

PROFILE

Modern Art

Let me introduce myself...



Hello, I'm Kathryn. Are you interested in modern art? I'm a student in visual arts at the University of Western Ontario in Canada. I find this really exciting. Our department offers excellent facilities with large and small computer labs, photography and printmaking areas, a gallery, a bright, open workshop and studio areas. We have lots of art history, sculpture, painting and photography lessons but what fascinates me are the meetings with the artists, curators*, and art historians who come to our university and who give us lots of useful tips. Can you imagine that last month, James Carl, a very good sculptor visited us and showed us how he works! That was really interesting! My favorite subject is painting, you'll often find me in the workshop... We're organizing an exhibition to show our work next week. What about coming and meeting me? I'll show you round the university...

* des conservateurs de musée



Henry Moore, Working Model For UNESCO Reclining Figure, 1957 (bronze).



Andy Warhol, Marilyn Right Hand Side, 1964 (silk screen).



1 Listen to Kathryn and answer the following questions.

- Name of Kathryn's favourite painter?
- Name of the movement he belonged to?
- Birth of this movement? In which countries?
- This movement is inspired by?
- Name of one of his most famous works?
- Names of celebrities he portrayed?
- Names of other painters belonging to this movement?



2 Listen and answer the questions.

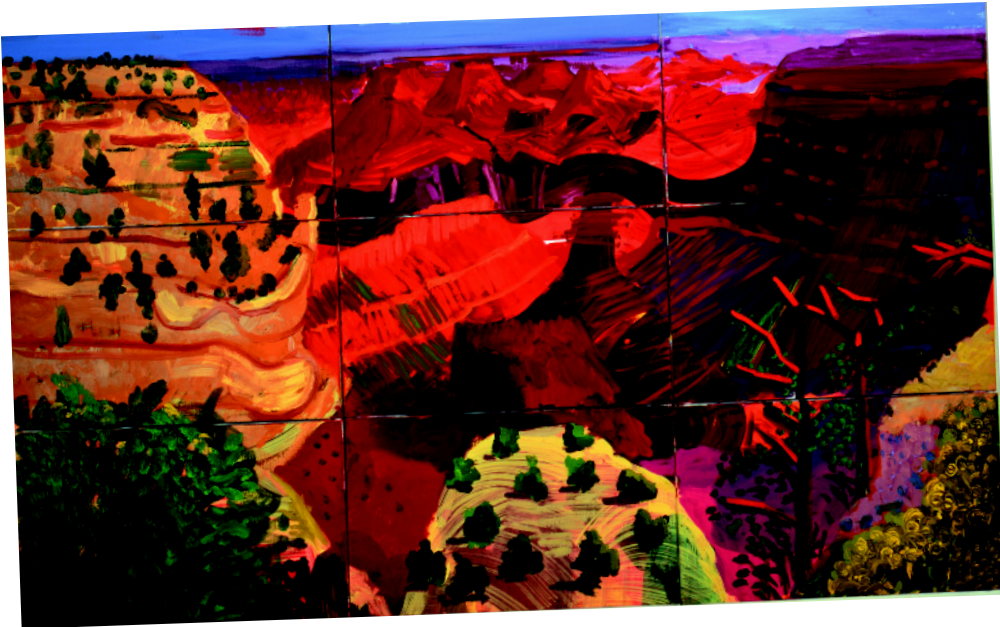
- What sort of artist is Henry Moore?
- Where can you see his works?
- What do his works represent?
- Who inspired Henry Moore?
- Which masterpiece does Kathryn like best?



- Date of birth
- Nationality
- Job
- Name of the movement he belongs to
- Speciality between 1970 and 1986
- Names of three of his works

3 Search the Internet for information about David Hockney.

B2i



David Hockney, 9 Canvas Study of the Grand Canyon, 1998 (oil on 9 canvases), 9 1/2 x 65 1/2 inches overall

4 Look at this work *9 Canvas Study of the Grand Canyon* (by David Hockney) and choose the correct statements.

- It's:
 - a painting;
 - a photograph;
 - an assembly of photographs.
- It refers to:
 - Cubism because it uses different views taken at different times;
 - Impressionism because it has visible brush strokes and there is an idea of movement;
 - Realism because it describes people in everyday life.

