



UNIVERSITÉ PARIS 1
PANTHÉON SORBONNE

IRISH TRIP

**LEVEL 3 ENGLISH COURSE MATERIAL
FIRST TERM OF ACADEMIC YEAR 2024-2025**

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Special thanks to Ms. M. Boulin.

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Organisation du semestre

Durée du semestre : 13 semaines (du 16 septembre au 21 décembre 2024)	
Vacances :	Du 27 octobre au 3 novembre 2024
	MERCREDI 4 DÉCEMBRE 2024 : ✦ IRISH NIGHT: 18h-20h ✦ Spectacle "Musique et Imaginaires d'Irlande" & Dry Irish Pub Quiz
DEVOIR FINAL :	Semaine du 16 décembre au 21 décembre 2024

Modalités d'évaluation

Contrôle Continu :	50%	Composé des différents devoirs du semestre
DEVOIR FINAL :	50%	Épreuve écrite - durée : 1h20 *

* Aménagements sur attestation du Relai Handicap : handi@univ-paris1.fr

Calendrier des évaluations

Contrôle Continu (50%) :			
	coef.	Date :	Durée :
DS#1			
DS#2			
Oral #1			
Tâche finale :			

Devoir final : 50%		
<i>À partir d'un texte en anglais en rapport avec la thématique (450 à 550 mots).</i>		
Date :		
1. Compréhension écrite	1/3 points	1h20 *
2. Grammaire/Vocabulaire	1/3 points	
3. Expression écrite (200 mots environ)	1/3 points	



**L'USAGE DU TÉLÉPHONE EST INTERDIT PENDANT LES ÉPREUVES.
PRÉVOYEZ UNE MONTRE OU UN RÉVEIL.**




Toute fraude fera l'objet d'un rapport à la Direction des Affaires Juridiques et Institutionnelles (DAJI) qui pourra entraîner des sanctions disciplinaires (annulation de la note et donc passage au rattrapage, interdiction d'examen pour une durée plus ou moins longue, etc.)

Absences et retards

ASSIDUITÉ :	L'assiduité est obligatoire. Au-delà de 3 absences (même justifiées), l'étudiant·e est noté·e ABI (= défaillant·e) et ne peut pas valider son semestre.
ABSENCE(S) UN JOUR DE DEVOIR :	Toute absence un jour de DS doit être signalée dans un délai de 48h à l'enseignant·e, afin de permettre l'organisation d'un rattrapage de l'épreuve manquée. Une absence lors du devoir final n'est pas rattrapable. Tout autre devoir manqué doit être rattrapé.
PONCTUALITÉ :	Il est impératif d'arriver à l'heure afin de ne pas perturber le déroulement du cours. Si vous avez trop de retard, votre enseignant·e est autorisé·e à ne pas vous accepter en cours.

Ressources

Cette brochure, également disponible en ligne sur →	<u>EPI N3</u> <u>English</u> <u>for all</u>	epigram anglais  https://cours.univ-paris1.fr/fixe/EPIGRAM
<u>Reverso Context</u>	<u>Howjsay</u>	<u>Merriam Webster's Learner's</u>

L'EPI de l'enseignant·e : _____

Clé : _____ (Clé *N3 English for all (S1 2024-2025)* : N3Eng4all)

Adresse mail de l'enseignant·e : _____

GETTING TO KNOW IRELAND



Icebreaker: Which traveller to Ireland are you?

Take this quiz in pairs, helping each other out with unknown vocabulary, to discover your perfect travel style to Ireland.

1. Which of the locations below do you feel most attracted to?



2. What's your main goal for this trip?

- To experience the beauty of Ireland's landscapes and iconic attractions.
- To immerse myself in modern Irish culture, from music to food.
- To connect with Ireland's heritage, exploring its literature and folklore.

3. How do you envision spending your days in Ireland?

- Hiking scenic trails and taking in breathtaking views.
- Exploring lively cities, attending music festivals, and trying local cuisine.
- Touring historic sites and learning about Irish history and legends.

4. How important is it for you to interact with locals during your trip?

- It's nice to meet locals, but I also enjoy exploring on my own.
- It's essential! I want to learn about Irish culture firsthand.
- Not important. I prefer to focus on sightseeing.

