

The voices



EPI

CONSTITUER UN LIVRET DE CHANSONS QUI SONT NÉES DE L'HISTOIRE OU L'ONT INFLUENCÉE ET LES PRÉSENTER.

Anglais
Histoire
Éducation musicale

**Culture et création artistiques
Information, communication, citoyenneté**

Chacun de vous présente une chanson née dans un contexte historique particulier et explique pourquoi elle est pour lui toujours d'actualité.

Sommaire des EPI p. 4-5

of the media

A2>B1

- Langages
- École et société

Mes objectifs

Lesson 1

Je découvre des photos qui ont marqué l'Histoire.

- Je comprends le rôle des médias.
- J'écris un paragraphe sur une photo.

Lesson 2

Je découvre des chansons et des tweets marquants.

- Je présente un tweet que j'ai choisi.
- Je comprends le message humanitaire d'une chanson.

Spotlight

Je découvre une œuvre de Banksy.

Mon projet

Je présente à ma classe une photo, une chanson ou un tableau marquant.

OU

Je rédige un tweet pour commenter une photo historique.

Warm up!



Read the words. What have they got in common?

Photos that made History



▲ Nelson Mandela, with his wife Winnie (February 11, 1990, Cape Town)



▲ South African citizens in the street

1 Look at the two documents.
Imagine what happened on February 11, 1990.

2 Listen and find information about what happened that day.
Focus on the role played by the media. **WB**

3 Read the "Did you know?" and find out why Mandela was imprisoned.

?! Did you know?
Nelson Mandela (1918-2013) fought all his life against apartheid, an official policy of racial segregation that was practised in South Africa. That's why he spent 27 years in jail. Thanks to him, apartheid was abolished in 1991. He was elected president in 1994.

Words

- a newspaper
- a headline
- a spokesman = a representative
- a triumph /ai/
- hope
- a symbol
- exciting /ai/
- emotional = moving
- be (was/were - been) in jail
- release = free
- be elected
- give (gave - given) a speech
- realize a dream
- raise your fist
- publish
- all over the world = worldwide

Tools

Pour exprimer une action antérieure à une autre action du passé, j'utilise :

- le past perfect

*It was the first time he had spoken publicly.
People hadn't seen him for a very long time.*

When photos shock

THE PHOTO THAT CHANGED A WAR



Kim Phúc was just nine years old when, on June 8, 1972, photographer Nick Ut took this photo.

A South Vietnamese plane had just dropped napalm and burnt the naked little girl, screaming in pain in the middle of the picture.

The following morning, readers around the world discovered the chilling photo on the front page of every newspaper. A few days after, they found out that Kim had survived her burns, thanks to Nick, who had taken her to the hospital.

This photo helped turn public opinion against the Vietnam War by showing the atrocities committed against civilians, especially children.

By the end of 1973, almost all US military personnel had left South Vietnam. Many experts thought Nick Ut's photo had helped change the course of history.

▲ South Vietnam, *Napalm Girl* (1972)



1 Look at the photo for one minute.

Close your book and say what you remember (people, actions, places, feelings).



2 Read the article.

a. Find out more information about the girl and the photo. **WB** [ITINERARY A](#)
[ITINERARY B](#)

b. Explain the title. How did the photo change the war?



3 Prepare your project!

You're the editor of the photography book "The Vietnam War in 100 photos". Write the paragraph that will be published with this photo in your book.



Did you know?

The first US combat troops were sent to Vietnam in March 1965 and left in August 1973.

Around 58,000 American soldiers died. Four million Vietnamese civilians lost their lives.



▲ US military evacuating Saigon (1973)

Words

- the front page
- a civilian
- a victim
- a soldier
- atrocities

- military personnel
- troops

- naked ≠ dressed /eɪ/ /t/
- chilling = shocking

- drop (a bomb)
- burn (burnt - burnt)
- die ≠ survive /aɪ/ /aɪ/
- evacuate

- scream
- turn = change public opinion
- in pain
- thanks to

Say it with a tweet



Did you know?

