

Vote for me!

TB p. 26

1 Read Beryl's speech.

TIP

À la première lecture, commence par surligner tous les mots transparents (*represent, class, junior...*) puis tous les mots que tu connais déjà.

a. Underline in blue adjectives or expressions referring to her personality.

b. Find equivalents in the speech for:

- Elect me! =
- Collect money =
- Develop communication =
- I never abandon =
- Spend time to help =

Hi, everybody!

My name's Beryl Cullen and I would like to represent our class as Junior Class President.

I'm very cheerful and outgoing and enjoy working in a team. People who know me say I never give up and I always look on the bright side of life! I love being a leader and I want you to vote for me! If elected, I'd like to devote all my time and effort to serving our class. You won't be disappointed. I really want to help everyone.

I will make sure that we can all work together to raise funds for our prom and create a fun and welcoming atmosphere at school. I will also do everything in my power to promote even better relationships between the staff and students. So I hope you make the right choice!

Be smart! Vote for Beryl.
You won't regret it!

2 Time to check! All these statements about Beryl are wrong. Correct them!

- a.** Beryl is a very sad and shy person.
- b.** According to her friends, she isn't very determined.
- c.** She doesn't mind if people don't vote for her.
- d.** She won't do anything to improve school life.

SYNONYMS to help you...

- cheerful = happy
- outgoing = sociable
- give = abandon
- devote time to = spend time to / give her time to
- raise funds = collect money
- promote better relationships = develop good communication between the teachers and the pupils

1 Observe et déduis



- a. *She'll make sure everything is okay.*
- b. *You won't be disappointed.*

Ces phrases évoquent le passé. le futur.

Entoure l'auxiliaire en bleu et souligne le verbe en vert.

Will (= 'll après un pronom personnel sujet) et won't (= + not) sont invariables et sont suivis d'un verbe conjugué. d'une base verbale.

2 Récapitule



Affirmation	Négation	Question
Sujet + will/'ll + + + + sujet + ?

3 Entraîne-toi



Fais des phrases pour parler du futur.

Our class president (devote) her time to serving our class and she says she (not - give up) when there is a problem, she

(always - be) determined. (she - ask) for detention reforms? That'd be cool!

1 Observe et déduis



Relie les phrases à ce qu'elles expriment.

- | | | | |
|---|---|---|--------------------|
| a. <i>I want to be class president.</i> | • | • | volonté |
| b. <i>She wants them to vote for her.</i> | • | • | souhait |
| c. <i>I'd like to vote for her.</i> | • | • | volonté sur autrui |
| d. <i>I'd like her to be more cheerful.</i> | • | • | souhait sur autrui |

2 Repère



Ci-dessous, souligne le premier verbe (verbe 1) en bleu. Entoure *to* en rouge, puis souligne le verbe qui le suit (verbe 2) en vert.

- a. *He wants his daughter to be more respectful.* b. *I'd like them to vote for me.*

Le verbe 1 est suivi d'un sujet (pronom, groupe nominal, nom propre).
 complément (pronom, groupe nominal, nom propre).

Le verbe 2 est une base verbale. conjugué.

3 Récapitule



→ Classe les phrases dans le tableau.

- a. *She'd like to run for president.* c. *They want to vote for him.*
b. *They want her to be strong.* d. *We'd like him to respect us.*

Volonté	Volonté sur autrui	Souhait	Souhait sur autrui
.....
.....
.....

4 Entraîne-toi



Mets les mots dans l'ordre pour former les phrases. Il manque un mot à chaque fois !

- a. *wants / promote / she / good relationships between them.*

.....

- b. *they / him / to / look / on the bright side of life.*

.....

- c. *I /'d / to / be / a leader.*

.....

- d. *our class president / to / we / like / create / a fun atmosphere in class.*

.....

A surprising school president



? Did you know?

In the American series *Parenthood*, Max Braverman suffers from Asperger syndrome, a slight form of autism which makes it hard to communicate and socialize. After a difficult beginning in his school, he decides to be a candidate at the school president election.