QUIZ

Tick the right answer.

- Modern art refers to artistic works produced:
 - from the 1860s to the 1970s
 - from the 1910s to the 1920s
 - from the 1720s to the 1790s / 1
 - A London museum famous for modern artistic works:
 - the British Museum
 - the Tate Modern
 - the Science Museum / 1
 - A New York museum famous for modern artistic works:
 - the City Island Nautical Museum
 - the Empire State Railway Museum
 - the Guggenheim Museum / 1
 - Picasso painted:
 - Venus and Adonis
 - Guernica
 - la Joconde / 1
 - Michelangelo was:
 - a Spanish 19th century novelist
 - an Italian Renaissance painter
 - the builder of the Sistine Chapel in Rome / 1
 - Which work is not by Norman Rockwell?
 - The Problem We All Live With
 - The Runaway
 - Garrowby Hill / 1
 - Norman Rockwell's paintings often represent:
 - gloomy landscapes
 - portraits
 - scenes from everyday life / 1
 - Which work is not by Jasper Johns?
 - Telephone Booths
 - Three Flags
 - Flag / 1
 - Photorealism:
 - is a technique based on making a painting from the use of a photograph
 - is a sculpture technique
 - was invented in the 1920s / 1
 - Jackson Pollock, an American painter of the 20th century, belongs to:
 - the abstract expressionist movement
 - the Cubist movement
 - the Impressionist movement / 1
- Your score/ 10

Check your answers and write your score.

one hundred and nineteen | 119

Checkpoint

GOAL 1. 2. 3. 4



1. Listen

Tâche Comprendre un message sur un répondeur téléphonique. C0 — B1

Votre ami cherche un job pour l'été et vous demande de l'aider. Il contacte par téléphone deux entreprises pour leur proposer ses services. A chaque fois, c'est un message enregistré.

Écoutez ces messages et cochez les bonnes réponses pour informer votre ami.

1^{er} message : Hamilton Agency

- a. En ce moment, les bureaux sont
 - Ouverts
 - Fermés
- b. Les heures d'ouverture des bureaux sont
 - 9 h-17 h
 - 10 h-19 h
 - 10 h-17 h
- c. Les bureaux sont ouverts
 - Du lundi au samedi
 - Du lundi au vendredi
 - Du lundi au jeudi
- d. On vous demande
 - De ne pas laisser de message
 - De laisser un message
 - De rappeler pendant les heures d'ouverture

2^e entreprise : New Homefit Company.

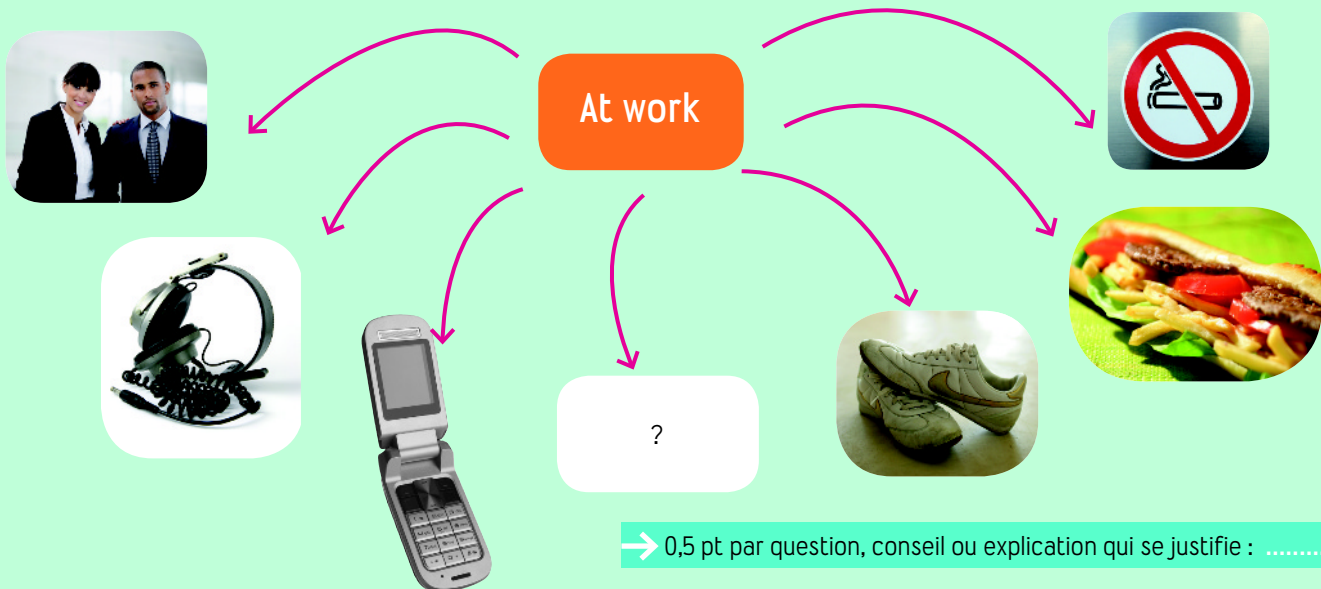
- a. La nouvelle adresse e-mail est
 - new2homefit57@sj.uk
 - new.homefit57@cj.uk
 - new.homefit57@sg.uk
- b. Appuyez sur la touche 1 si vous voulez
 - payer une commande
 - faire une commande
 - annuler une commande
- c. Appuyez sur la touche 2 si vous voulez
 - avoir des informations sur des produits
 - avoir des informations sur des prix
 - avoir des informations sur votre dernière commande
- d. Appuyez sur la touche 3 si vous voulez
 - prendre rendez-vous avec le directeur
 - parler à un opérateur
 - recevoir des échantillons