Barack Obama was the first African American to be elected president of the USA in 2008. He was reelected in 2012. He and his wife Michelle were the first presidential couple to tweet on a regular basis.



1 **Read the tweet.** What information can you find in it?

2 **Listen to Alex and his mother.**

ITINERARY A **ITINERARY B**

- Find information about Twitter.
- Which tweets are mentioned? Explain how Alex and his mother react to them.

3 **Prepare your project!**

Find a tweet on Twitter or choose one your teacher gives you. Present it to the class and explain why you chose it.

On August 6th, 2012, Curiosity Rover tweeted...



I've chosen this tweet because it...



Sounds

Les mots accentués :

■ She **said** she would **give** a **concert** in **Wembley** **soon**.



Words

- an **account**
- a **username**
- a **user**
- a **follower**
- a **thought** /θɔ:t/
- a **character**
- a **social network**
- **set** (set-up)
- **post**

Tools

Pour rapporter les paroles d'une personne, j'utilise :

- le discours indirect (1)
- She **said** she **cycled** in France. She **said** she **would give** a **concert**.*

Say it with a song

Reading corner p.108



*I was here
I lived, I loved
I was here
I did, I've done everything
that I wanted
And it was more than I
thought it would be
I will leave my mark so
everyone will know
I was here*

◀ Beyoncé sings "I was here" on World Humanitarian Day.



1 Look at the picture and read the tweet.

- Where's Beyoncé?
- Read the lyrics. Imagine what the song is about.

2 Watch the video. Were you right?



3 Read the article. Explain Beyoncé's motivations to sing « I was here ».

WB Graphic organizer 3

4 Is it the role of a song to convey a message?

Work in pairs

Justify your answer by giving examples. Then discuss it with the class.

The Rock Mag

Phil Anderson, our reporter, interviewed Beyoncé about her song "I was there".

He was present when she sang it for World Humanitarian Day on August 10th, 2011. He asked Queen Bey what that day represented for her. She told him that it was a tribute to all those who risk and give their lives helping people in need around the world. Our reporter also asked the diva if she had hesitated before accepting to sing. She explained that she had accepted as soon as she heard the music. "We all see the headlines and we think, 'What can I really do to help?'" Beyoncé said in a statement. "World Humanitarian Day is an opportunity for all of us to work together to make a difference. This is our time to leave our mark on the world and show that we were here and we care."

Words

- | | | | |
|---|---|---|--|
| <ul style="list-style-type: none"> ■ a need ■ a statement = an announcement ■ a headline ■ an opportunity ■ an earthquake ■ a flood
/lʌ/ ■ hunger | <ul style="list-style-type: none"> ■ a famine ■ a life (pl. lives)
/aɪ/ /aɪ/ ■ pay (paid - paid) tribute = honour ■ convey (a message) = | <ul style="list-style-type: none"> communicate, transmit ■ denounce
/aʊ/ ■ criticize
/aɪ/ ■ care
/eə/ | <ul style="list-style-type: none"> ■ sing (sang - sung) ■ leave (left - left) ■ help ■ rescue ■ cure
/jʊə/ ■ in need |
|---|---|---|--|

Tools

Pour rapporter les questions que pose une personne, j'utilise :

- le discours indirect (2)

He asked her what the day represented.

He asked her if she had accepted to sing immediately.

Banksy, the art of graffiti



◀ Banksy's *Napalm* (2004).

One of Banksy's most memorable works is based on an iconic photograph, taken in Vietnam, in 1972, of Kim Phúc fleeing from a napalm attack on her village. She is surrounded by two icons of American mass popular culture, Mickey Mouse and Ronald McDonald.

Mickey Mouse has been a part of almost every American's childhood and we typically tend to

associate him with innocence. Ronald McDonald (the joyful clown character used as the mascot of the fast-food restaurant chain) symbolizes happiness.