Max. I'm Max Braverman. I'm Max Braverman and I'm **running for student council president.**

If elected as president, then I will bring back the **vending machines** that **used to be** in our school. And that's why you should vote for me. Also, I'm very... tenacious. It means being very persistent. I'm like this because I have something called Asperger's. Having Asperger's makes some things very difficult for me like looking people in the eye or saying hello. So I don't... do those things very often. Some things also come very easily to me because I have Asperger's like being smart and remembering almost everything. Also it means being tenacious. And so I will be tenacious about the vending machines. Another thing about Asperger's is that I always keep my promises. So when I tell you that I will bring back the vending machines, you can believe me.

* **running for** Vous pouvez expliquer par *he wants to become / be elected.*

* **council president** *is school president (not of the class).* Max fait son discours dans un amphithéâtre car il s'adresse à tous les élèves de l'école.

* **vending machine** Demandez aux élèves d'ouvrir leur *Workbook* p. 31 ou 32 et montrez-leur la photo.

* **used to be** Vous pourrez expliquer l'expression par : *that was in the school, but doesn't exist any more.*

Some people say that having Asperger's can sometimes be a bad thing but I'm glad I have it because I think it's my **greatest strength.**

Boy. Vending machines! Hey Max!

* **greatest strength** Expliquez en donnant un synonyme : *my biggest power.*

Complete the chart about Max.

His qualities

.....

Things difficult for him

.....

Time to check! Itinerary A/B. Replace the underlined words or expressions with a synonym.

- a. Max Braverman is very persistent.
- b. He will restore the vending machine.
- c. It's difficult for him to look at others.
- d. He always does what he says.

DO YOU REMEMBER ?

1 Relie chaque verbe à son complément.

- | | | | |
|----------|---|---|------------------------|
| improve | • | • | my promise |
| raise | • | • | detention reforms |
| vote for | • | • | life at school |
| keep | • | • | time to other students |
| devote | • | • | funds for the prom |
| ask for | • | • | the best candidate |

2 Place les synonymes des adjectifs ci-dessous dans la grille.

ACROSS →

- 1** smart
- 6** not shy

DOWN ↓

- 1** happy
- 2** persistent
- 3** sociable
- 4** courageous
- 5** supportive

3 Lis les promesses de ce candidat et réécris son discours au futur.

- I / promote sports practice and clubs.
- I / devote my time raising funds for school trips.
- My classmates / not be disappointed!
- Also I / help all the students in need.
- I / give up because I / very tenacious.
- Finally, I / make sure I keep my promise.

When I am elected president,

.....



4 Remets les mots dans l'ordre.

a. of me / want / I / proud / my parents / to be / .

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.....

b. to help / he / him / wants / his sister / .

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.....

c. the *Star-Spangled Banner* / like / to play / he'd / .

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d. candidates / the teachers / us / to be / would like / .