2. Speak

→ 0,5 pt par bonne réponse : 4 pts

Tâche Exprimer ou répondre à une autorisation, une interdiction. E01 — B1

Discutez avec votre ami de ce qui est autorisé ou non sur son lieu de travail. Posez des questions et donnez des conseils et toute précision utile.



→ 0,5 pt par question, conseil ou explication qui se justifie : 4

Tâche Laisser un message sur un répondeur. **EOC — B1**

Vous voulez prêter votre vélomoteur à votre ami pour qu'il se rende sur son lieu de travail. Vous lui laissez un message sur son répondeur : vous vous présentez, vous lui donnez rendez-vous le lendemain matin chez vous, vous lui demandez s'il peut venir à 8 h 45, vous lui donnez trois conseils ou ordres pour bien conduire. Vous lui demandez de vous rappeler dès que possible et vous lui donnez toute autre information utile.

→ 0,5 pt par information ou explication correcte : 4 pts

3. Read a forum page: 'my first job'

Tâche Comprendre l'essentiel d'un témoignage, d'un point de vue sur une page de forum Internet. **CE — B1**

«ws9015» from UK, age 32	my first job was at a surf shop, on a beach in Cornwall. I started when I was 15 yrs old; I was on a wage of £3 an hour, working for 12 hours a day with only a 1-hour break. Now when I look back on it, I have come to realise that I was overly exploited and so are any other children that will inevitably follow me and work in small shops for tiny wages and long hours. The UK is meant to be setting an example to other countries not to exploit children in the workplace; however with cases similar to my past experiences still going on then I cannot believe that the UK is setting an example.
«aby» from Netherlands, age 19	I was 17 when I had my first job. For the summer vacation I worked for a home for the aged. I had flexible hours between 7am and 7pm. I got poor wages. Just like every other teenager I wanted pocket money to pay for my 'little pleasures'. But the longer I worked the more I realised that it's not about what you get at the end, it's about the experience. The value of the money you earn is nothing compared to the lessons you learn

<http://youthink.worldbank.org/issues/employment/firstjob.php>

Relevez les informations données par chaque Internaute.

	«ws9015» from UK	«aby» from Netherlands
Âge pour ce premier emploi		
Lieu de travail		
Salaire		
Conditions de travail		

→ 0,25 pt par réponse juste : 2 pts

Expliquez en français les deux points de vue.

Dites si ces premières expériences ont été positives ou négatives et expliquez l'analyse que chacun fait de cette expérience.

→ 1 pt par réponse juste : 2 pts

4. Write about your first work experience

Tâche Rédiger un compte-rendu écrit pour une page forum sur Internet. **EE — B1**

Vous souhaitez ajouter votre témoignage sur cette page forum 'my first job'.

