



COURS À DISTANCE
LEGENDRE

Le choix d'une autre scolarité

ANGLAIS

Première

- Premier trimestre -

Extrait de cours Anglais

76/78 rue Saint Lazare – 75009 Paris

COURS-LEGENDRE-EAD.FR

Extrait de cours Anglais

PROGRAMME D'ANGLAIS

Classe de Première

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ORGANISATION DU PREMIER TRIMESTRE

Séquences	Leçons	Devoirs
1	Gap year and school programs	
2	How has immigration shaped the USA?	Devoir n° 1
3	Is music a form of power?	
4	The power of Hip Hop	Devoir n° 2
5	What impression do French people usually make on British people?	
6	What is media ?	
7	Are social networks new media?	Devoir n° 3
8	What is cyberbullying ?	
9	The press and fake news	
10	Should you believe everything you see? All Things Podcasts	Devoir n° 4

En fin de fascicule :

- Les corrigés des exercices non à soumettre
- Puis les énoncés des devoirs à soumettre

WEEK 1

Identité et échanges

1. Gap year and student exchange program: A year abroad, the most beneficial experience for students?

A. Gap year

Document A

Website to visit: <https://www.gapyear.com/articles/features/the-history-of-the-gap-year>

Find out about the history of the gap year.

Document B



www.standard.co.uk, Prince Harry befriended young orphan Mutsu Potsane 14 years ago on a gap year stay in Losotho (PA Archive/PA Images)

Document C**The Duke of Sussex** 🎵

Harry had been sent to Eton to follow in the footsteps of his brother and after he completed his schooling with two A-levels, he decided to take a gap year¹ in a number of locations, which allowed him to get away from the glare of publicity that had begun to follow him. In 2004, he spent three months working on a ranch in Queensland, Australia, learning how to mend fences and herd cattle, he travelled and worked in southern Africa and also went to Lesotho, where he visited an orphanage² for children with AIDS and helped build a clinic. Photos were published in newspapers around the world of him playing rugby with African children - a symbolic moment that marked the start of his interest in some of the humanitarian causes championed by his late mother.

In 2006, The Duke of Sussex jointly founded Sentebale, a charity to help orphans in Lesotho, southern Africa. Together with his great friend Prince Seeiso of Lesotho, he set up Sentebale to offer long-term support to community organisations working with children and young people, and in particular to those working with orphans.

Sentebale is a word that people in Lesotho use when they say goodbye to each other: it means 'forget me not'. It was chosen as the name of the new charity because the two Princes see its work as a memorial to the charity work of their own mothers, and because its aim as an organisation is to ensure that Lesotho, and the current plight of its children, is not forgotten.

<https://www.royal.uk/prince-harry>, *The Duke of Sussex*

¹ Année de césure, généralement avant l'entrée à l'université

² Un orphelinat

B. Student exchange programs

Document A

Erasmus students are those that take advantage of the Erasmus exchange program, a well supported and organised scheme that has been in operation since the late 1980's. It allows for students to study at universities in the EU member states for set periods of time.

Erasmus students study a wide variety of subjects but most use the program for advancing their language skills with a view to working in the international sphere, and it is advised that anyone interested seeks information on the Erasmus scheme online.

The European Credit Transfer System (ECTS) means that academic credits you earn in your course while abroad will count towards your qualification.

Free movement presents Opportunity.

The Erasmus Program works to provide students with the opportunity to experience a global education.

There are currently over 5,000 higher institutions participating in the Erasmus Program across the 37 countries involved in providing the program to students. 6 million students have been a part of it since it was introduced in 1987.

Erasmus works by providing free movement and education exchange between registered universities and institutions for eligible students.

Erasmus can go for 3 months to a year. It could be a requirement to do Erasmus as part of your course or degree, or you do it to experience another country. It will look amazing on your Resume or CV, assist in shaping you to be more motivated, increase your independence, massively improve your English (and other!) language skills plus provide an unique angle to get some work experience.

