Australian myths Why has the construction of Australia become a founding myth? p. 42-55	<ul style="list-style-type: none"> Oral English: Ned Kelly: a villain or a hero? (44) Grammar: The founding of a nation (46) 	<ul style="list-style-type: none"> How to: Write the entry of a journal (54) Final Task: Write a page of an early Australian's journal (54) 	<ul style="list-style-type: none"> Build up your speech: Illustrate (55)
	ADVANCED FILE	Aboriginal myths How do the Aborigines represent and pass on their myths? p. 56-59		<ul style="list-style-type: none"> Your task: Narrate a traditional aboriginal tale (59) 	
	BAC écrit	Compréhension de l'écrit et expression écrite (60)			
SPACES AND EXCHANGES	UNIT 4	Speakers' corners Is the UK a place of free speech? p. 64-77	<ul style="list-style-type: none"> Oral English: Les formes modales (72) Grammar: Les modaux: probabilité et hypothèse (73) 	<ul style="list-style-type: none"> How to: Debate (1) (76) Final Task: Debate on the creation of a Speakers' corner (76) 	<ul style="list-style-type: none"> Build up your speech: Talk about a document you have studied (77)
	UNIT 5	Canada's wild west What links people to nature in Western Canada? p. 78-91	<ul style="list-style-type: none"> Oral English: Exclamatives, comparatifs et superlatif (86) Grammar: Le groupe nominal: articles, gniitifs et relatifs (87) 	<ul style="list-style-type: none"> How to: Write a page on a blog (90) Final Task: Write a page about Western Canada on your travel blog (90) 	<ul style="list-style-type: none"> Build up your speech: Link ideas (91)
	UNIT 6	Voices from America How is hip-hop connecting people? p. 92-105	<ul style="list-style-type: none"> Oral English: Hip-hop: a widespread success (94) Grammar: L'accent de mot (1): adjectifs et adverbes dérivés (100) 	<ul style="list-style-type: none"> How to: Debate (2) (104) Final Task: Discuss the presence of hip-hop artists in a music festival (104) 	<ul style="list-style-type: none"> Build up your speech: Make your speech lively (105)
	ADVANCED FILE	Youth expressions How do young Americans express their common identity? p. 106-109	<ul style="list-style-type: none"> Grammar: The rhyming test (106) Your task: Write the lyrics of a song about being young in the US today (109) 		
	BAC oral	Compréhension de l'oral (110)			

6 7

Allez à la page : 111

Vous pouvez accéder directement au chapitre souhaité en cliquant dessus.

1.3 Diaporama



Cliquez sur le bouton « Diaporama » pour retrouver toutes les pages du manuel.

Vous pouvez directement accéder à la page souhaitée en cliquant dessus.

The screenshot shows a digital interface for a manual titled 'Diversity 1re - Extrait Manuel Numérique Enrichi'. The main area is a grid of 18 thumbnails, each representing a page from the manual. The thumbnails are numbered 6 through 108. The interface includes a top navigation bar with 'Sommaire', 'Diaporama', 'Ressources', and 'Mes Cours'. A red box highlights the 'Diaporama' button. At the bottom, there is a navigation bar with a search bar and page navigation controls.

2. Outils d'affichage et d'annotation

2.1 Plein écran

Diversity 1re – Extrait Manuel Numérique Enrichi

Sommaire Diaporama Ressources Mes Cours


Affichez votre manuel numérique en plein écran.

Listen up


Hip-hop: a widespread success

Step 1 Listen and speak

AUSTIN MIC EXCHANGE
WEIRD CITY
HIP-HOP FESTIVAL



Building a hip-hop festival



Step 2 Go further

Hip-hop for all

Starting from humble roots, hip-hop has grown from the creative outlet of underrepresented black teenagers living in the South Bronx in the late 1970s to a highly successful commercialized business that in 2000 grossed over \$1.8 billion in sales in the United States. Hip-hop is not only successful in the United States, but also, its influence has permeated the entire planet, becoming a global creative and economic force. Historically the genre has been considered representative of the voice of the black community, but some critics argue that the commercialization and globalization of hip-hop music dilutes its message so that the genre no longer truly represents the voice of the black community. [...] [The] early rap artists such as Grandmaster Flash and the Sugarhill Gang were signed to small independent labels and those not a fan of the genre assumed rap and hip-hop would be a passing fad. However, doubts of hip-hop's ability to become a viable commercial force were quelled in 1979 when the Sugarhill Gang's song "Rapper's Delight" sold millions of copies and rose to the top of the charts, establishing hip-hop as a true commercial force. The economic triumph of "Rapper's Delight" also gave evidence to the fact that demographics of hip-hop consumers were growing to encompass more than just urban blacks. Hoping to profit from the commercial success of hip-hop, the six major record labels (CBS, Polygram, Warner, BMG, Capitol-EMI, and MCA) started purchasing the independent labels.