Indiquez toute information utile (type d'emploi, lieu, vêtements à porter, conditions de travail) sur votre première expérience professionnelle et donnez votre point de vue.

→ Message complet, compréhensible : 4 pts

→ Total 20 pts


14 GOAL


Save the planet

The alarming state of our planet


Tâche Comprendre un entretien radiophonique et produire une courte synthèse. **CO et EOC — B1**

GET READY


 **1** Look at the picture, listen and repeat.

 **2** Listen and answer the questions.

- a. What sort of document is it?
- b. Who is speaking?
- c. What is it about?

 **3** Listen again and select what you hear.

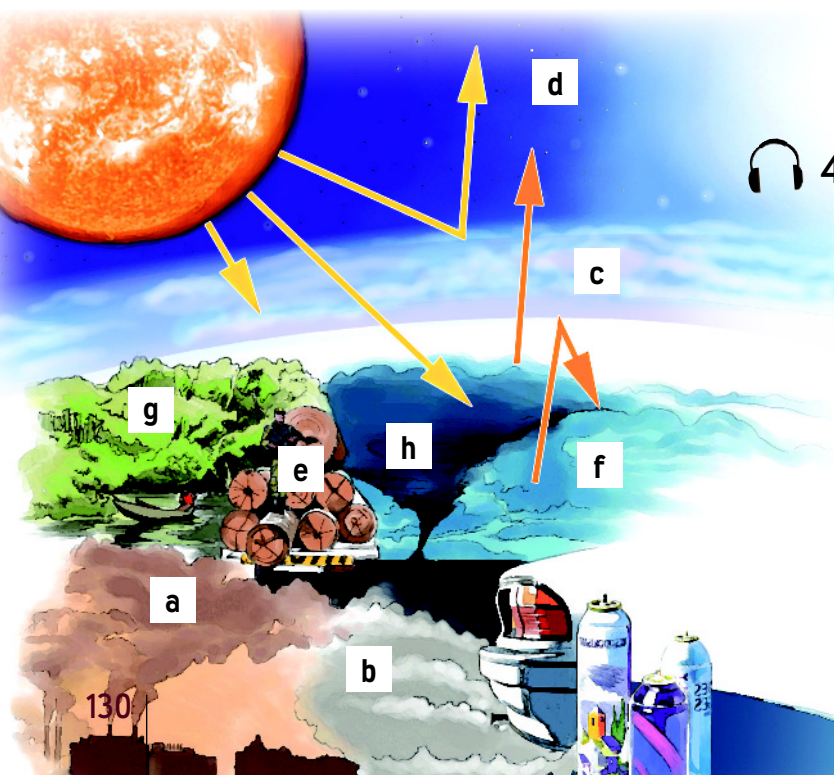
- a. Our grandchildren may never see an elephant except in a picture book.
- b. We are surely responsible for this.
- c. We are not prepared to protect the environment.
- d. 50 per cent of all species on the planet may disappear in the next 100 years.
- e. Tropical rainforests are being destroyed to provide land for farming.
- f. Climate change is not possible.
- g. The Arctic ice is melting, sea levels are rising, threatening coastal areas and major cities worldwide.
- h. Hurricanes will be smaller and smaller.

 **4** Listen again and answer the questions.

- a. How can we save plants and animals?
- b. What do tropical rainforests store?
- c. What do the CO₂ emissions cause?
- d. What is the consequence of the rise in temperatures?
- e. How can we stop poisoning the atmosphere?

NOW ACT!

5 List what you have learnt about the state of the planet and explain what the interview is about.




How can we save our planet?

Tâche Comprendre la description claire et détaillée d'une démarche écocitoyenne. **CO — B2**


 **6** Listen and repeat.

7 Match the words with their definitions.


- | | |
|--------------------|--|
| a. CFCs | 1. It is a part of Earth's atmosphere which contains high concentrations of ozone. |
| b. the ozone layer | 2. It is a place in your garden where you recycle organic matter into fertilizers. |
| c. a landfill site | 3. Chlorofluorocarbons: toxic gases. |
| d. a compost heap | 4. It is a public site where you dispose of your waste material. |
| e. rubbish/waste | 5. Unwanted or unusable materials. |

 **8** Listen to the dialogue and tell who (Naomi or George) gives tips about :

- | | |
|-----------------------|-------------------------|
| a. recycling | c. sorting rubbish |
| b. saving electricity | d. consuming less water |

 **9** Guess who says these words, then listen again and check your answers.

- I put glass bottles and newspapers into special containers.
- I try not to buy over-packed goods.
- If every one of us is careful, we won't damage our planet any more.
- If we use recycled paper, we will help save trees.

