



## SEQUENCE : Be the change !

Cette séquence est destinée aux élèves du cycle 4, classe de 4<sup>ème</sup>.

Elle est inspirée du manuel **PIECE OF CAKE**, 4<sup>ème</sup>. Certaines activités et certains supports sont tirés du manuel numérique. La séquence aborde la thématique de l'environnement. Le but premier est de sensibiliser les élèves à certaines problématiques environnementales.

**Projet final :** Celebrate Earth day in your school.

**Tâche final :** It's **Earth day** and you take part to a contest about environment in **London/ your school**. In groups, you have to sing a song . Write the lyrics of a song to promote green alternatives in **London/ your city**. You need to denounce the consequences of our actions on our environment and present convincing solutions to solve these problems.



**Evaluation intermédiaire 1 : (Oral) :** Record a radio podcast presenting your propositions for a future London city. You need to describe your future cities and new inventions. (outil voicethread)

**Evaluation intermédiaire 2 : (Ecrit et Oral)** Write an acrostic poem : an optimistic and a pessimistic version about what we have done to our environment.

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Compétences</b>              | <p><b>Ecrire :</b><br/>Reformuler un message, rendre compte, raconter, décrire, expliquer, argumenter.</p> <p><b>Parler en continu :</b><br/>Mettre en voix son discours par la prononciation, l'intonation et la gestuelle adéquates.</p> <p><b>Lire &amp; comprendre :</b><br/>S'approprier le document en utilisant des repérages de nature différente : indices extralinguistiques, linguistiques, reconstitution du sens, mise en relation d'éléments significatifs</p> <p><b>Ecouter &amp; comprendre :</b><br/>Repérer des indices pertinents, extralinguistiques ou linguistiques, pour identifier la situation d'énonciation et déduire le sens d'un message.</p> |
| <b>Domaines du socle commun</b> | 1, 2 et 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Repère culturel</b>          | Langages et voyages et migrations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Objectifs de la séquence</b> | <p>Sensibiliser les élèves aux problématiques environnementales et aux solutions qui pourraient être promues pour les résoudre (avec les énergies renouvelables et d'autres solutions dites « vertes »).</p> <p>Se projeter dans l'avenir et imaginer des solutions pour créer un monde plus respectueux de l'environnement.</p>                                                                                                                                                                                                                                                                                                                                           |
| <b>Objectifs linguistiques</b>  | <p>Expression d'une prédiction dans le futur avec le modal: will + BV</p> <p>Les modaux MAY et MIGHT</p> <p>Exprimer l'obligation : MUST + BV</p> <p>Exprimer son opinion</p> <p>Proposition subordonnée en IF</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

|                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                         | Etablir un bilan : Have + V-EN<br>Le comparatif                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b><u>Supports</u></b>                                  | ❖ Manuel numérique Piece of Cake 4 <sup>ème</sup> + Workbook (pour certaines activités)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>PROPOSITIONS pour la réalisation du PROJET FINAL</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b><u>Interdisciplinarité</u></b>                       | SVT : problématiques environnementales<br>TECHNOLOGIE : les énergies renouvelables.<br>ARTS PLASTIQUES : réalisation d'affiches<br>MUSIQUE : concours de chant sur le thème de l'environnement.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b><u>Transdisciplinarité</u></b>                       | ESPAGNOL et CREOLE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b><u>Propositions de mise en œuvre du PROJET</u></b>   | <p><b><u>Organisation d'une manifestation pour célébrer « Earth Day » avec les disciplines impliquées.</u></b><br/> <b><u>(Ce projet peut également être mené pendant la semaine du Climat à l'Ecole ou la semaine européenne du développement durable : en Octobre).</u></b></p> <ul style="list-style-type: none"> <li>- <b>Réalisation d'exposés</b> sur les problématiques environnementales et les énergies renouvelables dans les langues cibles à exposer au CDI par exemple. ECRIRE</li> <li>- <b>Réalisation d'affiches</b> pour promouvoir « Earth day » dans l'établissement : Ex : « If we ..., we must +BV... »... ECRIRE</li> <li>- <b>Réalisations d'affiches</b> pour sensibiliser le public aux alternatives dites vertes pour sauver notre planète.</li> <li>- <b>Réalisation de podcasts</b> pour présenter notre ville du futur avec les solutions pour mieux vivre. Podcast qui pourrait être diffusé sur « Radio Interschool » par exemple ou <b>réalisations de spots publicitaires</b> à diffuser le jour de la manifestation. (voir évaluation intermédiaire n°1)<br/>PARLER en CONTINU</li> <li>- <b>Concours de chansons</b> sur les conséquences de nos actions avec vote d'un jury pour élire la meilleure chanson dans une langue cible ou dans les langues cibles avec des critères communs bien précis : rythme, attitude, sonorité, message.. par exemple. (voir tâche finale).<br/>PARLER en CONTINU.</li> </ul> |



**Lesson 1**

**Understanding your project**

|                                |                                                              |
|--------------------------------|--------------------------------------------------------------|
| <b>Objectif</b>                | Comprendre la séquence + explicitation du projet final.      |
| <b>Compétences</b>             | Parler en continu et Ecrire                                  |
| <b>Objectifs linguistiques</b> | Exprimer son opinion<br>Exprimer l'obligation                |
| <b>Supports</b>                | Manuel numérique Piece of cake pp.76-77 et workbook p.58-59. |

**Anticipation** : *Observe and read.*



a) **Brainstorming** : *What do you think when you read this sentence ?*



b) **Tick the phrases that can correspond to the sentence and try to justify your choice.**

education ☐

family ☐

environment ☐

animals ☐

solutions ☐

future ☐

shopping ☐

Environmental issues ☐

c) **Find a synonym for environmental « issues » :**

- ☐ solutions
- ☐ ideas
- ☐ problems

**Trace Orale**

I think/ In my opinion/  
 according to me/ To my  
 mind....