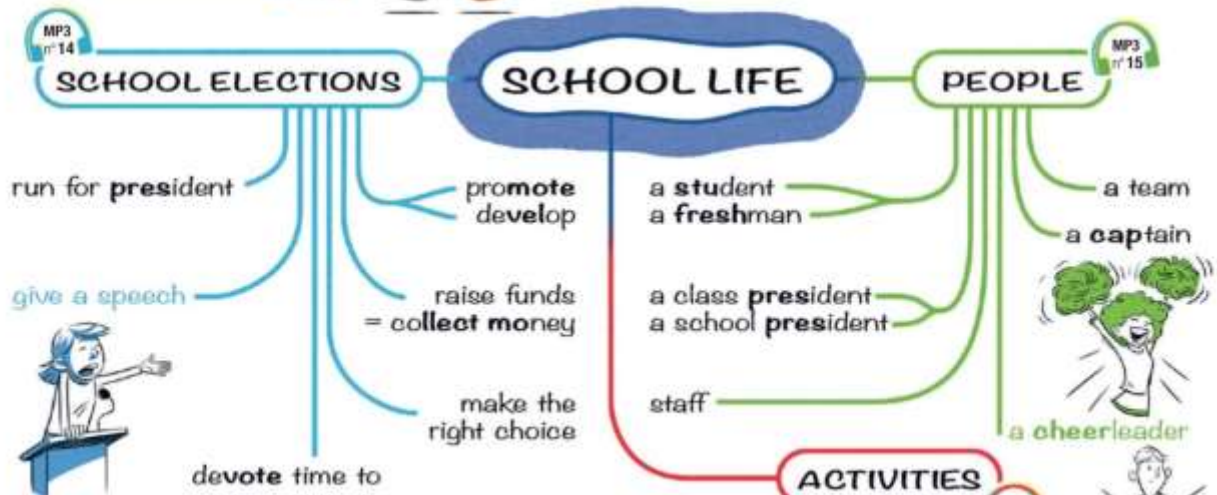
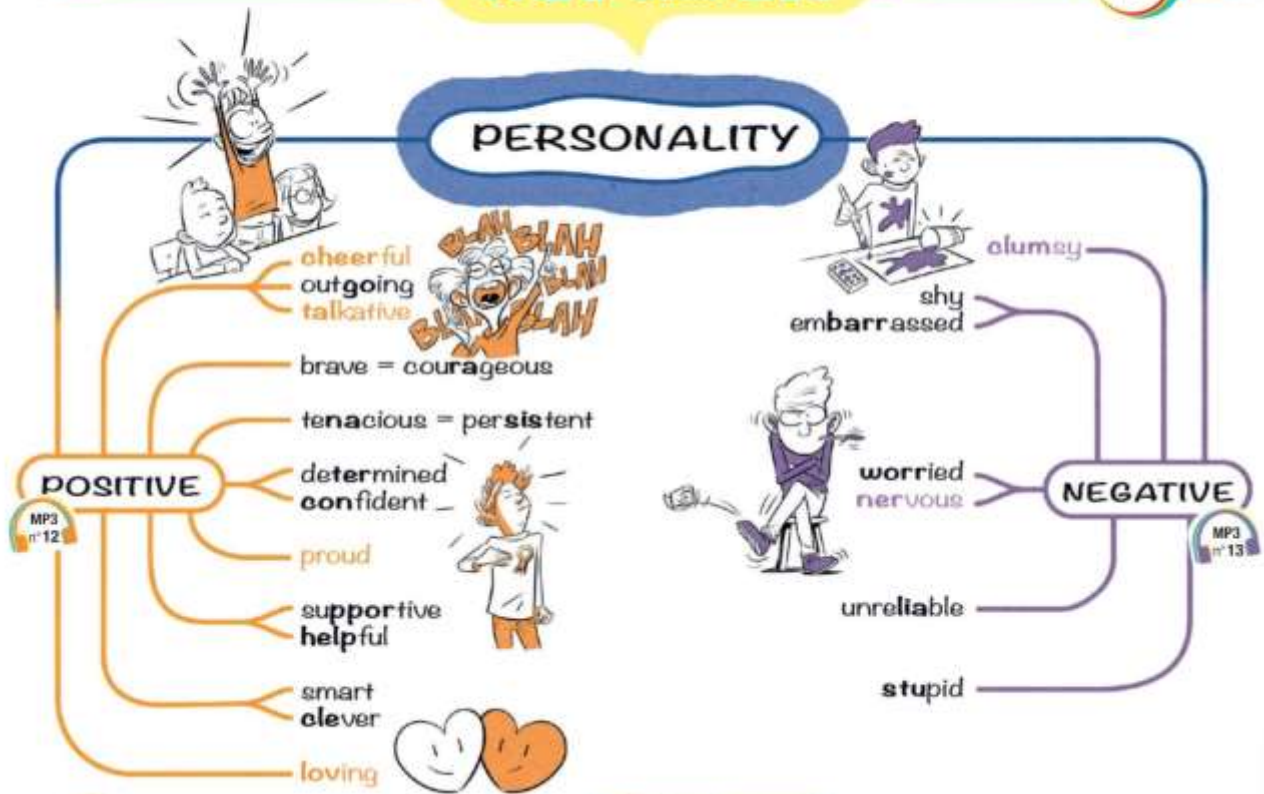
.....
.....

e. want / their class president / make a speech / the pupils / to / .