 **10** Listen again to the dialogue and answer the questions:

- How can we limit the quantity of rubbish?
- What should we do with our glass bottles and newspapers?
- What will people do if they use recycled paper?
- Why does George avoid buying plastic?
- How can people limit their use of plastic?



FOCUS

- If we use recycled paper, we will help save trees.
- If every one of us is careful, we won't damage our planet anymore
 - À quel temps sont les formes verbales?
 - Traduisez les deux énoncés

Training ex. 1 et 2

11 Complete with the verbs in the correct form.

- If I (pollute) Earth, it (be) in great danger soon.
- If you (drive) a lot, you (produce) many CO₂ emissions.
- If my mother (buy) only CFC-free products, she (protect) the ozone layer.
- If my father (not stop) burying rubbish in the garden, there (be) water pollution in our neighbourhood.
- Many animals (disappear) if pollution (continue).

NOW ACT!



12 Listen to the end of the programme and write down a summary in French.



Tâche Comprendre des articles présentant différents aspects d'un problème actuel. **CE — B2**



ALASKA CLIMATE CHANGE

The Arctic sea ice is melting. Polar bears need sea ice to access their food. Global warming is the biggest threat for them and could lead to the loss of their habitat. Oil exploration and development in the Arctic also affects polar bears by introducing oil and other toxic substances to their environment. This territory may become rapidly uninhabitable for polar bears. If global warming still increased, 70% of species — with Arctic animals like the polar bear — would be in great danger of extinction.

North America

South America

Europe

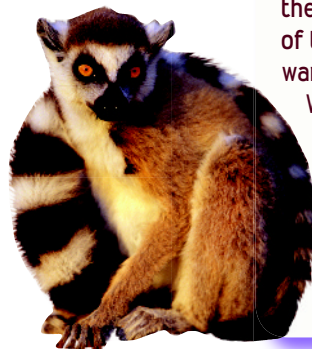
Africa

Madagascar

FOCUS

- If the Arctic sea melted completely, polar bears would disappear.
- If elephants disappeared it would be a natural disaster.
- À quel temps sont les formes verbales?
• Traduisez les deux énoncés

Training ex. 3, 4 et 5



MADAGASCAR DEFORESTATION

Every hour, another hectare of the world's forests is destroyed forever. There are two reasons — land and wood. In many countries the trees have been cut down because the land was needed for animals or crops. In other parts of the world the trees are cut down because their wood is wanted. It is used for firewood or it is made into furniture. When the forest is destroyed, it isn't only the trees that are lost, the homes of millions of animals and plants are destroyed too. If deforestation continues on the island of Madagascar, the bamboo lemur won't exist any more in a few years. If everyone stopped buying teak or mahogany furniture, we would save many forests worldwide.

1 Read the documents on Alaska and Central Africa and answer the questions in French.

- Pourquoi certains animaux sont-ils en danger ?
- Pourquoi le changement climatique est-il dangereux pour les ours polaires ?
- Quel est l'autre problème dans la mer Arctique ?
- Quels animaux vivent dans les forêts centrafricaines ?
- Pourquoi les éléphants et les gorilles sont-ils chassés par des braconniers ?

2 Read the documents and find the English equivalents for :
fondre — menace — invivable — massacre — meubles — eaux usées.

3 Read the document about Australia and answer the questions in French.

- Où vivent la plupart des Australiens ?
- Qu'est-ce qui pollue les côtes australiennes ?
- Quelle est la conséquence de cette pollution ?
- Que peut-on faire ?
- Pourquoi les plantes sont-elles importantes sur les dunes ?

Did you know ?

5 billion people will live in cities by 2030. That will be around 60 per cent of the global population.

51 million tonnes is the projected amount of CO2 London will emit in 2025, a 15 per cent increase on 2006 figures.