This satirical work conveys an anti-war message and can also be perceived as an attack on American consumerism and materialistic values.

1 Look at the picture and describe what you see (people, attitudes, feelings).

2 Read the article and the Did you know? and find out information about the artist and the picture.

3 What does the artist criticize? Explain how.

Did you know?

Banksy is perhaps the best-known British street artist. His graffiti decorates urban walls from London to New York.

Words

- a work (of art)
- an icon = a symbol
/aɪ/
- consumerism

- joyful
- materialistic
- satirical = mocking

- flee (fled - fled)
- leave (left - left)
- associate
- symbolize

- be based on
- be surrounded by
- be perceived as

Choose your project!

Fight with words or pictures!

Your class organizes an exhibition on the documents the pupils like best.

Present a photo, a painting or a song you particularly like and that you find important or moving. Explain your choice.

- 1 Present the document: nature, artist, date.
- 2 Describe the document or explain the lyrics.
- 3 Explain why you find it important.
- 4 Discuss it with the class.



▲ Norman Rockwell: *The Problem We All Live With* (1964)

Tweet for History!

Work
in pairs

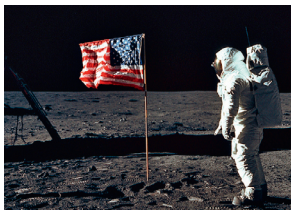
For the *History week* at school, you want to present a photo on the Twitter account of your class.

Pupil A. Choose one photo on the Internet and write a tweet about it. If you want you can also create a hashtag (#). 

Pupil B. Read your classmate's tweet and answer it. Swap roles.



A hashtag is used on social media websites. It's a symbol which helps to find messages on a specific topic.





#Firstmanonmoon

> **Tweet 1:** Everybody remembers July 1969 and Neil Armstrong's steps on the moon. He said that it was a leap for mankind.





> **Tweet 2:** Yes, thanks to him, we learned about our place in the universe and about what is possible. If we can send a man on the moon, we can do anything.

FIGHTING

NON-VIOLENT

MEDIA INFLUENCE

MP3
n° 36

a newspaper

a headline

a front page

a reporter

a journalist

an editor

a photographer

a cameraman/camerawoman

publish

convey a message

tweet

sing

post



CONVINCING

MP3
n° 37

honour

pay tribute

give a speech

turn/change public opinion

be elected

denounce

raise your fist

criticize

VIOLENT

VICTIMS

MP3
n° 38

suffering

pain

a civilian

atrocities

casualties



ACTIONS

MP3
n° 39

survive ≠ die

evacuate

rescue

burn

bomb

MILITARY

MP3
n° 40

military personnel

a soldier

troops

a war

a weapon

a tank

English & other languages



The British have a lot of newspapers! The best known are **The Times**, **The Daily Telegraph** and **The Guardian**.



The Germans read **Der Stern** (The Star), **Die Welt** (The World) or **Die Zeit** (The Time).



The Spanish read **El País** (The Country), **ABC**, **El Mundo** (The World) or **La Razón** (The Reason). Can you compare all those names?

Word games

• Cache ta **Wordbox** et fais ces activités de mémoire !

1 Convincing

a. Associe chaque verbe au complément qui lui correspond.

raise turn pay give convey

a message tribute a speech

your fist public opinion

b. Relis les expressions que tu as trouvées et trouves-en deux qui expriment des moyens pour convaincre.

3 Fighting



Quels mots issus de la **Wordbox** peux-tu associer à cette photo ? Explique pourquoi.

2 Media influence

Quel mot correspond à la flèche ?

front page - newspaper's name
headline - publish



Sound games

CD 2
piste 07

■ Écoute la chanson **Another Day in Paradise** par **Phil Collins**.