[https://erasmusprogramme.com/post/what-is-the-erasmus-programme,](https://erasmusprogramme.com/post/what-is-the-erasmus-programme)

What is the Erasmus program?

Document B

Audio : ERASMUS +

2. Exercises

A. Gap year

Document A

1. When did gap years started?
2. How long can a gap year last?



3. How are called people who take a gap year?
4. In what context did the phenomenon of gap year appear?
5. What was purpose of gap years?

Document B

Observe the picture and describe the scene with the help of the Toolbox.

Toolbox : Foreground – Background – The scene takes place

Document C

Read the text and answer the following questions.

1. Where did he go on a gap year?
2. Was it a positive experience for him?
3. Do you think it is common for a member of the royal family to go on a gap year?
4. A reporter is interviewing Prince Harry on his gap year in Africa. Write four questions you will ask the Prince.

B. Student exchange program

Document A

Say if the following sentences are true or false. Justify quoting from the text.

1. Erasmus students are on a gap year.
2. The European Credit Transfer System allows students to pay for their exchange program.
3. The program was created in 1987.
4. It can be compulsory for some degrees.
5. Any students can take part in that program.
6. It is positive for a future career.

Document B

Listen to the extract and fill in the blanks.

I really believe in Erasmus and in in general and I think that it changes It changed my life and it changed the life of many of the people that I work with and I think you should give this to more people and also people in taking the step.

..... is definitely one of the The need for money when you go is very high, because you have the that you have to pay to go abroad and you may have different living costs, different costs at the university. So it's very important that there are certain for students to go abroad and take this chance to change their lives.

So first of all there is a good opportunity just as in the and then you have a new opportunity called the which basically means if you want to do a abroad you have the opportunity to take a loan on better conditions in your country and the is supporting the banks so that the loans have better conditions, meaning a interest rate and other conditions for example you have years to start paying back your loan after you finish your degree. It's just really to see that it people in such a short time. It can really change people's attitude towards other countries, other people but also to They develop so quickly in such a short period of time

3. Grammar

Les modaux

Un modal est en anglais, non pas un mot qui a une signification, mais un mot qui a une fonction. On retrouve en français des mots qui en eux même ne signifient pas grand-chose mais qui précisent une fonction : ex : « **de** ».

En anglais, il en va de même avec les modaux, qui se comportent dans la phrase, comme des auxiliaires.

Les modaux en anglais ont certaines particularités :

- **Ils sont invariables**, ainsi ils sont écrits de la même manière quelle que soit la phrase dans laquelle ils sont utilisés. Ainsi à la troisième personne du singulier, il n'est pas nécessaire de mettre un « s » à la fin du modal. Ex : he can, she may, he should
- **Ils sont toujours suivis par une base verbale** : une base verbale c'est un verbe à l'infinitif qui n'est pas précédé par « to ». ex : I may call you tomorrow.
- **Ils se comportent comme des auxiliaires**, ainsi il n'est pas nécessaire d'utiliser les auxiliaires « do », « have » et « be » : ainsi on dira « **I may not** », mais jamais « **I don't may** ».

CAN ET COULD

Le modal « **CAN** » exprime une capacité à faire quelque chose.

Le modal « **COULD** » permet d'exprimer quelque chose que l'on pourrait faire. On le retrouve parfois comme le passé de « **CAN** ».

A la forme affirmative

- **I can go there** : je peux aller là-bas
- **I could live in London** : je pourrais vivre à Londres
- **I could hear everything** : je pouvais tout entendre

A la forme négative

« Can not » peut être contracté en « can't ». « Could » donne « could not » et se contracte en « couldn't »

- **I can not!** : je ne peux pas !
- **I can't go there** : je ne peux pas aller là-bas
- **I couldn't live in Iceland** : je ne pourrais pas vivre en Islande

A la forme interrogative

Le but de « **CAN** » et de « **COULD** » est de demander une permission.

- **Can I go there?** : Est-ce que je peux aller là-bas ?
- **Could I go there?** : Pourrais-je aller là-bas?