AUSTRALIA COASTS IN DANGER

About 86 per cent of Australia's population live along the coasts. Each year, thousands of tonnes of sewage are discharged into the sea affecting the sea and the coasts. There are many things we can do to help protect them. We should dispose of our rubbish properly; it can kill fish, marine mammals, birds and reptiles. We should stay off the sand dunes. If the plants that grow on them are pulled up, the sand will blow away. Finally, everybody should obey the laws on coast protection.

NOW ACT!

4 Read the paragraph about Madagascar and write a summary in French.

CENTRAL AFRICA POACHING*

The Central African forest is a refuge for several large mammal species (elephants, rhinos...) but it has been the site of terrible violence because of poaching. It goes from the illegal slaughter of elephants for their ivory to the hunting of gorillas for food — "bushmeat" is very popular in Africa's markets. It would be a worldwide disaster for nature if these magnificent animals disappeared.

* braconnage



Tâche

Trouver les informations pertinentes sur un site internet, réaliser une affiche et la présenter, demander et donner des informations. **CE et E01 — B1.**



Search the Internet for information about another environmental problem, prepare a poster, orally present it to the class and answer their questions.

 **In Tune**



Distinguez le son [tʃ] comme dans *nature* du son [ʃ] comme dans *pollution*.

A Écoutez les mots suivants et classez-les dans le tableau ci-dessous.

temperature — future — rubbish — natural — picture — solution — agriculture — French — choose — species — change — poaching — population — furniture — shoes.

[ʃ]	[tʃ]

B Écoutez pour vérifier et répétez.

1 Écrivez les verbes entre parenthèses au présent ou au futur pour exprimer des situations possibles.

- a. If I (have) a shower instead of a bath every day, I (save) a lot of water.
- b. If my father (buy) a green car, he (save) money on petrol.
- c. If my mother (put) the left-over food in the compost heap in our garden, she (reduce) the waste in landfills.
- d. If we (switch off) the electrical appliances at home when we do not use them, we (consume) less electricity.
- e. If my grandmother (buy) a fur-coat, she (not help) protecting the species on the brink of extinction.

2 Complétez logiquement les phrases.

- a. If ..., I will protect the environment.
- b. If ..., I will save trees.
- c. If ..., I will protect the ozone layer.
- d. If ..., he will be a green driver.
- e. If ..., I will save water.

3 Écrivez les verbes entre parenthèses au prétérit ou au conditionnel pour exprimer des situations irréelles ou imaginaires.

- a. If everyone (leave) the car at home one day every week, it (reduce) air pollution.
- b. If people (not buy) big cars, they (not pollute) so much.
- c. If people (respect) nature, the environment (be) better.
- d. If nobody (buy) ivory, elephants (be) preserved.
- e. If global warming still (increase), climate (change).

4 Répondez de façon personnelle.

- a. What would you do if you won the Lottery?
- b. Where would you go if you could travel?
- c. If you were an animal, what would you be?
- d. If you went to live in another country, what would you miss most?
- e. If you were on a desert island and could only have one thing, what would you take with you?

5 Écrivez les verbes entre parenthèses aux temps qui conviennent.

- a. If secretaries (not print) paper anymore, they would make their office greener.
- b. If employees switched their computers off during their lunch break, companies (reduce) their electricity consumption.
- c. If you use scrap paper as notepads and print double-sided, you (halve) paper consumption.
- d. If you (carpool) to go to work, you will use less petrol.
- e. At work, if you drink tea or coffee in a mug instead of in a disposable cup, waste (be) limited.

6 Remettez les mots dans l'ordre pour trouver les avantages du commerce équitable.

- a. If / would / only fair-trade products / , / increase / farmers' income / bought / everybody /
- b. If / there / environmental protection / be / would / , / were / only fair-trade products / better /
- c. If / produces / fair-trade products / will obey / , / a farmer / international laws of protection / he /
- d. If / fair-trade / grown / eat / will / , / you / vegetables / you / chemical fertilizers / buy / without / produce /
- e. help / buy / developing countries / , / chocolate / will / you / if / you / fair-trade /

7 Expliquez ce que vous (ou votre famille) pouvez faire pour protéger l'environnement. (80 — 100 mots)

Language tips

Pour parler d'une situation possible

- **If + verbe au présent, ... will / won't + base verbale**

If we use recycled paper, we will save trees. Si nous utilisons du papier recyclé, nous sauverons des arbres.