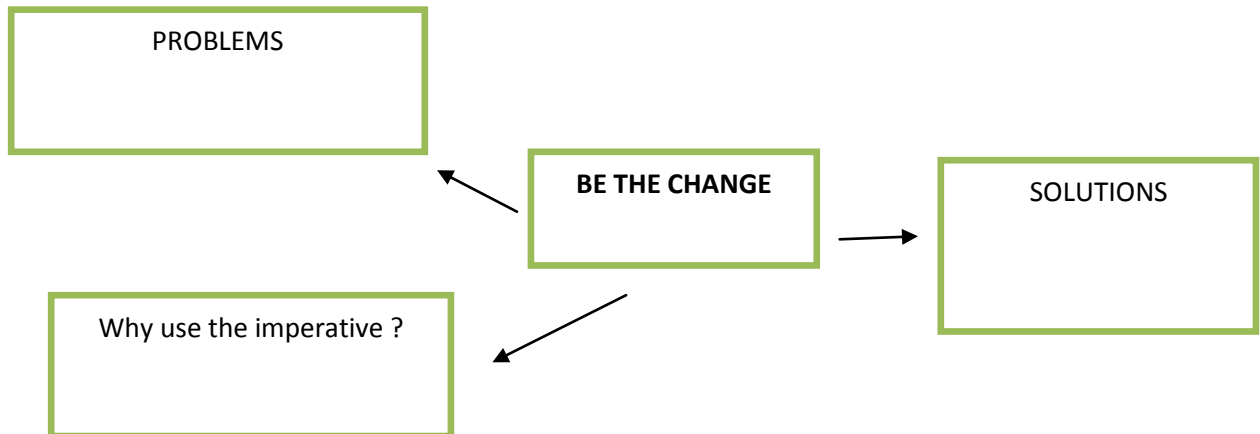
« **Be the change** » is about \_\_\_\_\_ because

There is/ are /  
 we must+BV/  
 .....

**Activity 1 :** a) Analyse the verb in the sentence. What form is it ?

\_\_\_\_\_ ← BE the Change

❖ b) Try to answer these questions. (Activité tirée du workbook Piece of Cake, 4<sup>ème</sup> p. 58 n°3)



**Activity2 :** Let's recap !

Trace Ecrire



Fill in the blanks with the following words or phrases : be the change/ environment/ find solutions/ emergency/ environmental issues/make the world/must.

« Be the change » is about \_\_\_\_\_. There are a lot of \_\_\_\_\_ such as pollution. We must \_\_\_\_\_ now to \_\_\_\_\_ a better place in the future. It is an \_\_\_\_\_. We \_\_\_\_\_ act now. We must \_\_\_\_\_ now.

« Be the change » is about **environment**. There are a lot of **environmental issues** such as pollution. We must **find solutions** now to **make the world** a better place in the future. It is an **emergency**. We **must** act now. We must **be the change** now.

**PR :** Exprimer l'obligation en anglais.



Pour exprimer l'obligation, j'ai utilisé le modal \_\_\_\_\_ suivi de la \_\_\_\_\_ à la forme affirmative

**Ex :** We \_\_\_\_\_ act now.

A la forme négative, j'utilise \_\_\_\_\_ suivi de la \_\_\_\_\_ pour exprimer l'absence d'obligation.

**Ex :** \_\_\_\_\_.



## Lesson 2

## Discover some environmental issues.

|                                |                                                                                                                                                                                                                                    |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objectif</b>                | Repérer des informations essentielles dans un texte.<br>Découvrir quelques problèmes environnementaux.<br>Être capable de parler des solutions que nous pouvons apporter pour résoudre certains problèmes environnementaux.        |
| <b>Compétences</b>             | Lire & comprendre Ecrire                                                                                                                                                                                                           |
| <b>Objectifs linguistiques</b> | Exprimer l'obligation<br>Exprimer la condition avec les subordonnées en « IF ».                                                                                                                                                    |
| <b>Support</b>                 | Article en ligne : <a href="https://eponline.com/articles/2019/11/25/three-environmental-issues-and-ways-to-combat-them.aspx">https://eponline.com/articles/2019/11/25/three-environmental-issues-and-ways-to-combat-them.aspx</a> |

### VOCABULARY

**Anticipation** : Complete the worksheet.

|                                                  |                                                       |                                                      |                                                     |
|--------------------------------------------------|-------------------------------------------------------|------------------------------------------------------|-----------------------------------------------------|
|                                                  |                                                       |                                                      |                                                     |
|                                                  |                                                       |                                                      |                                                     |
| <b>Deforestation</b><br><b>(water) pollution</b> | <b>The greenhouse effect</b><br><b>Climate change</b> | <b>Global warming</b><br><b>Loss of biodiversity</b> | <b>Flood/ flooding</b><br><b>Endangered species</b> |

- Listen and repeat.
- Match each issue with its definition.

|                         |        |                                                                   |
|-------------------------|--------|-------------------------------------------------------------------|
| a-Deforestation         | A : __ | 1- The contamination of the environment.                          |
| b-The greenhouse effect | B : __ | 2- The increase of the Earth's temperature.                       |
| c-Global warming        | C : __ | 3- Animals or plants that can disappear in their natural habitat. |
| d- Loss of biodiversity | D : __ | 4- A change or shift in weather patterns in a given area.         |
| e-(water) pollution     | E : __ | 5- The cutting or logging of trees.                               |
| f-Climate change        | F : __ | 6- Gases trapped on Earth .                                       |
| g-Flood                 | G : __ | 7- Water overflows or covers land.                                |

READ



**Activity 1 : Read the title of the document and look at the picture. Complete.**

- Nature of the document : \_\_\_\_\_
- Title : \_\_\_\_\_
- Theme of the document : \_\_\_\_\_

### **Three Environmental Issues and Ways to Combat Them**



**Activity 2 : Read the first page of the article.**

<https://eponline.com/articles/2019/11/25/three-environmental-issues-and-ways-to-combat-them.aspx> (click on this link to read the document).

➤ **First of all, Introduce the document.**

This document is entitled \_\_\_\_\_. It is an \_\_\_\_\_.

It is taken from \_\_\_\_\_.

It was written by \_\_\_\_\_. It was published on \_\_\_\_\_.

It is about \_\_\_\_\_.