5. How do you feel about unpredictable weather during your travels?

- It's an inconvenience but won't affect my enthusiasm for sightseeing.
- It adds to the authenticity of the experience.
- I prefer to plan indoor activities to avoid weather-related disruptions.

6. How do you plan to document your trip?

- Taking lots of photos to capture memories of beautiful landscapes.
- Sharing experiences on social media.
- Keeping a journal of personal reflections and literary/folkloric inspirations.

7. What type of souvenir would you most likely bring back from your trip?

- Postcards and photos of famous landmarks.
- Handcrafted traditional items or artwork.
- Books about Irish culture and traditions.

Quiz Results

Mostly As – The Irish Adventure Seeker: You're all about exploring Ireland's natural beauty and historic sites. Your ideal trip involves outdoor adventures and discovering hidden gems off the beaten path.

Mostly Bs – The Irish Culture Enthusiast: You're drawn to the vibrant energy of Irish culture. Your perfect journey includes experiencing live music, sampling local cuisine, and immersing yourself in the dynamic atmosphere of Irish cities.

Mostly Cs – The Irish Arts & Heritage Explorer: You're captivated by Ireland's rich history, literature, and folklore. Your dream trip revolves around exploring historic sites, cultural events, and connecting with Ireland's storytelling traditions.

A. PRONUNCIATION: les bases de l'alphabet phonétique

SOUNDS OF ENGLISH

VOYELLES COURTES	VOYELLES LONGUES
<p>æ cAt, attrActed, Actor/Actress</p> <p>e bEd, lEgend, the bEst, dirEctor</p> <p>ɪ shIp, trIp, dIrector, journEY, attrActED</p> <p>ɒ tOp, lOt(s), pOp, rOcK</p> <p>ʊ fOOt, bOOk, lOOK</p> <p>ʌ pUb, DUblin, cUlture, BlOOdy, SUnday</p>	<p>ɑ: cAR, pARTner, fARther</p> <p>ɔ: dOOR, COrk, AUthentic, AWESome</p> <p>i: shEEp, sEEker, sightsEEing, sEA</p> <p>ɜ: fIRst, bIRd, sERve, wORld, wORk, wORse, the wORst, jOURney, fURther, the fURthest</p> <p>u: fOOD, mOVie</p>
DIPHTONGUES	
<p>eɪ pLANe, dAY, landscAPE ʊə pOOR, tOUR(ism/ist/ing) əʊ nOse, phOTO, mOst</p> <p>aɪ lIke, IrEland, IrIsh, slIght ɪə EAR, expERience, bEER, tEARS aʊ hOUSE, sOUTH, cOUNTy</p> <p>ɔɪ bOY, tOY, vOIce, cOIn eə hAIR, pAIRs, fAIR, to tEAR, bEAR</p>	
VOYELLE RÉDUITE	
<p>ə AttrActed, trAdItion, locAL, naturAL, travEL, seekER, hiddEN, focUS, cultUre, famOUS, NorthERN, the ...-Est</p>	
CONSONNES	
<p>ʃ SHIp, SHEep, oCean, soCIal media, tradiTION</p> <p>tʃ CHEese, riCH, trenCHes</p> <p>θ THing, NorTH, SouTH, breaTHtaking, enTHusiasm, paTH</p> <p>ð moTHER, farTHER, the furTHest</p> <p>h Hand, High, History, alcoHol</p> <p>ŋ siNG, sightseeING, breathtakiNG</p> <p>ʒ televiSIon</p> <p>dʒ June, Journey, binGe, Geography</p> <p>j Yes, mUsic, Union, cultUre, social media</p>	

1. Lisez les mots du tableau p. 6 à votre partenaire de quiz et corrigez votre prononciation respective.

Si vous avez des doutes, vérifiez sur www.howjsay.com.

2. Classez les mots suivants dans le tableau ci-dessous en fonction de la prononciation de la lettre < i >.

Lisez-les à voix haute pour ne pas faire d'erreur.

Ireland ; Irish ; trip ; iconic ; hiking ; sites ; sightseeing ; items ; historic ; ideal ; city ; vibrant ; lively

/ɪ/	/aɪ/

3. Classez les mots suivants dans le tableau ci-dessous en fonction de la prononciation de la lettre < a >.

Lisez-les à voix haute pour ne pas faire d'erreur.

travel ; locations ; landscape ; breathtaking ; capture ; famous ; natural ; nature ; atmosphere

/æ/	/eɪ/

B. SPEAKING :

Now get in groups of four (or three), and make sure that:

- each group includes at least **ONE Adventure Seeker, ONE Culture Enthusiast and ONE Arts & Heritage explorer (= quiz profiles).**
- You exchange contact details: you will be working together this semester.