Lucien J. FLORES, *Hip-hop is for everybody*, 2012

1. means of expression 2. earn 3. trend 4. calmer

Help yourself

Nouns

- = mic /maɪk/ = microphone
- = trend = fashion

Adjectives

- = attractive = appealing
- = talented = skilled
- = well-known = popular

Verbs & expressions

- = in collaboration with = in partnership with
- = sustain = maintain

Improve your Speaking skills

Pour s'exprimer clairement à l'oral, il est important de maîtriser la prononciation des adjectifs et adverbess dérivés.

ORAL ENGLISH

Help yourself

Nouns

- = authenticity = legitimacy
- = musical genre /ˈdʒænərə/
- = record label /rɪkɔːd/

Adjectives

- = mainstream = underground
- = profitable = money-making
- = short-lived = ephemeral /ɪˈmemərəl/
- = upcoming = imminent

Verbs & expressions

- = achieve
- = earn /zɜːn/ money
- = foster = encourage
- = make a profit
- = water down = dilute /dɪˈlʊt/ a message

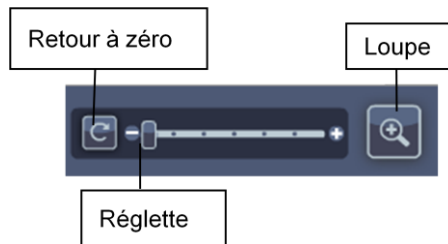
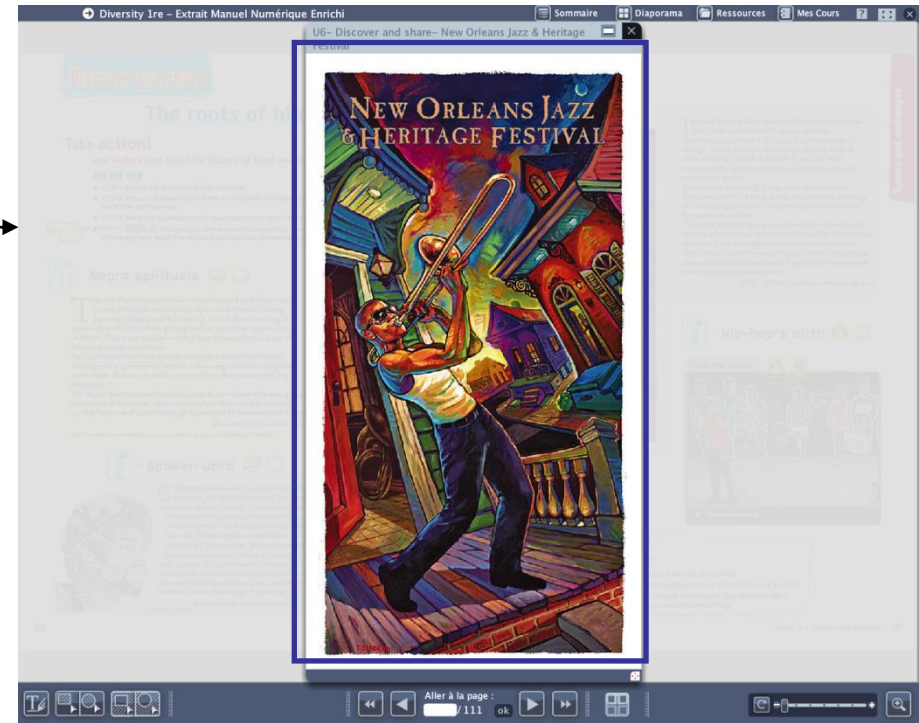
Notion Focus

Spaces and exchanges

1. What role does hip-hop play in the music industry today?
2. Explain what may be attractive in hip-hop.
3. Do you think hip-hop is an efficient way of expression? Why?

2.2 Zoom

Attirez l'attention de vos élèves sur un élément précis de la page ou d'un document en utilisant les différentes options de « zoom » : le double-clic, la molette de la souris, la règlette ou la loupe.