➤ **Then, read the first page of the article and pick out the English equivalent of these French phrases.**

| FRENCH                                        | ENGLISH |
|-----------------------------------------------|---------|
| Problèmes environnementaux                    |         |
| Les humains ont maltraité et contaminé...     |         |
| La préoccupation principale est...            |         |
| Assurer la conservation de...                 |         |
| Une menace mondiale                           |         |
| L'augmentation du niveau de la mer            |         |
| Des émissions de gaz à effet de serre         |         |
| Des solutions efficaces                       |         |
| Investir ..... dans des Technologies durables |         |
| Zéro déchet                                   |         |
| Réduire le taux de CO2 dans l'atmosphère      |         |

➤ **Pick out the 3 environmental issues in the text.**

- 1- \_\_\_\_\_
- 2- \_\_\_\_\_
- 3- \_\_\_\_\_

➤ **Read again and find 4 solutions for the first environmental issue named in the text.**

- 1- Produce \_\_\_\_\_
- 2- Achieve \_\_\_\_\_
- 3- Improve \_\_\_\_\_
- 4- Reduce \_\_\_\_\_



**Activity 3 :** Now, write about the solutions we must use for global warming and climate change if we want to start making a difference in the future. Then, report to the class.

Ex : If we want to start making a difference, we must stop polluting our environment.



**Trace écrite :**

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**PR :** Exprimer la condition avec les propositions subordonnées en IF

**1-Observe la phrase et décris-la.**

***If we want to start making a difference, we must stop polluting our environment.***

**2- Que peux-tu en conclure ?**

Dans cette phrase il y a \_\_\_\_\_ propositions : une proposition \_\_\_\_\_

« ***If we want to start making a difference*** » est : la proposition principale ☐ proposition subordonnée ☐

« ***We must stop polluting our environment*** » est : la proposition principale ☐ proposition subordonnée ☐

**3- Observe la subordonnée et décris-la. Quel temps/ forme verbale est utilisée dans cette proposition?**

La proposition subordonnée est introduite par la conjonction de subordination \_\_\_\_\_ et est au présent simple ☐ au prétérit ☐

**4- Qu'exprime la subordonnée ?**

Elle exprime une possibilité ☐ une certitude ☐ une condition ☐ une obligation ☐

**Traduction :** \_\_\_\_\_



**Lesson 3**

**What will our cities look like ?**

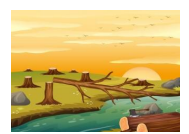
|                                |                                                                                                                                                                |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objectifs</b>               | Repérer des informations essentielles dans un audio.<br>Être capable de faire des prédictions dans le futur en lien avec des problématiques environnementales. |
| <b>Compétences</b>             | Parler en continu et Ecouter & Comprendre                                                                                                                      |
| <b>Objectifs linguistiques</b> | Exprimer la condition avec « will + BV »                                                                                                                       |
| <b>Supports</b>                | Image : Manuel numérique Piece of Cake, 4ème p. 76-77 + workbook p 60-2.                                                                                       |

**Anticipation :** Can you think of some consequences some environmental issues can cause.

**Consequences**

**Activity 1 :** Crack the code. Find other consequences.

**CLUE :** What is it ? Do you remember ?



**Answer keys :** 1- Ice Melting/ 2- drought/3- flood/ 4- endangered species/5- sea level rising

**Match these consequences to the correct picture. Write the numbers :**





❖ **Activity 2** : a) **Look at the picture and describe.** (Livre Piece of Cake, 4<sup>ème</sup> p. 76-77)

- Present the document : TITLE/AUTHORS/DATE
- Identify these elements : PLACE / TIME/ EVENT and try to explain the picture.



Robert Graves and Didier Madoc-Jones, Postcards from the future, 2001.

**Tool box : Useful vocabulary**

- Aerial view
- Cityscape
- To be at risk of flooding
- To have one's feet in a river

**Trace Orale**

b) **Tick the monuments, places or objects you can recognize.**



Westminster  
Bridge ☐



Big Ben ☐



Buckingham  
Palace ☐



The River Thames ☐



London Eye ☐



Houses of  
parliament ☐



Tower Bridge ☐



Double deckers ☐

➤ **Listen to the audio guide and tick the correct answer.**



|                                                |                                                               |
|------------------------------------------------|---------------------------------------------------------------|
| The city has not changed at all on the picture | Right <input type="checkbox"/> wrong <input type="checkbox"/> |
| This is the city of London today.              | Right <input type="checkbox"/> wrong <input type="checkbox"/> |
| London has never been at risk of flooding.     | Right <input type="checkbox"/> wrong <input type="checkbox"/> |
| The London eye has its feet in the Thames      | Right <input type="checkbox"/> wrong <input type="checkbox"/> |
| Londoners are taking double-deckers.           | Right <input type="checkbox"/> wrong <input type="checkbox"/> |

This is what might happen if we don't stop destroying our planet.

Right ☐ wrong ☐

- **How do you say** : « Il est grand temps que nous fassions quelque chose ».

- **Listen again and fill in the gaps with the appropriate information about the artwork.**

This document is entitled \_\_\_\_\_. It was created by \_\_\_\_\_  
 \_\_\_\_\_ in \_\_\_\_\_.

The document is about a catastrophe in the city of \_\_\_\_\_ : the capital  
 city of \_\_\_\_\_.

We can see a flooded river : \_\_\_\_\_  
 In the foreground, we can see \_\_\_\_\_ and in the \_\_\_\_\_,  
 we can see \_\_\_\_\_.

**Answer keys** : Postcards from the future/2001/Robert Graves and didier Madoc-Jones/ London/ The United kingdom/ The Thames/ The Houses of Parliament/ background, the London Eye/ Westminster Bridge.

**Activity 3** : **Imagine what happened.**

**Trace orale :**

Maybe, Perhaps,

I think.../ It is  
 possible that...

**Ex :** there were unusual heavy rains because of climate change.

**Activity 4** : **What will happen if we don't stop destroying our planet ? In groups, think of 4 consequences. Find help in activity 1. Then, report to the class.**



**Trace Ecrite**



If we don't stop destroying our planet, cities **will be** flooded like the city of \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

It's high time, we \_\_\_\_\_

**Rappel** : **WILL** est un \_\_\_\_\_ Il est toujours suivi d'une \_\_\_\_\_

Il sert à exprimer une condition ☐ une prédiction dans le futur ☐ Dans cette phrase complexe, WILL est utilisée dans la proposition principale ☐ subordonnée ☐.

