

LISTEN UP

1

Singing for heroes   

1. Listen to the whole document.

- a. Identify the voices: 1. male female job:
2. male female job:
- b. Have you recognised the celebrity? Give his/her name:

Tactics

Dans une interview, les intervenants réagissent aux questions de leur interlocuteur. Repérez les mots interrogatifs et appuyez-vous sur eux pour anticiper et mieux comprendre le sens des réponses.

2. Listen to part 1. 00:00 - 00:38

- a. Pick out the interrogative word used by the first speaker and the stressed words.
-
- b. What is the conversation about? the singer's next tour the singer's family
- the singer's role and impact
- c. What song was performed? Why? Fill in the blanks.
- I just couldn't think of a song to sort of all the
- tonight with a song that, truly, I think them and all their
- for what they

3. Listen to part 2. 00:39 - 01:11

- a. Focus on the first speaker's question. Pick out the interrogative word and the stressed words:
-
- b. Using those keywords, imagine the kind of answers the journalist is expecting:
-
- c. Who is the singer's everyday hero? Why?
-
- d. Qualify the other speaker's feelings: furious moved shocked amused
- e. Can you explain why?

4. Listen to part 3. 01:12 - 02:08

- a. Write down the second question:
- b. Complete the sentence: I made a to myself that if I was ever in the
- that I was able to other people and be the
- that was heard by many around the, that I was going to do my
- c. Explain what the singer considers as her sense of responsibility:
-

READ ON

➔ p. 20

1 “You, my friends, are the true heroes”  

1. Before reading the text.

- a. Have a look at the title of the collection this text is taken from. Write it down:
- b. Deduce: this excerpt is an extract from a novel a diary a poem
- c. Imagine who the writers are and what they could write about:

Tactics

Avant de lire un texte, faites attention au paratexte. Identifier le type de texte et émettre des hypothèses quant à son contenu vous aidera à le comprendre plus facilement.

2. Read the text once.

- a. The text is: a third-person narrative a first-person narrative
- b. As a reader, what do you expect such a narrative to be about?
- c. Write down your impressions after your first reading:

3. Read the text in detail.

- a. Who is the narrator?
- b. Focus on the steps of a diary entry. Read each excerpt and match it with the corresponding part.
 - 1. The narrator's emotions – 2. An anecdote told – 3. The narrator's viewpoint on an event – 4. Other people's reactions
 - Excerpt 1 (l.2-5) “But today a true hero leapt off the pages of my book to pay my class a special visit. Her name is Miep Gies and she is the lady Anne Frank wrote about in her diary.”
 - Excerpt 2 (l.11-12) “As Miep made her way into the hall, I was thrilled to see her in person after seeing her portrayed in movies and reading about her in the book.”
 - Excerpt 3 (l.22) “When she said this, my friend stood up and told her she was his hero.”
 - Excerpt 4 (l.33-34) “Now after meeting Miep, I can honestly say that my heroes are not just made-up characters – my hero is real.”

- c. Choose the best adjective(s) to qualify the narrator's state of mind in the passage:
 - angry moved amused curious rebellious

- d. Recap the narrator's feelings about the whole experience:
 - Describe his feelings in two sentences:
 - Explain why he feels such a way:

BUILD UP AND PRACTISE

➔ p. 22-23

1. Classify the words in the following chart according to the pronunciation of -th-. Check and repeat.



this – myth – although – these – something – Gotham – thank – marathon – them – health – through – things – think – with – thrilled

[θ]	[ð]
.....
.....
.....

2. Underline the syllable in the words from the lists below when the letter -i- is pronounced /ɪ/.



- a. determine – determining – determination
- b. nominate – nominating – nomination
- c. inspire – inspiring – inspiration
- d. admire – admiring – admiration
- e. invite – inviting – invitation
- f. visit – visiting – visitation
- g. unite – uniting – unity

3. Observe the following words and circle the letter h when it is mute. Check and repeat.



hurricane – heir – hero – humanitarian – health – hour – honour – human – helpful – heroic-hug

4. Complete the following expressions with words from the list:

before oneself – tribute to someone – an issue – a hand to someone – an award

- a. To receive
- b. To address
- c. To give
- d. To put others
- e. To pay

5. Complete the paragraphs with verbs from the list below. Use the simple present or the present be + -ing.

coach – keep – live – spend – make

Chad Pregracke in Mississippi. At the moment, like at most weekends, Chad volunteers. The dedicated young man his time looking out for garbage to preserve the earth. In fact, Chad is an extraordinary hero who really a difference. He is an example that many youngsters in mind.

6. Present perfect, simple present or be + -ing? Cross out the wrong form in the following sentences.

CNN Heroes Ceremony *takes / has taken* place every year. In the past few years, the programme *has honoured / is honouring* the everyday heroes who really *have changed / are changing* the world. This year's winner *is protecting / has been protecting* the planet since 2005. Now, thanks to his award, he *is planning to / has planned* to help out kids.