Par groupes de trois, choisissez chacun un couplet ou le refrain et entraînez-vous à le dire ou à le chanter avec un bon accent !



*She calls out to the man on the street
"Sir, can you help me?
It's cold and I've nowhere to sleep,
Is there somewhere you can tell me?"*

*He walks on, doesn't look back
He pretends he can't hear her
Starts to whistle as he crosses the street
Seems embarrassed to be there*

*Oh think twice, cause it's another day for you,
You and me in paradise
Oh think twice, cause it's another day for you,
You and me in paradise
Just think about it*

Toolbox

1 Le past perfect

- Pour parler d'une **action** qui s'est produite **avant** un **moment donné du passé**, on utilise le **past perfect**. Il se forme avec l'**auxiliaire had** à toutes les personnes et un verbe au **participe passé**.

He had been in jail for so many years. They hadn't spent many years in jail.

- Le **participe passé** des verbes réguliers se forme en ajoutant **-ed** à la base verbale. Il faut apprendre le participe passé des verbes irréguliers par coeur (→ 3^e colonne p. 144).

2 Le discours indirect (1)

- Pour rapporter les paroles d'une personne on utilise le **discours indirect**. La phrase commence par un **verbe introducteur** comme *tell, say, add, answer...*

On **modifie** les **pronoms personnels** et les **déterminants possessifs** et on **retire les guillemets**.

Si le verbe introducteur est au **prétérit**, on **modifie** les **formes verbales**.

He said: "I've seen so many victims." He said he had seen so many victims.

Discours direct	Discours indirect
Présent <i>Mel: "I love social networks."</i>	Prétérit <i>Mel said she loved social networks.</i>
Will + BV <i>Simon: "I'll create an account."</i>	Would + BV <i>Simon said he would create an account.</i>
Prétérit <i>The journalists: "We asked for an interview."</i>	Past perfect <i>The journalists said they had asked for an interview.</i>
Present perfect <i>The singer: "I have posted a new picture of my concert."</i>	Past perfect <i>The singer said she had posted a new picture of her concert.</i>

- Pour préciser **à qui on s'adresse** on utilise **tell** ou **say to** suivi d'un **pronom personnel complément** ou d'un **nom propre**.

He told them he had spent more than 20 years in jail.

He said to Mr Obama he had always wanted to stop the attacks.

- Les **marqueurs temporels** ou **spatiaux** **changent** au discours indirect.

Discours direct	<i>here</i>	<i>this</i>	<i>today</i>	<i>yesterday</i>	<i>tomorrow</i>
Discours indirect	<i>there</i>	<i>that</i>	<i>that day</i>	<i>the day before</i>	<i>the next day</i>

3 Le discours indirect (2)

- Pour rapporter une question, on utilise le **discours indirect**. L'**ordre des mots** est le même que dans une **phrase affirmative**.

*She asked: "Where did you stay?"
She asked where he had stayed.*

- Pour rapporter une **question en wh-** on peut utiliser le **verbe introducteur ask**.

- Pour rapporter une **yes-no question**, on peut utiliser le **verbe introducteur ask** suivi de **if**.

*They asked: "Were you in jail?"
They asked if he had been in jail.*

1 Le past perfect

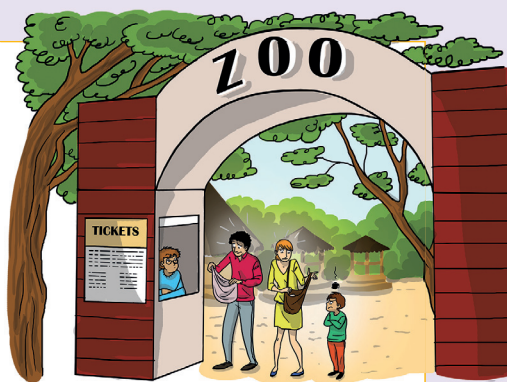
→ **A. Tu racontes quelques souvenirs de vacances en famille en Afrique du Sud.**

Complète les phrases avec le verbe correctement conjugué.