.....
.....

Wordbox

CD1
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English & other languages



In Germany, 15-year-old students mostly go to the **Gymnasium**. A boy student is called **Gymnasiast** and a girl student **Gymnasiastin**. School usually starts at 7:30 am and finishes at 1:30 pm or some days at 3:30 pm.



In Spain, they go to the **Instituto**. A boy student is called **alumno** and a girl student **alumna**. School usually starts at 8:30 am and finishes at 2 pm.

Word games

Cache ta Wordbox et fais ces activités de mémoire !

1 People

Parmi les mots suivants, lesquels désignent des groupes de personnes? Entoure-les.

captain staff freshman
student team

2 School elections

Les verbes de ces expressions se sont mélangés. Reconstitue chacune des expressions.

run a speech
make time to raise the right choice
give for president devote funds

Recopie chaque expression correctement.

.....

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.....

.....

3 Activités • Personality

Observe les photos et fais la liste de tous les mots que tu pourrais utiliser pour les décrire.



Liste

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.....

Avec ces mots, entraîne-toi à décrire ces photos à l'oral.

■ Crée ton "I am" poem.

Sur le modèle de ce poème, écris le tien....

I am tenacious and cheerful
I am brave, but I'm not clever
I like wearing a tuxedo
I'd like to live in New York
I am tenacious and cheerful



I am

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1 L'expression de la volonté et du souhait

■ Pour exprimer la **volonté**, on utilise **want to** suivi de la base verbale.

*I **want to be** class president. She **doesn't want to give up**.*

■ Pour exprimer le **souhait**, on utilise **would like to** suivi de la base verbale.

*I **would like to devote** my time to the class.*

Would peut se **contracter** en **'d** après un pronom personnel sujet.

***I'd like to devote** my time to the class.*

■ Pour **imposer une volonté** à quelqu'un, on utilise **want + complément + to + BV**.

■ Pour **exprimer un souhait** qui porte sur quelqu'un, on utilise **would like + complément + to + BV**.

■ Le **complément** peut être un groupe nominal ou un pronom personnel complément.

*She **wants** { her classmates / them } **to vote for her.***

*We **would like** { Cheryl / her } **to create a fun atmosphere in class.***

Pronoms personnels sujets	<i>I</i>	<i>he / she / it</i>	<i>we</i>	<i>you</i>	<i>they</i>
Pronoms personnels compléments	<i>me</i>	<i>him / her / it</i>	<i>us</i>	<i>you</i>	<i>them</i>

1 L'expression de la volonté et du souhait

→ Alex veut changer les choses autour de lui.

Rédige ce qu'il veut et souhaite imposer. Utilise les noms propres, puis remplace-les par des pronoms personnels compléments, comme dans l'exemple.

Ex. a. Alex wants Grandma to help him organize his bedroom. → Alex wants her to help him...

a. Grandma! Help me organize my bedroom!

b. Tom! Stop playing video games all day long!

c. Carol! Tim! Create a new club with me!

d. Mum, Dad! Could you give me more responsibilities, please?

e. Carol! Please, make an effort to be a more positive classmate.

f. Sean! Could you ask the headteacher for detention reforms, please?

- a.
→
- b.
→
- c.
→
- d.
→

e.
 →
 f.
 →



2 Le présent simple

■ On utilise le **présent simple** pour parler des **habitudes**, des **goûts** et des **vérités générales**.

*I **take** the bus to school. Do you **like** dancing?*
*School **finishes** at 2:40 pm. They **don't go** home after school.*

■ On peut préciser la fréquence d'une action avec les adverbes de fréquence.
 Ils se placent **après be** et **avant** les **autres verbes**.