2.3 Comparateur de documents



Cliquez sur une première ressource, puis sur une seconde. Réorganisez-les ensuite grâce au comparateur.

Cliquez sur le comparateur pour passer d'un affichage horizontal à un affichage vertical.

2.4 Cache



Diversity Ire – Extrait Manuel Numérique Enrichi

Sommaire Diaporama Ressources Mes Cours

Read on

The message behind the lyrics

Text 1 "Don't Shoot"

Our Lord, grant us good in this world
And good in the life, to come keep us safe from the torment of the fire.
As we keep our hands up high and scream for justice
Ferguson, rest in peace Mike Brown and all the young soldiers out there
God help us

Time to take a stand¹ and save our future
Like we all got shot, we all got shot
Throwin' up our hands don't let them shoot us
Cause we all we got, we all we got
God ain't put us on the Earth to get murdered, it's murder
God ain't put us on the Earth to get murdered, it's murder
Don't point your weapons at me

Seen the pictures, feel the pain, scandalous how they murder son
Tired of them killing us, I'm on my way to Ferguson
Talked to TIP², I talked to Diddy³, them my brothers walking with me
Mothers crying every the riots, we ain't got to challenge the city
I seen Cole⁴ out there, thought I should go out there
They left that boy for hours in the cold out there
They killin' teens, they killin' dreams (it's murder) [...]

Yeah, I seen a lot of ice water tossed, and I know it's for a cause
My only question is, what we doing for the loss
Of Mike Brown? Cause right now, I challenge you to use your talents to
Speak up, and don't you ever let them silence you
Cause action speaks louder than words, that's what I heard
Shot down with his hands up, that's what occurred
Man that sound absurd
Matter fact to me that sound like murder
We want justice [...]

Martin Luther King had a dream!
But they ain't respecting jesse⁵ up out here
And they do really respect Obama out here
Lights out, go dark it's like a nightmare. [...]
They ain't playing fair
It's going down, Amegoddon! right here
Right now, not on TV, but right here
Put your flags in the air if you don't really care
(Wave it)
We need justice, yeah, we need justice here

THE GAME "Don't Shoot"
(collaborative song by different rappers), 2014
1. prendre position 2. rappers 3. émeutes 4. mettre de la couleur 5. Jesse Jackson an American civil rights activist who worked with Martin Luther King Jr. 6. the end of the world

Text 2 Spreading the message

Amidst the constant stream of surreal and heart-wrenching photos coming out of Ferguson, Mo., this week, a simple hand gesture has emerged as one of the most powerful symbols of the entire conflict: "Hands up, don't shoot." Traditionally seen as an act of surrendering to the authorities, thousands of protesters have subverted¹ the gesture of putting two hands in the air to challenge police in the wake of 18-year-old Michael Brown's shooting. Eye witnesses say that Brown – who was shot to death by a police officer in the small, predominantly black St. Louis suburb on Saturday – had been holding both of his hands in a similar manner when he was killed. When riots sparked by the shooting broke out earlier this week, many peaceful protesters adopted the gesture as a non-violent counterpart to the looting and vandalism that have been occurring since Sunday. [...]

As images of protesters holding their hands up in defiance continue to spread, many around the web are adopting the symbol as a show of solidarity. On Wednesday evening, hundreds of students from the historically black Howard University in Washington, D.C., gathered together to take a powerful photo in which every student has his or her hands raised [...]. The original photo, published Wednesday evening, has since been retweeted nearly 9,000 times with more than 5,400 favourites. Copies of the photo are currently spreading all over the web, inspiring others to take similar photos with their friends and classmates.

www.cbc.ca/newsblogs, August 14, 2014
1. paigranter 2. défonner 3. thefts

Text 3

1. Read the title and the lyrics of the song. Who is the message "don't shoot" addressed to? Find similar messages in the song. (→ 1, 2, 3, 36)

2. Who does the pronoun "we" refer to?

3. What are the rappers denouncing?

4. How is the population responding to this issue? Find elements that show it in the song.

5. What do the rappers suggest people should do instead?

Text 4

1. Look at the picture and imagine why the people are holding their hands up.

2. Read the article and check your hypotheses. Where does the hand gesture originate from?

3. Explain the aim of this hand gesture for the demonstrators.

4. Analyse the impact of sharing and copying the original photo.

Text 5

1. Compare the means used to convey the message in both documents.

2. Do you think these two means have an equal impact on the situation? Why?

3. How can these two ways of expression help the purpose of protesters?

Preparation **BOLEPLAT** invent the chorus of a rap song to address one current issue in the US. (→ 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

Notion Focus

Spaces and exchanges

- Pick out the different means of expression used to convey a message.
- Explain how Hip-hop artists can be compared to demonstrators.
- Discuss: "Rap is CNN for black people."