**La forme négative** : \_\_\_\_\_ + \_\_\_\_\_ = \_\_\_\_\_

**Homework** : Practise at <https://learningapps.org/11671620> and at <https://learningapps.org/8939760> (game). Trace écrite sur le cahier.

**Lesson 4**

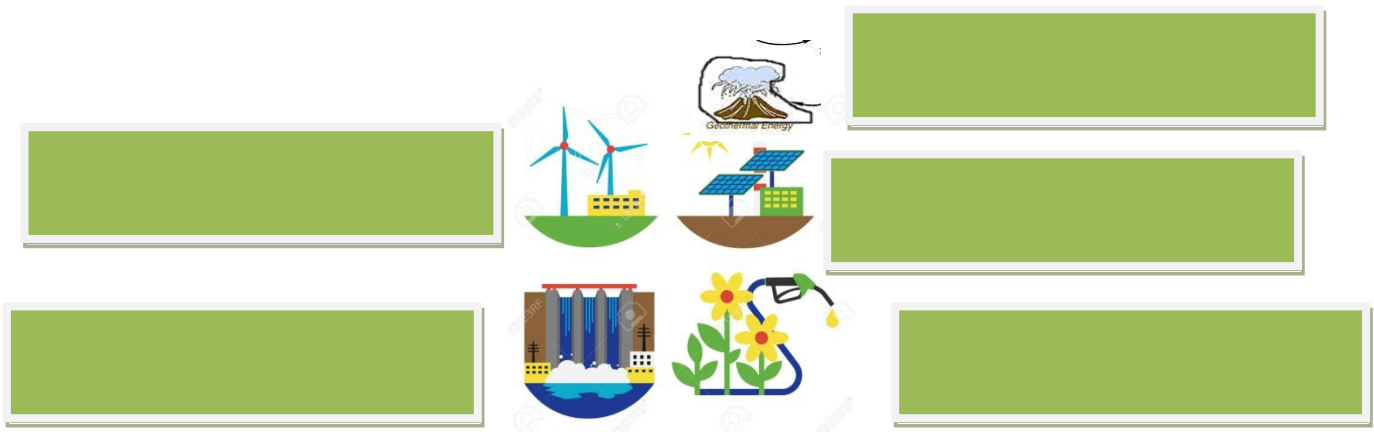
**What are the solutions for a brighter future ?**

|                                |                                                                                                                                                    |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objectif</b>                | Connaître les énergies renouvelables.<br>Être capable de parler des solutions que nous utiliserons ou serons susceptible d'utiliser dans le futur. |
| <b>Compétences</b>             | Ecrire et Parler en continu                                                                                                                        |
| <b>Objectifs linguistiques</b> | Exprimer des prédictions avec Will + BV<br>Exprimer une probabilité avec les modaux may et might                                                   |
| <b>Supports</b>                | Worksheet                                                                                                                                          |

**Anticipation** : a) Think of some solutions that are already used to help save our environment.



b) **Match the words to the correct picture** : Hydropower energy/ Wind energy/ Bio energy or biomass/ solar energy/geothermal energy



**Trace Orale** :

In the future, we will use more \_\_\_\_\_

c) **These types of energy are called renewable energy. Find the best definition.**

Energy that comes from a source which never runs out (never ends).

☐

Energy that is limited and which cannot be replaced.

☐

➤ **Analyze the word « renewable » : Find the root, the prefix and suffix.**

**RENEWABLE**

**Activity 1 : Classify these different types of energy into 2 categories.**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Renewable energy | Non-renewable energy |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|----------------------|
| <br>Solar Energy<br><br>Nuclear<br><br>Fossil Fuel Oil<br><br>Hydropower Energy<br><br>Biomass Energy<br><br>Natural Gas<br><br>Coal<br><br>Geothermal Energy<br><br>Wind Energy |                  |                      |

**PR : Les auxiliaires modaux : Will, may, might.**



**Observe ces phrases et décris-les :**

- 1- In the future we will use more renewable energy but we won't use nuclear power.
- 2- In the future we may use less coal.
- 3- In the future, we might no longer use fossil fuel oil.

**Will, may et might** sont des \_\_\_\_\_. Ils permettent d'exprimer une notion :  
un degré de certitude sur la réalisation d'une action ☐ une capacité ☐

**Qu'expriment-ils ?**

**Will** : une prédiction ☐ une forte probabilité ☐ une faible probabilité ☐

**May** : une prédiction ☐ une forte probabilité ☐ une faible probabilité ☐

**Might** : une prédiction ☐ une forte probabilité ☐ une faible probabilité ☐

Les auxiliaires modaux sont toujours suivis d'une \_\_\_\_\_. Ils sont invariables.

**Formation forme négative:**

**WILL** → WILL NOT / WON'T /    **MAY** → \_\_\_\_\_ /    **MIGHT** → \_\_\_\_\_

**Activity 2** : Now write. *Imagine what we will use or won't use , may use or might use in the future.*  
(at least 8 sentences). Then, report to the class.



**Trace Ecrite** : Ex : We will use solar energy, but we won't use nuclear power.



You can use  
negative sentences.

In the future, we will use \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

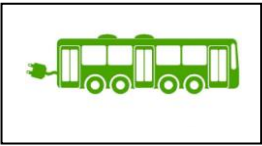
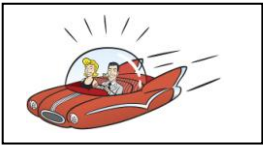
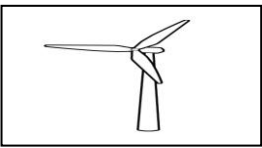
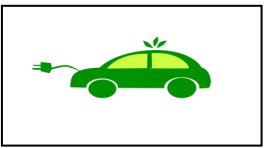
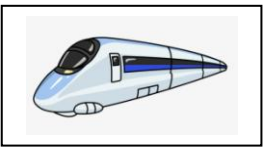
\_\_\_\_\_

\_\_\_\_\_

**Homework** : WRITE :

➤ Can you think of future inventions ? In the future, we will/won't use \_\_\_\_\_

First, label these pictures with the correct English equivalent : a flying car/ a windmill/ an electric car/a green wall/ Solar panels/ Roof garden/ electric bus/a magnetic levitation train.

|                                                                                     |                                                                                     |                                                                                      |                                                                                       |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|  |  |  |  |
| _____                                                                               | _____                                                                               | _____                                                                                | _____                                                                                 |
|  |  |  |  |
| _____                                                                               | _____                                                                               | _____                                                                                | _____                                                                                 |

➤ More future inventions ! Be creative !