- a. When we arrived at the airport I realized I ... (forget) my camera! Bad luck!
- b. South Africa is such a beautiful country! We ... (never - see) such beautiful landscapes before.
- c. We ... (always - dream) of visiting the country! We ... (never - be) there before.
- d. On the plane back, I (not - finish) washing my hands, when the hostess asked me to go back to my seat because of turbulence!

→ **B. Mets les mots de ces phrases dans l'ordre! Attention, il en manque un dans chaque phrase (auxiliaire, adverbe...).**

- a. all their money! Grrr! / we arrived / when / at the zoo / my parents realized / they / forgotten / .
- b. because / I was furious / I had / been / to a zoo before / .
- c. so embarrassed / my parents / had / never / .



2 Le discours indirect (1)

→ **A. Ton ami a cassé son téléphone hier.**

Tu lui rapportes les messages que tu as lus sur ton téléphone.

Réécris les messages avec un verbe introducteur au prétérit.

- a. (Ben) "I don't want to work! I just want to chill out!"
Ben said...
- b. (Mary) "We'll have a great birthday party next Saturday!"
- c. (Sam) "I love reading and listening to music on a Sunday morning!"
- d. (Sally) "We went to the swimming pool! It was so cool!"

→ **B. Ta meilleure amie est malade.**

Tu lui rapportes la conversation que tu as eue avec vos amis à propos de l'organisation de la fête de fin d'année.

a. Sarah: "Tom hates cookies. He prefers cupcakes!"

Sarah told me...

- b. Lucy: "This morning I took the bus to the supermarket and I bought the pizzas and the sodas!"
- c. Nathan à Sarah: "We don't want to play cards at the party. We want to listen to music and dance."
- d. Lucy: "Everything will be ready for 5 pm."



3 Le discours indirect (2)

→ **A. Toutes ces questions ont été posées à Tom, l'assistant sud-africain, hier en classe. Tu les rapportes à un camarade absent.**

Écris les phrases.

- a. Mrs Bradwell: "Is it your first stay in Europe?"
Mrs Bradwell asked him if ...
- b. Tim: "Have you got any brothers or sisters?"
- c. Melinda: "What's South Africa's national sport?"
- d. Ben: "Are you going back to South Africa for Christmas?"
- e. Jeremy: "Do you like English food? Have you tried jacket potatoes?"

→ **B. Imagine trois autres questions posées et rapporte-les.**

- a. Jenn asked if Tom...
- b. The pupils wanted to know if...
- c. Mrs Bradwell also asked if...

1 Mémorise

2 Entraîne-toi

Les leçons de ton cahier d'anglais

- ✓ **Relis** chaque leçon du chapitre deux fois.
- ✓ **Vérifie** le sens des mots et **écoute-les** sur un dictionnaire en ligne, comme wordreference.com.
- ✓ **Écoute** la leçon, en utilisant imtranslator.net/translate-and-speak.
- ✓ **Apprends par cœur** deux ou trois phrases par leçon et dis-les à voix haute.

- ✓ **Enregistre** les phrases apprises, sur un ordinateur ou ton téléphone, en faisant attention à ton accent.
- ✓ **Écris de mémoire** deux ou trois phrases par leçon sur une feuille.

Le lexique de la Wordbox



p.72

- ✓ **Lis** les mots, **écoute** les MP3 et **répète** chaque mot.
- ✓ **Dis tout haut** trois noms en lien avec l'armée et **écris** trois verbes d'action.
Military • Actions
- ✓ **Écris** quatre noms de métier.
Media influence

Vérifie que tu as bien mémorisé ton lexique dans ton **WB** !

- ✓ **Fais les activités interactives** sur le lexique du chapitre.