UNIT 6 • Voices from America 99

98

99

Allez à la page : / 111 ok

Délimitez la zone à masquer à l'aide de l'outil « Cache ».

En double-cliquant sur la zone, redimensionnez le cache ou déplacez-le. Vous pouvez également faire glisser les bords de la zone pour créer un effet rideau et dévoiler la partie masquée progressivement.

2.5 Spot



Diversity 1re – Extrait Manuel Numérique Enrichi

Sommaire Diaporama Ressources Mes Cours

ADVANCED FILE Youth expressions

C “Cause I’m troublesome”

D A very personal story

THIS IS MY STORY

“I am society’s child. This is how they made me and now I’m sayin’ what’s on my mind and they don’t want that. This is what you made me, America.”

Tupac Shakur

Help yourself

Nouns

- idol /aɪd/ = éton /aɪkne/
- lack of understanding
- means of expression
- role model

Adjectives

- provoking = controversial /kəntrə'vɜːʃəl/
- troublesome = annoying

Verbs & expressions

- hide = display
- mimic = imitate /'mɪmɪt/
- raise awareness
- relate to sb = identify with sb
- represent = depict

your task

Write the lyrics of a song about being young in the US today

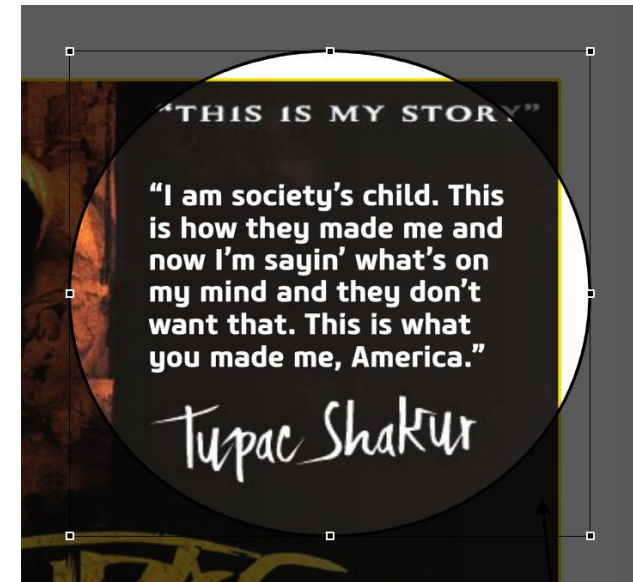
Imagine...

A new youth cultural center is inaugurated in the cosmopolitan city of New York. For the opening ceremony, write a song about what it means to be a young American today.

Notion Focus

- How young Americans express their identity?
- Explain why these ways of expression can bring young people together.
- In your opinion, which means is the most efficient to create a link between young people? Can you think of another art form to express one's identity?

108 UNIT 6 • Advanced File 109



En double-cliquant en dehors de la zone, redimensionnez ou déplacez le spot.

Délimitez la zone à mettre en valeur à l'aide de l'outil « Spot ».

Vous pouvez combiner les outils « Spot », « Cache » et « Zoom ».

Diversity 1re - Extrait Manuel Numérique Enrichi

Listen up

Hip-hop: a widespread success

Step 1 Listen and speak

Step 2 Go further

Hip-hop for all

Starting from humble roots, hip-hop has grown from the creative outlet of underrepresented black teenagers living in the South Bronx in the late 1970s to a highly successful commercialized business that in 2000 grossed over \$1.8 billion in sales in the United States. Hip-hop is not only successful in the United States, but also, its influence has permeated the entire planet, becoming a global creative and economic force. Historically the genre has been considered representative of the voice of the black community, but some critics argue that the commercialization and globalization of hip-hop music dilutes its message so that the genre no longer truly represents the voice of the black community. [...] (The only rap artists such as Grandmaster Flash and the Sugarhill Gang were signed to small independent labels and thus a fan of the genre assumed rap and hip-hop would be a passing fad. However, double A hip-hop's ability to become a viable commercial force were quelled in 1979 when the Sugarhill Gang's song "Rapper's Delight" sold millions of copies and rose to the top of the charts, establishing hip-hop as a true commercial force. The economic triumph of "Rapper's Delight" gave evidence to the fact that demographics of hip-hop consumers were growing to encompass more than just urban blacks. Hoping to profit from the commercial success of hip-hop, the six major record labels (CBS, Polygram, Warner, BMG, Capitol, and MCA) started purchasing the independent labels.