➤ Material we will /won't /may/ might use in the future.

Plastic/ cardboard/wood/ metal/glass

|       |                                                                                      |       |
|-------|--------------------------------------------------------------------------------------|-------|
| _____ |  | _____ |
| _____ |                                                                                      | _____ |
| _____ |                                                                                      | _____ |

You can practise for the vocabulary at : <https://learningapps.org/5141033>

**Lesson 5**

**Smarter and greener cities ?**

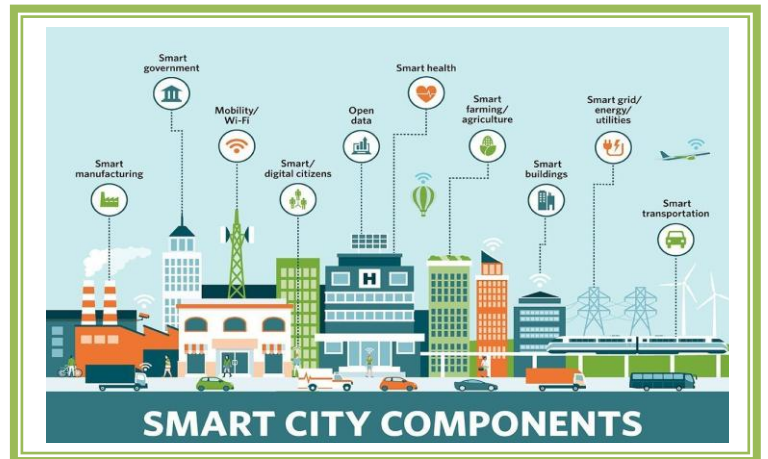
|                                |                                                                                                   |
|--------------------------------|---------------------------------------------------------------------------------------------------|
| <b>Objectif</b>                | Être capable de présenter une ville du future.<br>Comprendre les enjeux du développement durable. |
| <b>Compétences</b>             | Parler en continu et Ecrire                                                                       |
| <b>Objectifs linguistiques</b> | La description : le présent simple<br>Le comparatif                                               |
| <b>Supports</b>                | Image tirée du manuel numérique Piece of Cake pp.78-9.                                            |

**Anticipation** : a) React.



b) Find a synonym for : smart city.

Tick the correct answer.



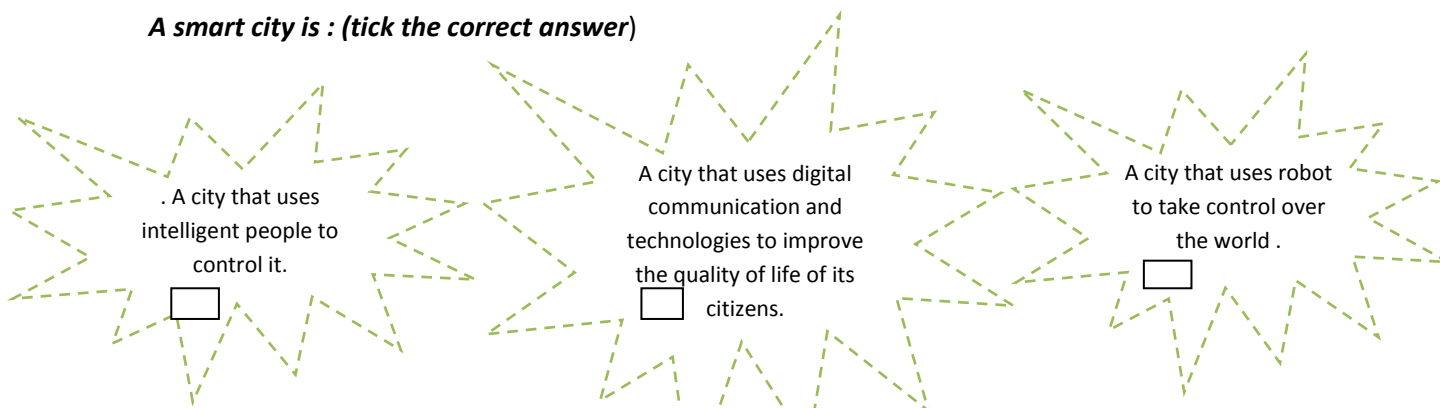
A beautiful city ☐

An intelligent city ☐

A modern city ☐

**Activity 1** : Find a definition for a smart city. Pick the correct definition.

**A smart city is : (tick the correct answer)**



➤ **Pick the words/phrases that can describe more a smart city.**

Green city ☐ make money ☐ improve air quality ☐ oil car ☐ connected homes/cars ☐ sustainable development ☐ pollution ☐ new technologies ☐ more factories ☐ intelligent road systems ☐ connected cities ☐ controlling robots ☐ improve trash collection ☐ nuclear power ☐

➤ **Can you think of a device (dispositif) people use everyday and that is also smart ?**

A \_\_\_\_\_.



- ❖ **Activity 2** : Look at the pictures and describe. (Images extraites du manuel Piece of Cake p.78-9)



TOOL BOX : VOCABULARY

a floating city/ fish/ a boat/ beautiful architecture/ dominant colours/ a part of the city is under water/ trees/ sky/  
an island/ small isles/ water/ 4 big buildings/ new technology(-ies)...

- Are these cities « smart cities ? ». Explain why.

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- Which city is **greener** ? why ?

City n° \_\_ is greener because \_\_\_\_\_

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- Which city is **more advanced** (technologically) ? Why ?

City n° \_\_ is more advanced because \_\_\_\_\_

---

- Which city is **smarter** ? Why ?