MAY et MIGHT

Les modaux « **MAY** » et « **MIGHT** » ont pour fonction d'exprimer une probabilité de voir un évènement se réaliser. Leur sens varie en fonction qu'ils sont utilisés dans une phrase affirmative, négative ou interrogative.

A la forme affirmative

« **MAY** » et « **MIGHT** » expriment une probabilité.

- **I may / might come** : Je vais peut-être venir.

A la forme négative

« **MAY** » et « **MIGHT** » ne se contractent pas : ils donnent « **MAY NOT** » et « **MIGHT NOT** ». Son sens peut alors être comme à l'affirmatif, d'exprimer une probabilité, ou bien encore exprimer une interdiction.

- **I may / might not come** : Je ne vais peut-être pas venir.
- **You may / might not smoke here sir** : Vous ne pouvez pas fumer ici monsieur.

Attention à la forme interrogative

« **MAY** » et « **MIGHT** » donnent « **May I ...?** » et « **Might I...?** » et prend un sens différent : ils servent à demander **une permission**.

- **May / Might I?** : Puis-je ?

SHALL et SHOULD

Le modal "SHALL" n'est pratiquement plus utilisé au quotidien mais vous pouvez tomber dessus au hasard des pages d'un livre, c'est une manière d'exprimer un devoir, mais cela peut aussi être utilisé comme un synonyme du futur « WILL ».

« SHOULD » quant à lui a un sens différent : cela sert à exprimer un devoir, dans une intensité moins forte que celle de « MUST » toutefois.

A la forme affirmative cela donne :

- **I shall overcome** : je vaincrai
- **I should go** : je devrais partir

A la forme négative

- **I shall not be moved** : je ne devrais pas être ému
- **I shan't move** : je ne devrais pas bouger
- **I should not / I shouldn't go** : je ne devrais pas partir

A la forme interrogative

- **Shall I go ?** : devrais-je partir ?
- **Should I go ?** : devrais je partir ?

WILL et WOULD

Le modal "WILL" a pour but d'exprimer le futur. « WOULD » sert à annoncer un conditionnel.

A la forme affirmative :

- **I will go** : je vais partir
- **I would go** : je partirais

A la forme négative

« WILL NOT » peut être contracté en « won't » et « would not » donne « wouldn't »

- **I will not go there** : je n'irai pas là-bas
- **I wouldn't go there** : je n'irais pas là bas.

A la forme interrogative

- **Will I need this ?** : Aurai-je besoin de cela ?
- **Would I lie to you ?** : Est-ce que je te mentirais ?

MUST

Le modal "MUST" exprime un devoir, une obligation. Il y a un aspect impératif à « MUST ».

A la forme affirmative

- **I must go** : je dois partir

A la forme négative

« **Must not** » peut être contracté en « **mustn't** »

- **I mustn't go** : je ne dois pas partir

A la forme interrogative

- **Must I leave?** : Dois-je partir?

4. Exercises

Exercise 1: Choose the right modal.

1. (probabilité très forte) = It _____ be him.
2. (impossibilité) = It _____ be him.
3. (probabilité) = He _____ have left already to go to the airport.
4. (obligation) = I'm late I _____ go.
5. (obligation) = I _____ go, my mum is calling me!
6. (interdiction) = In New York City, you _____ cross the street when the traffic light is green.
7. (impossibilité) = There isn't running water, so we _____ drink tap water.
8. (impossibilité) = You _____ keep your shoes here, it's a sacred temple.
9. (obligation) = The doctor says I _____ stay in bed till my temperature falls.
10. (permission) = Please _____ I turn on my radio?
11. (interdiction) = The teacher says we _____ leave the class before we finish this work.



Exercise 2: Choose the right modal.

1. Mary never told us she _____ speak Japanese.

may

can

could

2. Be good ! You _____ do as you are told.

must

should

can

3. You _____ work less. You look tired.

must

can

should

4. Paul is too young, he _____ read.

mustn't

needn't

can't

5. We _____ park our car here, it's forbidden.

shouldn't

mustn't

can't

6. You _____ take an umbrella, it's raining.

can

must

should