Lucien J. P. Ocker, *Hip-hop is for everybody*, 2012

Help yourself!

Nouns

- mic /maik/ = microphone
- trend = fashion

Adjectives

- attractive = appealing
- talented = skilled
- well-known = popular

Verbs & expressions

- in collaboration with =
- in partnership with
- sustain = maintain

Notion Focus

Verbs & expressions

- achieve
- earn /air/ money
- foster = encourage
- make a profit
- water down = dilute /dila'taɪn/ a message

Notion Focus

Species and exchanges

- What role does hip-hop play in the music industry today?
- Explain what may be attractive in hip-hop.
- Do you think hip-hop is an efficient way of expression? Why?

UNIT 6 • Voices from America 95

Diversity 1re - Extrait Manuel Numérique Enrichi

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2.6 Trousse



Cliquez sur l'onglet « Trousse » pour dérouler l'ensemble des outils disponibles pour préparer et animer vos cours.



Quitter

Curseur : désélectionnez un outil, modifiez une annotation

Traitement de texte avancé

Traitement de texte simple

Crayon

Surligneur

Flèches et traits

Dessinez un rectangle

Dessinez un rond

Gomme

Ardoise

Micro pour s'enregistrer

Ajout de documents personnels (texte, audio, vidéo...)

Ajout de documents du manuel

Capture d'écran

Calculatrice

3. Ressources



Accédez à l'ensemble des ressources de votre manuel numérique directement depuis n'importe quelle page ou depuis le menu « Ressources ».

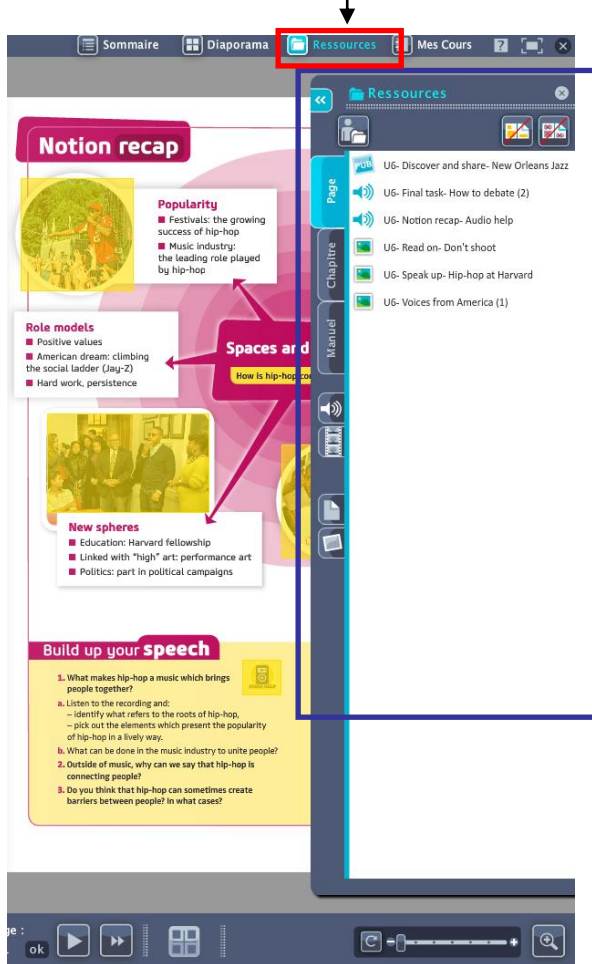
3.1 Affichage des ressources de la page

The screenshot shows a digital textbook interface. At the top, a navigation bar includes 'Sommaire', 'Diaporama', 'RESSOURCES' (highlighted with a red box), and 'Mes Cours'. The main content area is split into two columns. The left column contains a 'final task' section titled 'Discuss the presence of hip-hop artists in a music festival' with instructions and a 'How to Debate (2)' section. The right column features a 'Notion recap' diagram with a central hub 'Spaces and exchanges' and several surrounding boxes: 'Popularity', 'Linking generations', 'Social role', 'New spheres', and 'Build up your speech'. Each box contains bullet points of key concepts. A 'Tactics' section is also visible on the right side of the main content area.