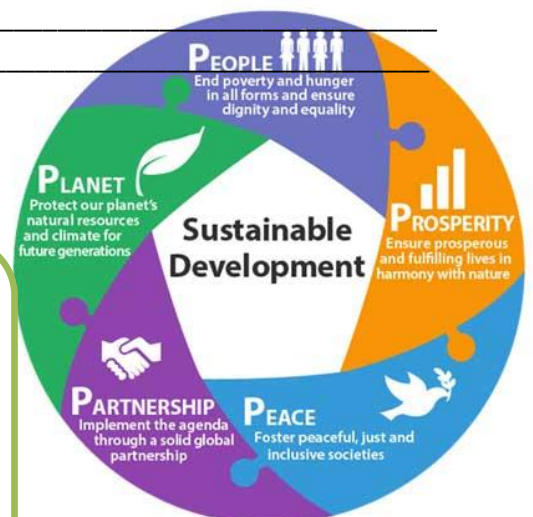
City n° \_\_ is smarter because \_\_\_\_\_

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**Understanding SUSTAINABLE DEVELOPMENT**

**What is Sustainable development ? Tick the correct meaning.**

- 1-Actions that can help make money. ☐  
2- Actions that cause little damage to the environment and that can continue for a long time. ☐

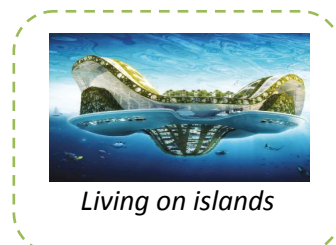
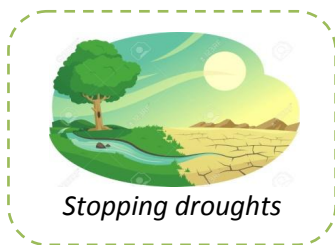
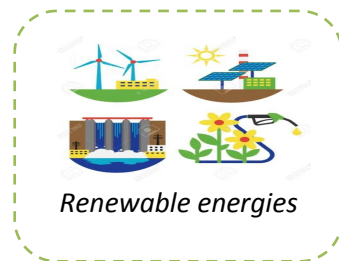




**Here are the 17 goals to achieve in sustainable development. Match the pictures to the goals.**



Goal\_\_\_\_





**Observez ces phrases et décrivez-les. S + V + C. Entourez le verbe dans chaque phrase.**

➤ Que fait-on dans les 2 phrases ? On \_\_\_\_\_ des villes.

a- City n°1 is more advanced than city n°2.

B- City n°3 is greener than city n°1.

➤ Quelle est la nature des mots « **advanced** » et « **greener** » : Nom ☐ verbe ☐ adjectif ☐

**Regardez la vidéo et relevez les exemples de la vidéo**

<https://www.youtube.com/watch?v=KZUD9y4wIJU>

➤ Comment appelle t-on cette structure grammaticale et à quoi sert-elle ?

Il existe \_\_\_\_ comparatifs : \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

On distingue les adjectifs \_\_\_\_\_ ( \_\_\_\_\_ ) des adjectifs \_\_\_\_\_ ( \_\_\_\_\_ )

- Comparatif de **supériorité** : ex (adj long) \_\_\_\_\_

Ex (adj court) \_\_\_\_\_

Cas particuliers : les adjectifs qui se terminent par - \_\_\_\_ : \_\_\_\_\_

Exceptions : \_\_\_\_\_

- Comparatif **d'égalité** : ex \_\_\_\_\_

- Comparatif **d'infériorité** : ex \_\_\_\_\_

**Activity 3 : Pick adjectives to compare the 3 islands.**

Green/ advanced/ smart/realistic/  
creative/ pretty/ beautiful/ eco-friendly/  
ecological/efficient/productive/ polluted/  
overcrowded.

**Ex** : City n°3 is greener than city n°1 because there are a lot of trees.

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**Activity 4 :** Now, imagine your future smart city ( London). Your school has been invited to a famous radio show to record a podcast to celebrate Earth day.Present your propositions for a future( London). (Record yourself). (You can use voicethread).



### Evaluation intermédiaire n°1



#### Tool box :

- Introduce yourself : name/age/school...
- Prononciation, intonation, rythme...
- gapfillers
- Describe the city in the future : « In the future, London will+ BV »
- List the inventions we will use
- Present the types of energies we will /may/might (not) use.
- Compare London to other cities in the future
- explain how it will become smarter and greener.
- speak about sustainable development.

**You can speak  
about London or  
about your city.**

## Lesson 6

## Is it too late ?

|                                |                                                                                                                                                                                       |
|--------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objectif</b>                | Dresser le bilan de nos actions passées sur l'environnement.<br>Rédiger un poème et le déclamer.                                                                                      |
| <b>Compétences</b>             | Parler en continu Ecrire                                                                                                                                                              |
| <b>Objectifs linguistiques</b> | Le present perfect<br>Rebrassage Be + V-ING.                                                                                                                                          |
| <b>Supports</b>                | Image : Manuel numérique Piece of cake pp 80-81 + workbook pp 63-65.<br>Vidéo : <a href="https://www.youtube.com/watch?v=MTTr7RGH37c">https://www.youtube.com/watch?v=MTTr7RGH37c</a> |

**Anticipation** : Look at the picture and describe. Find help with the activities in the tool box.



**Tick what you can see** : I can see.../ there is/are...

A pile of waste ☐ an elephant ☐ a waste collection ☐ an alien  
sun ☐ smoke (fume) ☐ cardboard ☐ solar panel ☐ flying cars ☐

**How do the characters look** ? They are...

sad ☐ happy ☐ satisfied ☐ worried ☐ scared ☐ enthusiastic ☐

**What are they doing** ? They are + V-ING

**What have they done** ? **Take stock.** They have + V-EN (pp)

saved ... ☐ killed... ☐ polluted... ☐ destroyed... ☐ made... ☐

❖ **Activity 1** : **Watch the video and do the activities** : (activité inspirée du manuel Piece of Cake p80-1.) <https://www.youtube.com/watch?v=MTTr7RGH37c>