1. Introduce yourselves to each other, and give three reasons why you identify as an Adventure Seeker, as a Culture Enthusiast or as an Arts & Heritage explorer. Take notes!

Name:	YOU			
Quiz Profile:				
Reason #1:				
Reason #2:				
Reason #3:				
Contact details:				

2. Get ready to report to the class – WITHOUT NOTES, 1 group member will:

- introduce themselves and their profile,
- introduce the other members of their group and give 2 reasons why they identify with their quiz profile.
- Pay attention to the pronunciation of your key words!

(Ask your teacher for the details of their marking criteria (accuracy, grammar, pronunciation, etc.)).

Discover Ireland with a comparative study of two Irish films

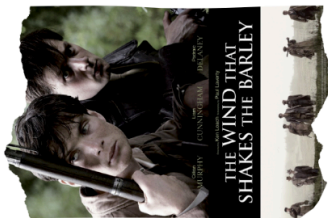
A

Stunning performances



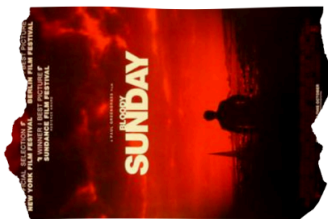
B

The War of Independence



C

The Troubles



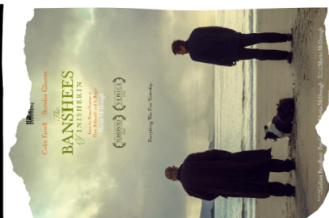
D

The Magdalene Laundries



E

Dark Comedies



F

Music stories



G

The Irish Folklore Trilogy



A. Award-winning classics

- Jim Sheridan, [My Left Foot \(1989\)](#) - Academy Award for Best Actor
- Jim Sheridan, [In the Name of the Father](#) (1993) - Golden Bear, Berlin Film Festival

B. The War of Independence

- Neil Jordan, [Michael Collins \(1996\)](#) - Golden Lion, Venice Film Festival
- Ken Loach, [The Wind that Shakes the Barley](#) (2006) - Palme d'Or, Cannes Film Festival

C. The Troubles

- Paul Greengrass, [Bloody Sunday](#) (2002) - Golden Bear, Berlin Film Festival
- Steve McQueen, [Hunger](#) (2008)

D. The Magdalene Laundries

- Peter Mullan, [The Magdalen Sisters](#) (2002) - Golden Lion, Venice Film Festival
- Tim Mielants, [Small Things like these](#) (2024)

E. Dark comedies

- John Michael McDonagh, [The Guard](#) (2011) - Best debut film, Berlin Film Festival
- Martin McDonagh, [The Banshees of Inisherin](#) (2022) - Best Original Screenplay, BAFTA

F. Music stories

- Alan Parker, [The Commitments](#) (1991) - Best Film, BAFTA; Best Soundtrack, Brit Awards
- John Carney, [Sing Street](#) (2016)

G. The Irish folklore trilogy

- Tom Moore, [The Secret of Kells](#) (2009) - Best Animation, Irish Film and Television Awards
- Tom Moore, [Song of the Sea](#) (2014) - Best Film, Irish Film and Television Awards
- Tom Moore, [Wolfwalkers](#) (2020) - Best Film, Irish Film and Television Awards

A. VOCABULARY: I'm interested

I LIKE
I'm keen **ON**

I'm interested **IN**

I ENJOY

I LOVE
I am **PASSIONATE ABOUT**
I have a passion **FOR**

*I'm passionate about Ireland.
I love watching movies.
I like to study foreign cultures.*

+



sont TOUS et TOUJOURS suivis

- d'un _____
ou
- d'un verbe à la forme _____

2 exceptions : les verbes _____ et _____
qui peuvent aussi être suivis de _____

B. BRAINSTORMING:

Which three categories are you most interested in? Why?

- *Get back together with your group, and discuss which movies you would like to make an oral presentation about.* Use the vocabulary above.
- **Get ready to explain** why your team will be the best to work on your preferred category (2 arguments, each with 1 precise example).