- Visualisez d'un seul coup d'œil toutes les ressources actives de la page en survolant le menu « Ressources ».
- Pour les afficher, cliquez sur les zones actives.

3.2 Affichage des ressources depuis le menu « Ressources »

En cliquant sur « Ressources », retrouvez l'ensemble des ressources de votre manuel classées par ordre alphabétique.



Affichez les ressources de la double-page



Accédez à vos ressources personnelles

Affichez les ressources du chapitre










Masquez les zones actives des doubles-pages pour plus de confort de lecture

Affichez toutes les ressources du manuel



Désactivez les zones actives des doubles-pages si vous n'avez pas besoin des ressources

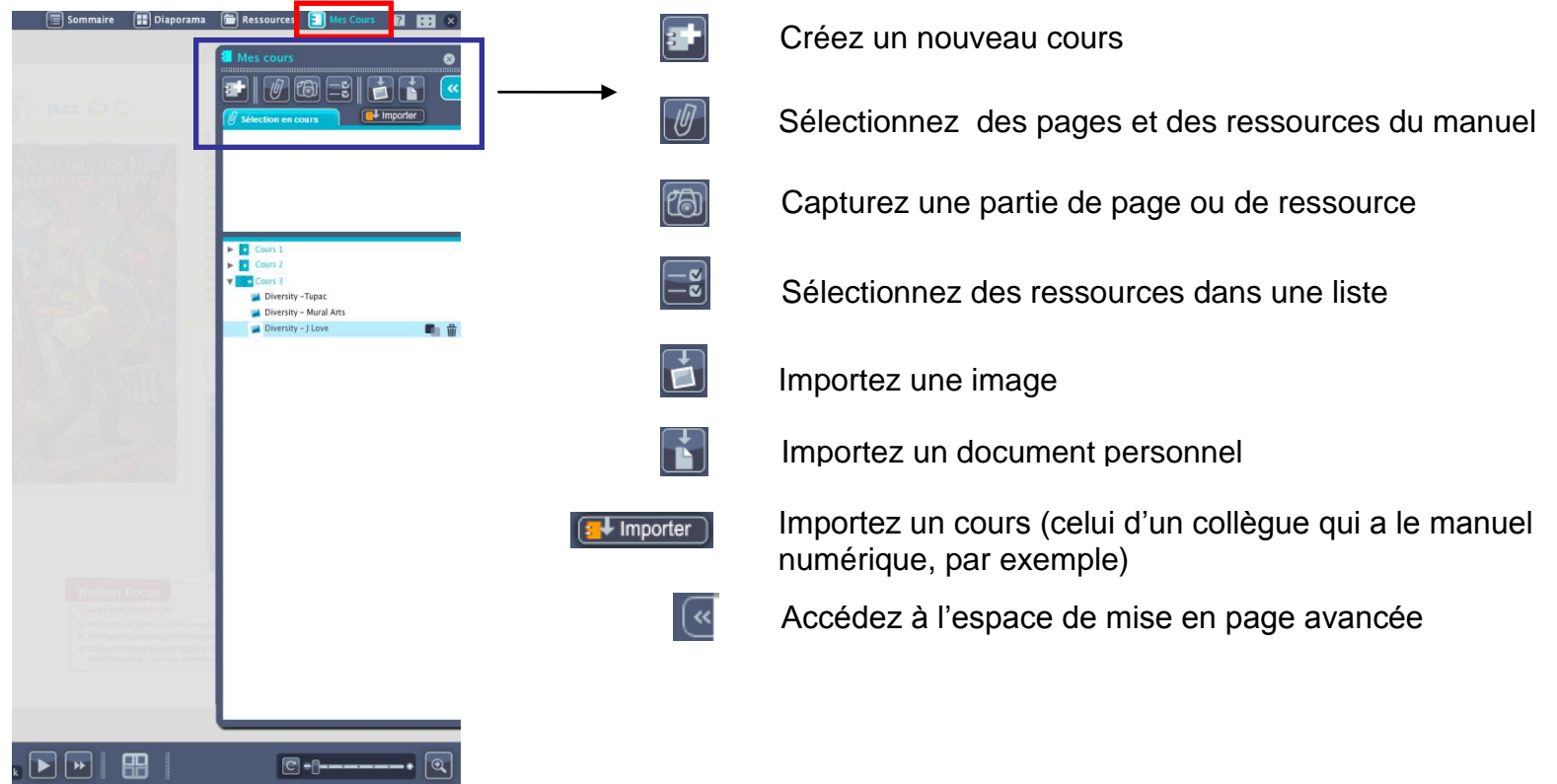
-  Affichez la liste des ressources audio du manuel
-  Affichez la liste des ressources vidéo du manuel
-  Affichez la liste des animations et activités interactives du manuel
-  Affichez la liste des documents ou compléments logiciels du manuel
-  Affichez la liste des ressources images du manuel
-  Affichez la liste des liens internet du manuel
-  Affichez la liste des ressources complémentaires (livre du professeur, audio BAC)