**When does the scene take place** ? \_\_\_\_\_

**Tick the actions you can see in the video** : sing ☐ swim ☐ kill ☐ massacre ☐ dance ☐ transform into ☐ pollute ☐  
write ☐ fish ☐ read ☐ destroy ☐ ill-treat ☐ skate ☐ ride ☐ make ☐ build ☐ wound ☐ test ☐ walk ☐ run ☐  
speak ☐ scream ☐

❖ **Match each animals with the corresponding transformed object** :

|            |                 |
|------------|-----------------|
| Elephant • | • a carpet      |
| Sheep •    | • a coat        |
| Hen •      | • wool          |
| Cheetah •  | • chicken wings |
| Seal •     | • piano keys    |



❖ **Type of music in the video** : rock ☐ classical ☐ rap ☐ **Rhythm** : slow ☐ fast ☐ faster and louder ☐ no rhythm ☐

❖ **What is the artist's purpose** ? **Pick the correct answer. Pay attention to the verbal forms.**

The artist intends to + **BV**

He aims at + **V-ING**

Make us laugh.

Making people react.

Say what we have done is good.

Alerting spectators

Denounce what we have done to our planet

**Activity 2 : Let's recap ! Sum up the video.**

**Trace Orale.**

**PR : Le present perfect pour dresser un bilan.**



**Observe ces phrases et décris-les.**

a- We have polluted our planet for more than 50 years.

b- Since 2000, the situation has worsened.

**Quelle forme verbale a été utilisée ?** Quel temps ? \_\_\_\_\_

**La situation est-elle terminée ?** oui ☐ non ☐ Explique :  
\_\_\_\_\_

**Qu'exprime la phrase A avec « for more than 50 years » ?** \_\_\_\_\_

**Que fait la phrase B avec « Since 2000 »** \_\_\_\_\_

On utilise le present perfect pour parler \_\_\_\_\_  
\_\_\_\_\_

Formation : \_\_\_\_\_

Avec FOR on exprime \_\_\_\_\_

Avec SINCE on \_\_\_\_\_

**Activity 4 : a) With the help of the video take stock. What have men done to our planet ?(5sentences)**

Ex : Men have destroyed our planet.

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b) **Write an acrostic poem like the examples.**

**(activité tirée du manuel Pice of Cake p .80-1)**

Work in pairs. You must write an optimistic and

a pessimistic version. **Recite it to the class.**



## Evaluation Intermédiaire n°2

### 12. Mission 2 - Partie 3 : Les poèmes en police Dys

What have we done?

**D**estroyed our natural habitat  
**A**bandoned our planet  
**M**ade so many mistakes  
**A**ltered our children's world  
**G**ambed with it  
**E**arned so much money but  
**D**arkened our future  
Elijah

What have we done?

**L**ooked for innovative solutions  
**I**magined ways to live better  
**S**olved some environmental issues  
**T**ried to treat our planet better  
**E**nvisioned our future  
**N**ot done enough though  
**E**xpected a brighter picture  
**D**ecided to take action  
Eileen

#### TIPS :

**Which poem is optimistic \_\_\_ and pessimistic\_ ?**

**What are they doing in these poems ?**

underlying the present consequences of past actions ☐

underlying the future ☐

**Translate the title :** \_\_\_\_\_

**Pick out the verbs :** \_\_\_\_\_

**What have we done ?**

We have...

**What have we done ?**

We have



## Lesson 7

## A day to celebrate our planet ?

|                                |                                                                                                                                                                  |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objectif</b>                | Découvrir la célébration « Earth Day ».<br>Être capable de parler de solutions écologiques pour notre planète.<br>Réaliser un poster.                            |
| <b>Compétences</b>             | Lire & comprendre Ecouter & comprendre Ecrire Parler en continu                                                                                                  |
| <b>Objectifs linguistiques</b> | L'obligation « Must » et la possibilité « can ».<br>Proposition subordonnée en « if ».                                                                           |
| <b>Supports</b>                | Earth day all around the world : vidéo avec sous-titres<br><a href="https://www.youtube.com/watch?v=Kz1YnhCxaso">https://www.youtube.com/watch?v=Kz1YnhCxaso</a> |

**Anticipation :** Look at the picture. Pick out the following information.

**Nature of the document :** a book cover ☐ a painting ☐ a poster ☐ an article ☐ a clipping ☐



Theme :

Date :

Place :

Time :

Public involved :

Action promoted :

**Recap :** Present the document.

**Trace Orale :**

**Activity 1 :** What is Earth day ? Make hypotheses.

**Trace orale :**

**Activity 2 :** Watch the video and do the following activities.

Earth day all around the world : vidéo avec sous-titres. (Il est possible de passer la vidéo sans montrer les images). <https://www.youtube.com/watch?v=Kz1YnhCxaso>

**Reminder : Making hypotheses**

Maybe/ perhaps/ It is possible  
 that/ I'm sure... it's about...  
 It may/ might be about...

1- **What is Earth day** ? The Earth's birthday ☐ a special day to take care of the Earth ☐

2- **Who celebrates Earth day** ? \_\_\_\_\_

3- **Where do we celebrate Earth day** ? (countries and how).

a- To celebrate the relationship between us and the Earth.

1- In Tokyo ☐

5- ☐

b- we have a \_\_\_\_\_

2- in ☐

6- ☐

c- go to \_\_\_\_\_

d- you can adopt an acre of rainforest with a simple donation.

3- ☐

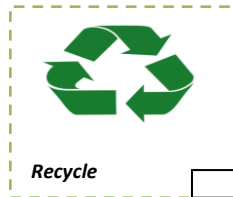
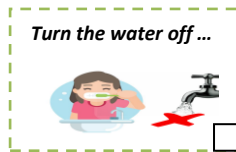
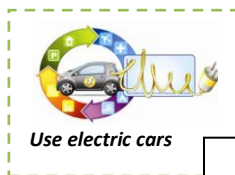
e- everyone \_\_\_\_\_

f- with a \_\_\_\_\_

4- ☐

→ **Going green** : (meaning) \_\_\_\_\_

11- **What are the solutions suggested to help keep the Earth clean and healthy. Tick the correct answer.**



**Activity 3 : Let's recap ! Complete the text with the information from the grid.**

Go green/ South Africa/donation/ go to the park/take car of the Earth/rides their bicycle/save energy/a big carnival/Tokyo/turn the water off/changes/turn the lights off/reusable water bottles/adopt.