Intermediary task: Compare and contrast two Irish films

10
MN

1

INTRODUCTION

45 s

- Introduce yourselves.
- Explain briefly why the comparison between your two movies is relevant and which aspect(s) of Ireland they illustrate best.

1:30
MN

BRIEF OVERVIEW OF EACH MOVIE

2

- Mention the date of release, genre, director, main cast and any notable awards or critical acclaim.
- Provide a concise summary of each movie, including key plot points, narrative structure, main characters, and central themes.



3

COMPARATIVE ANALYSIS OF THE REPRESENTATION OF IRELAND

4X45 s
=
3 MN

Compare the following aspects of the two movies:

- **Landscape and scenery:** discuss how the natural beauty of Ireland is depicted, including iconic landscapes, rural areas, and urban settings.
- **Culture and traditions:** analyse the portrayal of Irish culture, traditions, and everyday life, including festivals, music, and folklore.
- **Historical and social context:** examine how historical events, social issues, and contemporary life are represented in each movie.
- **Characters and community:** compare the depiction of Irish characters and communities, exploring themes of identity, family, and social dynamics.

Use specific examples from each movie to illustrate your points.



3X45 s
=
2:15 MN

HOW THE MOVIES SPARKED YOUR INTEREST IN VISITING IRELAND

4

- Discuss specific elements that made Ireland appealing, such as:
 - Beautiful landscapes and scenic locations.
 - Rich cultural heritage and traditions.
 - Welcoming and vibrant communities.



5

CONCLUSION: EMOTIONAL IMPACT

45 s

- Summarize the main points of comparison and contrast regarding the representation of Ireland in the two movies.
- Reflect on the power of film to shape perceptions of a country and inspire travel.
- Open the floor to questions from the audience.



QUESTIONS & ANSWERS

6

- Answer questions about your presentation.
- Provide well-structured responses, supporting your choices with strong reasoning.

2 MN

Document 1: What is Ireland?

Geography with Drew Binsky, 4 April 2023,

<https://www.youtube.com/watch?v=hCru9LL45QU>.

A. COMPREHENSION

Before you watch: make a list of 3 Irish topics you expect to hear about:

Part one (0:00-01:22): _____ (find a title for this part)

1. Write down the Irish symbols/stereotypes mentioned by Drew and cross out those which are NOT:



a. _____ b. _____ c. _____ d. _____ e. _____

2. Complete the map below with the information about the seas, cities, counties and population from the video:

KEY FACTS

SCOTLAND

NORTHERN IRELAND

IRELAND

POPULATION:

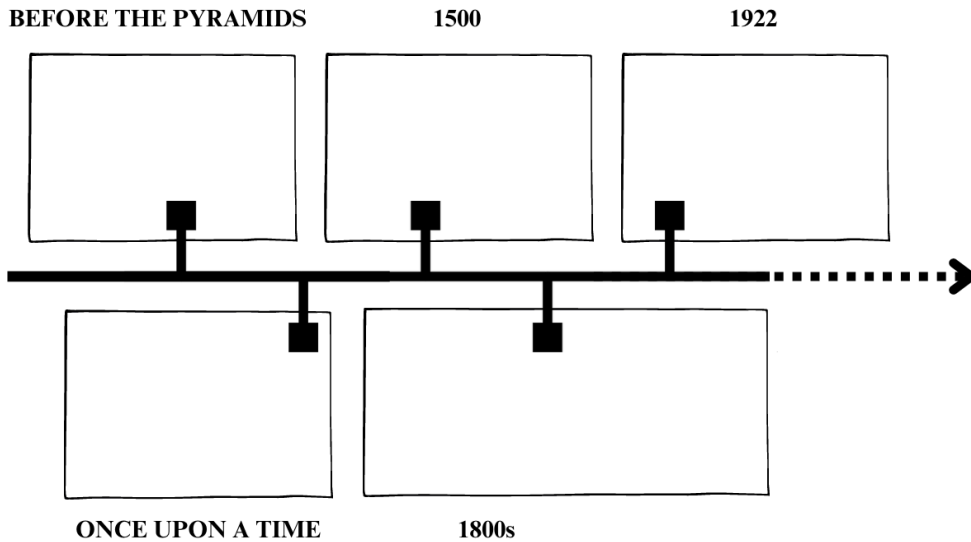
WALES

ENGLAND

POPULATION:

Number of counties of the Republic of Ireland: _____

Part two (01:23-02:21): A VERY brief history of Ireland – fill in the timeline:



Part three (02:22-03:00): _____ (find a title for this part)

1. List three things the country’s nature and landscapes are known for:

(1) _____ (2) _____ (3) _____

2. The coast – write a caption for each of the pictures below:



a. _____ b. _____ c. _____

3. Famous landmarks – give the names of the places shown in the pictures:



a. _____ b. _____

4. How and when was b. formed?

Part four (03:01-03:38): _____ (find a title for this part)

1. Why is Irish cuisine full of “hearty, warming dishes”?

2. Identify Irish stew, Colcannon, black pudding, soda bread, and bangers & mash:



a. _____ b. _____ c. _____ d. _____ e. _____

3. The Gaelic language – write down everything you understand about it:

4. Focus on the Irish flag – associate each colour to what it represents:

_____ : _____
_____ : _____
_____ : _____

Part five (03:39-end): Fun facts – Write everything you understand.

St Patrick's Day	
Fairies	
Irish Dancing	
Fungi the Dolphin	
The Cliffs of Moher	

B. GRAMMAR/PRONUNCIATION: Le Prétérit simple

Once upon a time, different groups like the Celts, the Vikings, and the Normans all came to visit Ireland. But things got tricky when England started taking over in the 1500. After many years of fighting, the Republic of Ireland finally gained independence from England in 1922.

- 1. Soulignez les verbes conjugués et entourez les marqueurs de temps dans les phrases ci-dessus.**
- 2. Quel temps a été employé dans cette partie de la vidéo? Pourquoi?**

3. Comment se forme-t-il ? Soulignez les verbes au prétérit dans les phrases ci-dessous et complétez le tableau.


In the 1800s, a big disease called the potato blight hit Ireland, which meant that the people did not have enough food to eat. [...] Did you know that the River Shannon is the longest river in Ireland? Believe me, I double-checked!

a. Les fondamentaux :

Forme :	Exemple tiré du texte :	Structure :
affirmative : (régulière)		
négative :		
interrogative :		

b. Cas particuliers :

Verbes BE et HAVE		
	BE	HAVE
affirmative :		
négative :		
interrogative :		

 c. LES 3 PRONONCIATIONS DE LA TERMINAISON -ED			
	d	t	ɪd
SON AVANT -ED	tous les autres sons	/p/, /k/, /f/, /θ/, /ʃ/, /tʃ/, ou /s/	/t/ ou /d/
Exemples tirés du texte:			

Complétez le tableau ci-dessus avec les verbes soulignés précédemment.



La prononciation de la terminaison -ED dépend du son qui la précède, autrement dit du dernier son du verbe lorsqu'il est à l'infinitif.

Ex : "decide" se termine par le son /d/, donc la marque -ED dans "decided" se prononce /ɪd/.

4. Exercices : Attention aux verbes irréguliers (pp. 58-61) et à la prononciation de -ED !

a. Saint Patrick's Day – bet you didn't know!

Complétez ces questions et réponses en conjuguant les verbes au **prétérit simple**.

1. Where and when _____ (Saint Patrick/be born)?
2. He _____ (not/be) Irish. He _____
(be born) around the fifth century in Britain or Brittany.
3. _____ (he/choose) to move to Ireland?
4. No, Irish raiders _____ (bring) him over when he
_____ (be) 16 and he _____ (spend) 6 years in captivity as a slave.
5. _____ (he/be raised) a Christian?
6. No, he _____ (not/be). He _____ (convert) to Christianity.
7. _____ (he/become) famous after he _____ (die)?
8. No, he _____ (réponse négative courte). The people of Ireland
_____ (forget) about him until his legend _____
(grow) and centuries later he _____ (be honoured) as the
patron saint of Ireland.
9. What heroic feat _____ (he/achieve)?
10. Legend has it that he _____ (drive) all the snakes off the
island!

b. The Irish War of Independence.

Complétez cette *culture note* en conjuguant les verbes au **prétérit simple**.