Pour parler d'une situation irréaliste ou imaginaire

- **If + verbe au prétérit, ... would / wouldn't + base verbale**

If global warming increased further, 70% of species would be in great danger of extinction.

Si le réchauffement climatique augmentait encore, 70 % des espèces seraient en grand danger d'extinction.

→ Grammar keys N°18



VOCABULARY

nouns

a compost heap un tas de compost
consumption la consommation
a coast une côte
a crop une culture
deforestation déboisement
the earth la planète
fair-trade commerce équitable
a fertilizer un engrais
global warming le réchauffement climatique
the greenhouse effect l'effet de serre
a hurricane un ouragan

an issue une question, un sujet
a landfill site un site d'enfouissement des déchets
a law une loi
left-over food des restes (de nourriture)
a loss une perte
a mammal un mammifère
oil le pétrole
a rainforest une forêt primaire
rubbish des ordures, des déchets
scrap paper (papier de) brouillon
sewage eaux usées
a slaughter un massacre

a species une espèce
a threat une menace
waste des déchets

verbs

avoid éviter
carpool faire du co-voiturage
collect ramasser
discharge déverser
dispose of se débarrasser de
grow pousser
halve diminuer de moitié
hunt chasser
melt fondre
poison empoisonner
pollute polluer
provide fournir
pull up arracher, déraciner
save sauver

sort trier
stay off rester à l'écart de, éviter
threaten menacer

adjectives

magnificent magnifique
overpacked trop emballé
powerful puissant
uninhabitable invivable
valuable précieux, de valeur
worldwide dans le monde entier

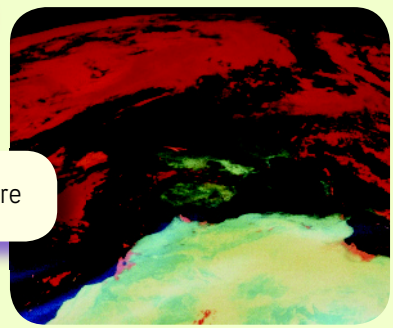
Mind Map



water

land

atmosphere



reducing pollution



developing green culture

the three Rs :
Reduce, Reuse,
Recycle

WHY?

respecting the environment
for the future

HOW?



waste paper skips



sorting the rubbish
and keeping it clean

WHERE?

landfills

incinerators

compost heaps in
gardens

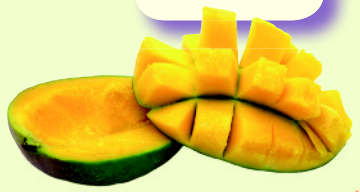
bottle and can
banks



WHAT?

paper

food



glass

our recyclable
rubbish

printer
cartridges

aluminium

plastic



Explain what
recycling is.

Project 14

Write a poem

Vous créez un recueil de poèmes pour célébrer la journée mondiale de la Poésie qui a lieu le 21 mars.

NATURE OR WHAT'S LEFT OF IT

There was a world that I once knew,
Fields and flowers all covered in dew
Fresh air filled my lungs,
And the wind brushed through my hair

That world is now long gone,
Corporations have killed Mother Nature
Oil spills into crystal clear seas,
Smoke fills once blue skies

The rays of the sun are stronger than ever
Didn't anyone question the consequences?
It's too late now the damage is done;
The human race, the last ruins of creation

The gods must be pleased with our foresight
After this, how can we claim any superiority?
I'm a disappointed inhabitant of the newly
established world,
And a disgusted member of human ruins.

Lou D.

www.familyfriendpoems.com



Tâche 1 Lire et apprécier une poésie. **CE — B2**

Lisez le document suivant avec votre professeur.

Tâche 2 Écrire de la poésie à la manière de Lou D. **EE — B2**

Par groupe de 3, imaginez et rédigez deux nouvelles premières strophes pour ce poème.

Vous commencerez la première strophe par le vers *"There was a world that I once knew".....* et la deuxième strophe par le vers *"That world is now long gone,"...*

Le champ lexical sera celui de l'écologie et de la nature en général.

Tâche 3 Présenter des travaux réalisés. **E01 — B2**

Présentez ce nouveau poème sous un document Word avec des illustrations et récitez-le à la classe.