*She's **never** late. They **always** have after-school activities.*

never < *hardly ever* < *sometimes* < *often* < *usually* < *always*

2 Le présent simple

➔ **A.** Tu découvres les habitudes de ta correspondante Rachel et de son frère Kent. Écris quatre phrases.

06:45 AM



07:00 AM



07:45 AM



03:00 PM



➔ **B.** La cousine de Rachel et Kent ne connaît pas bien leurs habitudes.

Réécris ses phrases à la forme négative (-) ou affirmative (+) selon le cas.

- a. Rachel plays tennis twice a week. (-)
- b. Kent doesn't do judo after school. (+)
- c. Rachel and Kent walk the dog before dinner. (-)
- d. They go home just after school. (-)

A. Écris quatre phrases.

- 1)
- 2)
- 3)
- 4)

B.

- a.
- b.
- c.
- d.

3 Le prétérit simple

- Pour parler du **passé**, on utilise le **prétérit simple**.
- À la **forme affirmative**, on ajoute **-ed** à la **base verbale** des verbes **réguliers**.
work → worked
- ⚠ Certains verbes connaissent des changements orthographiques. → **Toolbox p. 19**
Il faut apprendre le prétérit des verbes **irréguliers**. → p. 144
- Tous les verbes se conjuguent avec **did** à la forme interrogative et **didn't** à la forme négative.

*Did the President invite you last year?
You didn't bump into me yesterday.*



3 Le prétérit simple

Lisa te raconte ses souvenirs de collège de l'année précédente. Conjugue les verbes proposés dans son récit.



"Last year I ... (play) the trumpet in the school band. It ... (be) great. At the school concert I ... (not - play) any wrong notes and I know my parents ... (be) very proud of me. My best friend ... (do) photography after school. She ... (take) pictures of students and staff at school but I remember Mr Cos ... (refuse): he ... (not - want) to see his picture in the school magazine! What ... (you - do) last year at school? Anything special?"

"Last year I the trumpet in the school band. It great. At the school concert I any wrong notes and I know my parents very proud of me. My best friend photography after school. She pictures of students and staff at school but I remember Mr Cos: he to see his picture in the school magazine! What last year at school? Anything special?"

4 Will et won't

- Pour parler du **futur**, on utilise l'auxiliaire **will**, qui se contracte en **'ll** après un pronom personnel sujet.
- **Won't** est la **forme négative** de **will**.
- **Will** et **won't** sont **invariables**. Ils sont suivis d'une base verbale.

*Beryl will } bring fun to the class.
She'll }*
*You won't see Peter.
Will he be here?*



4 Will et won't

C'est le moment de prendre des résolutions pour la nouvelle année scolaire ! Écris-en cinq en utilisant ces expressions et **will** ou **won't**.

devote more time to my homework

do everything to get good marks

always be cheerful

enjoy working with my classmates

spend hours watching TV

1.
2.
3.
4.
5.

Now **test yourself!**

1. Je comprends un dialogue...

Jim. So, Silvana, last year you were class president. Can you talk about your experience?
Silvana. Well, fo exemple, I really enjoyed helping my classmates when they had problems with a teacher.
Jim. Would you like to be class president again this year?
Silvana. Since it was a positive experience and I enjoyed it so much last year, I'd like to continue. But this year, I'm going to be a candidate for school president!
Jim. What will you do if you're elected?
Silvana. I'll defend all the students and I'll fight for better school lunches! I won't ask for more vending machines!

- a. Trouve ce que Silvana a fait l'année précédente en tant que déléguée de classe.
- b. A-t-elle aimé ce rôle? Justifie ta réponse en citant un mot du dialogue.
- c. Que veut-elle faire cette année? Pourquoi?
- d. Trouve ce qu'elle fera et ce qu'elle ne fera pas si elle est élue.

a.
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b.
.....
.....

c.
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.....

d.
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.....