In 1919, a war _____ (begin) against the British forces in Ireland. **The Irish Republican Army (IRA)** _____ (want) to force the British out of Ireland. They _____ (burn) their barracks and _____ (capture) their arms. The IRA also _____ (fight) British soldiers using guerrilla tactics. This _____ (mean) that they _____ (attack) the British soldiers by surprise and then _____ (escape) quickly before they could be caught. The British government _____ (send) more forces to Ireland. One group of these forces _____ (be known) as **the Black and Tans** because of their uniforms. The Black and Tans often _____ (punish) the local population and because of this ordinary civilians _____ (fear) and _____ (hate) them.

In 1921, a truce _____ (be called) and treaty talks _____ (take) place in London to try to find a way of ending the war. **Michael Collins** and **Arthur Griffith** _____ (be) among the Irish representatives at the talks. On **December 6, 1921**, a treaty was signed which soon _____ (bring) about a new country called **the Irish Free State**. The new state would be made up of twenty-six of the thirty-two Irish counties. Ireland was divided into two parts with a border in between. Six counties _____ (remain) under British rule. This area _____ (become) known as **Northern Ireland** and today it is still part of the United Kingdom. A civil war _____ (break) out between the people who _____ (be) in favour of the treaty and those who _____ (be) against it. In the end, the people who _____ (fight) in favour of the treaty _____ (win) the civil war. In **1948**, the Irish Free State _____ (break) its remaining ties with Britain and _____ (become) a **Republic**.

N'oubliez pas d'approfondir et réviser en ligne sur:
(faites les exercices de A1/N1 à B1/N3 par ordre
de difficulté)



→ <https://cours.univ-paris1.fr/course/view.php?id=32992§ion=20>

C. SPEAKING/DEBATING

Did watching this video make you feel like visiting Ireland?

Explain why or why not, giving precise arguments and examples.

Tips:

- Go back to the vocabulary p. 10.
- Organise your thoughts using link words (p. 62).
- Pay attention to the pronunciation of key words (p. 6) and -ED (p. 16) !

PROS	CONS

Document 2-a: A map to discover the regions of Ireland

the traveler.net
Discover the regions of Ireland!

The Northwest
The most Irish county! Close to Northern Ireland, this remote region is very Catholic and still uses Gaelic. Its cliffs are the highest in Europe, curious visitors will love discovering the Slieve League!

Northern Ireland
Discover Northern Ireland, a region that has many things to offer; from dynamic and historic cities such as Belfast to the surprising Giant's Causeway

The West
In this region, the sea merges into the land and Irish mythology, Gaelic costumes, hikes and cruises are in the spotlight! The city of Galway has a rich culture and a very festive atmosphere!

Dublin and its surroundings
The country's capital is a human-size city with a unique atmosphere. Discover its flagship district - Temple Bar where you can find dozens of animated pubs. But the real asset of this region is its friendly inhabitants!

The South West
This ancestral region has kept its charm intact, between medieval remains, mountains, castles and monasteries

Cork & County Kerry
Known for its beautiful landscapes, this region located in the south of Ireland is a must-go. Discover Skellig Michael, go hiking in Killarney National Park and visit the town of Cork.