SPEAK UP

➔ p. 24-25

1

Introduce a hero



1. Listen to the recording and identify the biographical elements about Brad Pitt.

- a. Brad's hometown:
- b. His date of birth:
- c. His area of study:
- d. His current job:

2. Complete the following summary about Brad Pitt with the appropriate link words.

Yet – Last but not least – First of all

..... Brad Pitt grew up in the USA and is now a famous celebrity.
 most people ignore that the actor didn't actually study acting in college. , Brad
 is also a humanitarian.

3. Read the text. Focus on Brad Pitt's humanitarian actions. Tick the ones that are part of his deeds.

- | | | |
|--------------------------------|---|---|
| Brad Pitt has campaigned for: | <input type="checkbox"/> children in Asia | <input type="checkbox"/> sick children in New Orleans |
| He has also taken part in the: | <input type="checkbox"/> One campaign | <input type="checkbox"/> Fight AIDS campaign |
| He has always tried to: | <input type="checkbox"/> protect animals | <input type="checkbox"/> help the poor |
| He has financed: | <input type="checkbox"/> demonstrations | <input type="checkbox"/> housing projects |

4. Sum up Brad Pitt's actions. Choose two verbs in the list: *take part in, achieve, protect, help out.*

Sum up Brad Pitt's action by writing one sentence with each verb:

.....

.....

5. Use your answers to the previous questions to complete Brad Pitt's portrait with details of his humanitarian deeds. Then, practise orally.

2

Praise someone



1. Listen to the recording. Pay attention to that sentence: "The firefighters in Queens who battled an inferno from flooded streets and rescued people from a flooded apartment by boat."

a. Choose three adjectives to qualify the firefighters:

- frightened caring selfish remarkable protective cruel

b. Explain the firefighters' deeds in your own words:

.....

.....

2. Prepare your audio file for ABC's website.

a. Give the superlative forms of the following adjectives:

- strong:
- patient:
- deserving:
- brave:

b. Choose the person you want to praise: a nurse a firefighter a doctor a rescue swimmer

- c. List two actions taken by this person:
-
- d. Choose two adjectives to qualify his/her good deeds:
- e. Write down the main ideas of your audio file. Then prepare your notes for your praise and practise orally.

3

Justify a statement  

1. Read the following sentence: "Carlos Arredondo and Jeff Bauman are two truly remarkable heroes, and let me tell you why."

Spot the expression showing that the speaker will give his reasons why Arredondo is a hero:

.....

2. Look at Jeff Bauman's ID card and pick out two arguments showing he is also a hero.

a.

b.

3. Explain why Jeff Bauman is a hero using the following words:

It is clear that – thanks to – I'm convinced that – for instance – determined – courageous

.....

.....

.....

4. Prepare the end of your speech.

a. Find a way to thank the heroes:

- Repeat one of their actions to insist on their deeds:

.....

- Address them directly to say thank you:

.....

- Justify your statement:

.....

.....

b. Conclude your speech by addressing the students and the audience:

.....

- Tell them what values you would like them to remember.

.....

- Explain why you are convinced that the two heroes have an impact on the future generations.

.....

.....




CHECK YOUR PROGRESS

1 Listen 

Votre objectif : Comprendre les actions menées par un héros

Écoutez ce témoignage et répondez en français aux questions.




- A1+** **Donnez :** ➔ le nom de l'héroïne :
- ➔ son métier :
- A2** **Donnez :** ➔ les lieux mentionnés au début du témoignage :
- ➔ la maladie combattue par l'héroïne :
- B1** **Expliquez :** ➔ en quoi elle va plus loin que ses prérogatives professionnelles :
- ➔ qui sont les personnes concernées par son aide :
- B2** **Précisez :** ➔ l'impact de ses actions :
- ➔ le ton utilisé par la personne qui la présente :

Compréhension de l'oral				
A1+	Je peux comprendre des mots familiers.			
A2	Je peux saisir l'essentiel d'un message simple et clair.			
B1	Je peux comprendre les points essentiels quand un langage clair et standard est utilisé.			
B2	Je peux comprendre un nombre suffisant de détails significatifs (tenants et aboutissants, attitude des interlocuteurs, ton, points de vue).			

2 Speak 

Votre objectif : Parler d'actions héroïques

Vous êtes un(e) ami(e) de l'héroïne. Expliquez quelles sont les actions qu'il/elle a menées ainsi que les raisons qui l'ont poussé(e) à agir. Parlez de ses qualités et de ses mérites.

Production orale en continu				
A1+	Je peux utiliser des expressions et des phrases simples (pour parler de quelqu'un et de son environnement proche).			
A2	Je peux utiliser une série de phrases et d'expressions pour présenter en termes simples ma famille et d'autres gens, pour décrire des conditions de vie, une activité actuelle ou récente.			
B1	Je peux m'exprimer de manière simple afin de partager des expériences, des espoirs, des buts. Je peux brièvement donner les raisons d'un projet.			
B2	Je peux m'exprimer de façon claire et détaillée sur une grande gamme de sujets. Je peux développer un point de vue.			