Affichage par type de ressources









4. Mes cours

4.1 Créez et organisez vos cours

Le menu « Mes cours » vous permet de créer vos cours directement dans votre manuel numérique.

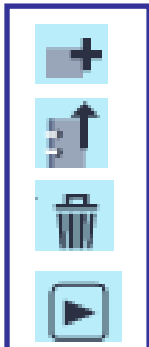
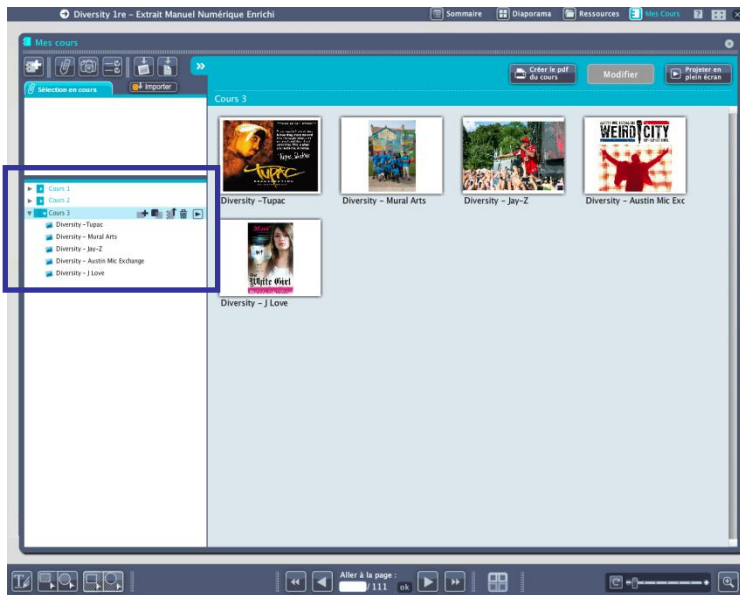


The screenshot shows a digital manual interface with a top navigation bar containing 'Sommaire', 'Diaporama', 'Ressources', and 'Mes Cours'. The 'Mes Cours' menu is expanded, showing options like 'Sélection en cours' and 'Importer'. Below the menu, a list of courses is visible, including 'Cours 1', 'Cours 2', 'Cours 3', and sub-items like 'Diversity - Tapac', 'Diversity - Mural Arts', and 'Diversity - I Love'. An arrow points from the 'Mes cours' menu to a list of icons and their descriptions:

-  Créez un nouveau cours
-  Sélectionnez des pages et des ressources du manuel
-  Capturez une partie de page ou de ressource
-  Sélectionnez des ressources dans une liste
-  Importez une image
-  Importez un document personnel
-  Importez un cours (celui d'un collègue qui a le manuel numérique, par exemple)
-  Accédez à l'espace de mise en page avancée

4.2 Personnalisez vos cours

La mise en page avancée permet de mettre en page et d'organiser les éléments que vous avez sélectionnés pour votre cours.