Atlantic Ocean
Irish Sea
DUBLIN

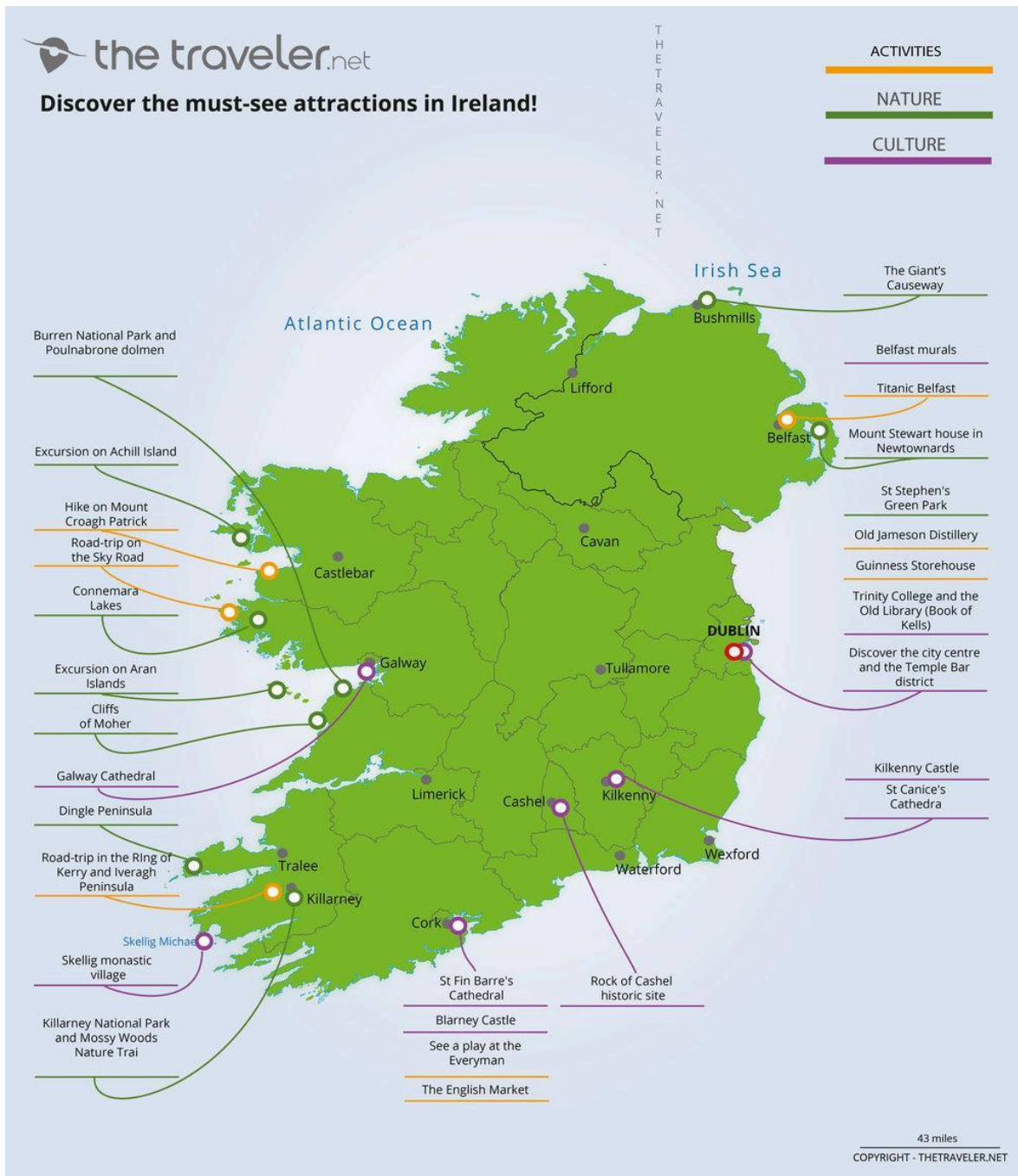
43 miles
COPYRIGHT - THETRAVELER.NET

A. COMPREHENSION

True or false? Justify with a short quote from the captions.

1. The Northwest is far away from everything. _____
2. Dubliners are known for giving tourists a warm welcome. _____
3. There are many traces of the Middle Ages in the South West. _____
4. Tourists can skip Cork & County Kerry. _____

Document 2-b: A map to discover must-see attractions of Ireland



A. COMPREHENSION

True or false? Justify with a short quote from the captions.

1. The Everyman is a theatre.

2. No need for a car to visit the Ring of Kerry.

3. Famous whisky and beer are made in Dublin.

4. Monks built Skellig Village.

B. VOCABULARY: Tourism

Fill in the gaps using words from Documents 2-a (***bold italics***) and 2-b (*italics*).

FUNDAMENTALS

a tourist →  faire du tourisme : to **GO** sightseeing / to sightsee

to **GO** on a trip
to **GO** / embark on a journey
to **TRAVEL AROUND** a country
faire une excursion / un road-trip :
to **GO** on an excursion / a road-trip

TOURIST / MAGNETS

CITIES		COUNTRY / SEASIDE
un quartier phare : ----- des douzaines de pubs : ----- des fresques: ----- une pièce de théâtre: -----	a site a landmark a heritage / ----- site à visiter absolument : -----	des ruines : ----- des paysages : ----- des falaises : ----- des pistes de randonnée : ----- trails

IMPRESSIONS: UP YOUR ADJECTIVE GAME

INTERESTING

intriguing
exciting
fascinating

astonishing
incredible
stunning
astounding

(pleasing to look at)
lovely
gorgeous
stunning
magnificent

(of the very best kind)
awesome
fabulous
terrific
superb

merry
lively
animated
vibrant

ATMOSPHERE

à taille humaine :