Activités n° 23 et 24

1.  is a way of convincing people.
2. It is necessary to 

hatier-clic.fr/se3016

Les outils de la Toolbox

p.74

- ✓ **Relis** les points de langue nouveaux.
 - 1 Le *past perfect*
 - 2 et 3 Le discours indirect

Vérifie que tu as bien compris le *past perfect* et le style indirect dans ton **WB** !

- ✓ **Fais les activités interactives** sur les points de langue nouveaux.

Activités n° 25 à 28

1. When she saw me she asked me if I ... the letter.

had posted post

hatier-clic.fr/se3017

1 Écouter et comprendre

Je comprends quelqu'un qui parle de sa carrière.

CD2
piste 08

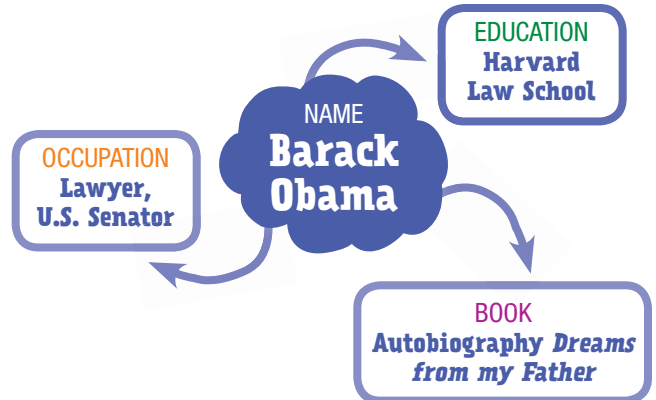
Écoute cet entretien avec une célèbre auteure de chansons.

- Combien de récompenses a-t-elle reçues ?
- Quand a-t-elle commencé sa carrière d'auteure ?
- Indique le titre de sa meilleure chanson. Explique pourquoi elle l'apprécie particulièrement.
- Combien de chansons avait-elle déjà écrites en 2011 ?

2 Parler en continu

Je m'exprime à propos d'un personnage connu.

Lis ces renseignements et dis ce que Barack Obama avait fait avant de devenir président des États-Unis.



3 Lire et comprendre

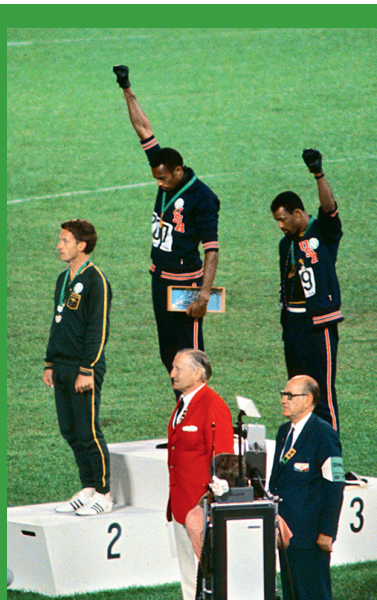
Je comprends un texte explicatif.

Lis le texte et trouve des informations sur cette photo.

- Indique où, quand et par qui cette photo a été prise.
- Dis quand les athlètes ont pris la décision de faire le salut des *Black Panthers*.
- Explique pourquoi Smith a décidé de lever le poing droit.
- Donne deux raisons pour lesquelles cette photo a marqué le vingtième siècle.

This photograph was taken by John Dominis at the 1968 Summer Olympics in Mexico. Just before running, Tommie Smith, who finished first, and John Carlos, who finished third, had decided to do the Black Panther salute in case of victory. Smith said he had raised his right fist to represent black power in America.

This is one of the most memorable photos of the 20th century, because it was the first time athletes had used an Olympic ceremony as a protest against the injustices faced by black people. It became front page news worldwide.



4 Écrire

et réagir à l'écrit

Je rédige
le compte rendu
d'une interview.

Tu es journaliste et tu as interviewé Barack Obama. Fais le compte-rendu des trois questions que tu lui as posées.