Earth day is a special day when people must \_\_\_\_\_. Everyone can celebrate this day. In \_\_\_\_\_, they celebrate Earth day with a big festival in the streets and they learn ways to \_\_\_\_\_.

Going green is making \_\_\_\_\_ to the way you live in order to be kinder to our environment. In \_\_\_\_\_, they celebrate the relationship between us and the Earth. In Brazil, you can \_\_\_\_\_ an acre rainforest with a simple \_\_\_\_\_. In Hungary, everyone \_\_\_\_\_. In Madagascar, they have \_\_\_\_\_. In the US, lots of people \_\_\_\_\_ and plant baby trees called Saplings.

There are 3 things we can do to help keep the Earth clean and healthy.

First, you can use a \_\_\_\_\_ to help reduce waste caused by plastic bottles. Then, you can \_\_\_\_\_ when you brush your teeth. Finally, you can \_\_\_\_\_ off when you leave a room to \_\_\_\_\_.

Mother Earth takes care of us, so we must take care of her.

### ANSWERS

Earth day is a special day when people must **take care of the Earth**. Everyone can celebrate this day. In **Tokyo**, they celebrate Earth day with a big festival in the streets and they learn ways to **go green**.

Going green is making **changes** to the way you live in order to be kinder to our environment. In **South Africa**, they celebrate the relationship between us and the Earth. In Brazil, you can **adopt** an acre rainforest with a simple **donation**. In Hungary, everyone **rides their bicycle**. In Madagascar, they have **a big carnival**. In the US, lots of people **go to the park** and plant baby trees called Saplings.

There are 3 things we can do to help keep the Earth clean and healthy.

First, you can use a **reusable water bottle** to help reduce waste caused by plastic bottles. Then, you can **turn the water off** when you brush your teeth. Finally, you can **turn the lights** off when you leave a room to **save energy**.

Mother Earth takes care of us, so we must take care of her.

**Activity 4 :** a) **Recycling is a way to go green. Can you find the 2 words that describes best this action. Crack the code.**

|    |   |   |    |   |   |
|----|---|---|----|---|---|
| 18 | 5 | 4 | 21 | 3 | 5 |
|----|---|---|----|---|---|

|      |     |     |      |    |     |    |                                                                                     |    |   |    |    |   |
|------|-----|-----|------|----|-----|----|-------------------------------------------------------------------------------------|----|---|----|----|---|
| 18 r | 5 e | 3 c | 25 y | 3c | 12l | 5e |  | 18 | 5 | 21 | 19 | 5 |
|------|-----|-----|------|----|-----|----|-------------------------------------------------------------------------------------|----|---|----|----|---|

**b) In pairs, Find actions that could correspond to each word. Then, report to the class.**

| Recycle          |  |  |
|------------------|--|--|
| -plastic bottles |  |  |

**c) Match the action « recycling » with one of the 17 goals targeted by sustainable development.**

**Trace orale :**

Ex : If we want to go green, we must + BV/ have to + BV /If we want to start making a change,..... / If we want to save our planet... we can + BV



**Activity 5 :** **In groups, design posters to promote green actions and to promote Earth day at school.**

**Homework** : **Take this personality quiz** :

<https://kids.nationalgeographic.com/explore/nature/save-the-earth-hub/planet-protector-personality-quiz> : Take this just-for-fun quiz to see what kind of planet protector you are.

When you finish, copy out the result (your planet protector profile). Then, be ready to present your profile to the class. You can give some examples of the statements you picked.



Ex : I am a climate change warrior.

I have a big heart and I want to make the world a better place.

**MY PROFILE AS A PLANET PROTECTOR**

I am \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_





## PHONETICS

|                                |                                                                                                                                                  |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Objectif</b>                | S'entraîner à prononcer correctement les mots de la séquence.                                                                                    |
| <b>Objectifs phonologiques</b> | Les différentes réalisations de la lettre « a ».                                                                                                 |
| <b>Supports</b>                | Wordreference : <a href="https://www.wordreference.com/fr">https://www.wordreference.com/fr</a><br>Salle multimédia ou en autonomie à la maison. |

**Listen and put the words into the right category** : the different pronunciations for the letter « a ».

Global warming ice cap deforestation waste climate solar natural smart car wall save  
Renewable animals gas planet sustainable

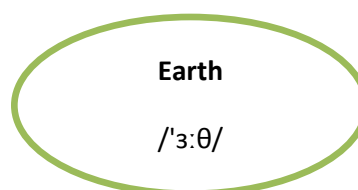
| /ei/ | /æ/ | /ə/ | /a:/ | /ɔ:/ |
|------|-----|-----|------|------|
|      |     |     |      |      |

### **Practise your pronunciation**



- Listen and repeat the words seen in the grid : use **wordreference**.
- Practise these words : <https://www.wordreference.com/enfr/environment>

<https://www.wordreference.com/enfr/earth>



- Practise the vocabulary and the pronunciation. Match the pairs, listen and repeat.

<https://learningapps.org/3664561>

*Si tu as des difficultés à prononcer certains mots de la séquence, n'oublie pas que tu peux utiliser **wordreference**. Tu y trouveras la traduction, la définition, la transcription phonétique et tu pourras même écouter la prononciation.*



## Singing Earth !

|                 |                                |
|-----------------|--------------------------------|
| <b>Objectif</b> | Préparation à la tâche finale. |
|-----------------|--------------------------------|

**Tâche finale** : It's **Earth day** and you take part to a contest about environment in **London/ your school**. In groups, you have to sing a song . Write the lyrics of a song to promote green alternatives in **London/ your city**. You need to denounce the consequences of our actions on our environment and present convincing solutions to solve these problems.

### **STEP 1 : MUSIC/ RHYTHM**

Think about the music you want to use for your song.

### **STEP 2 : PLAN and MESSAGE**

Think about your plan, the number of verses.



### **STEP 3 : Check your grammar**

Pay attention to your verbs.

### **STEP 4 : SING !**

Pay attention to your pronunciation. Be convincing when you sing !