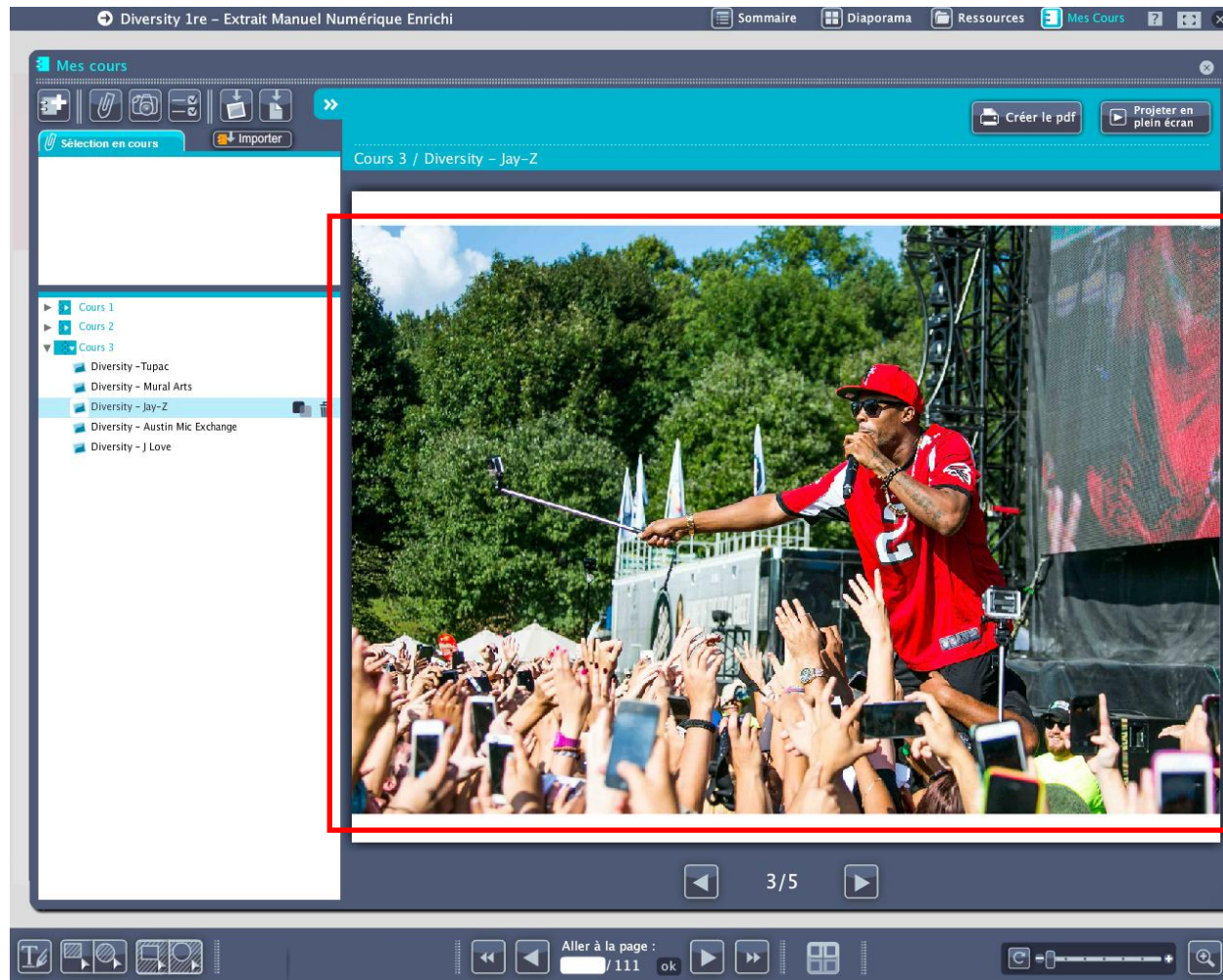
Ajoutez une page vierge

Exportez votre cours

Supprimez votre cours

Lancez votre cours

Projetez vos cours enrichis des ressources du manuel directement depuis le menu « Mes cours ». Vous pouvez également les exporter vers votre disque dur ou une clé USB, et les imprimer en format PDF.



Retirez votre clé USB

Il est très important de prendre le temps d'éjecter correctement la clé USB de votre manuel numérique afin de vous assurer qu'elle n'est plus sous tension et d'éviter toute perte de données.

Sur PC - Windows :

Cliquez sur l'icône « Retirer le périphérique » en bas à droite de la barre de tâches de votre ordinateur. Sélectionnez les deux périphériques USB (espace personnel et manuel) à éjecter. Attendez le message de confirmation vous indiquant que vous pouvez retirer votre clé en toute sécurité.

Sur MAC OS :

Glissez dans la corbeille les deux périphériques affichés sur votre bureau. Dès qu'ils disparaissent de l'écran, vous pouvez retirer votre clé.

Sur MAC comme sur PC, si votre système d'exploitation refuse d'éjecter la clé, éteignez l'ordinateur. Une fois l'ordinateur éteint, vous pouvez retirer la clé en toute sécurité.

Comme pour tout matériel électronique, pensez à placer votre clé USB dans un endroit sec, loin de la poussière et ne présentant pas de variation de température brutale. Evitez tout contact avec du sable, de l'eau ou un corps incandescent.