PEOPLE

agreeable

good-natured
well-disposed
hospitable



C. PRONONCIATION: distinguer **i** / **i:** pour distinguer le sens des mots

B	bid / bead bin / bean, been bit / beat , beet bitch / beach , beech	L	lick / leek , leak lip / leap
C	chick / cheek chip / cheap	P	pick / peak pill / peel piss / peace , piece pitch / peach
D	did / deed dip / deep	R	risen / reason
F	fill / feel fist / feast fit / feat , feet	S	sick / seek ship / sheep shit / sheet sim / seam, seem sin / scene , seen sit / seat skim / scheme slip / sleep slit / sleet still / steal, steel
G	grin / green	T	tin / teen
H	hid / heed hip / heap hit / heat	W	wick / weak, week
I	is / ease it / eat its / eats		
K	kin / keen		

Tous les mots en gras figurent dans la brochure.

1. Dans chaque paire, quel mot contient le < i > court et lequel contient le < i > long ?
2. Lisez les mots du tableau à votre voisin·e et inversez les rôles. Corrigez-vous au besoin !
3. Lisez ces *tongue-twisters* à voix haute. Tentez d'aller de plus en plus vite.
 - *The sheep on the ship slipped on the sheet of sleer.*
 - *The keen king hissed the quick queen on her green ring.*

C. GRAMMAR: Comparatifs et Superlatifs

- (1) *a human-size city* (2) *its friendly inhabitants* (3) *a very rich culture*
 (4) *a festive atmosphere*

1. Observez les exemples ci-dessus et rappelez les 2 règles fondamentales concernant les adjectifs qualificatifs en anglais :

	Exemple(s) :	Règle :
Règle #1 : POSITION		
Règle #2 : ACCORD		

2. Complétez la leçon ci-dessous :

L'une des caractéristiques de l'adjectif qualificatif est d'être **gradable**, c'est-à-dire de pouvoir être accompagné d'une expression qui indique l'intensité, le _____ (1) de la qualité attribuée au _____ (2) qu'il caractérise.

Ces _____ (1) de l'adjectif sont de deux sortes :

- les _____ (3) (+, -, =)
- et le _____ (4) (•).

Le _____ (3) permet d'établir un rapport de **supériorité, d'égalité ou d'infériorité**.

Le _____ (4) permet d'exprimer, par comparaison, **une qualité au degré le plus élevé**.

3. À quels gradients sont les adjectifs qualificatifs dans les exemples ci-dessous ?

- (1) *ancient tombs that are older than the pyramids of Giza*
 (2) *The most Irish County!* (3) *Its cliffs are the highest in Europe.*

(1) _____ (2) _____ (3) _____

4. Comparatifs de supériorité :

(1) *ancient tombs that are older than the pyramids of Giza*

TYPE D'ADJECTIF		CONSTRUCTION	Exemples :
COURT	1 syllabe		
	2 syllabes se terminant par -er, -ow, -le ou -y		The roads are _____ (+narrow) along the coast.
LONG	≥ 2 syllabes		Dublin is _____ (+impressive) Galway.



Cas particuliers du comparatif :	
Adjectif court se terminant par une consonne précédée d'une voyelle : on _____ la consonne.	e.g. big → _____
Adjectif court se terminant par -y : celui-ci se transforme en _____.	e.g. happy → _____

5. Comparatif d'égalité :

TYPE D'ADJECTIF	CONSTRUCTION	Exemple :
	_____ + adjectif + _____	<i>The Connemara Lakes are _____ _____ (= beautiful) Killarney National Park.</i>

6. Comparatif d'infériorité :

TYPE D'ADJECTIF	CONSTRUCTION	Exemple :
	_____ + adjectif + _____	<i>Kilkenny Castle is _____ _____ (- famous) the Giant's Causeway.</i>

7. Le superlatif :

ADJECTIF	CONSTRUCTION	Exemples :
COURT		<i>The _____ (* high) cliffs in Ireland.</i>
LONG		<i>Dublin holds _____ (* impressive) library in Ireland.</i>



FORMES IRRÉGULIÈRES		
Good/Well		
Comparatif :		e.g.
Superlatif :		e.g.
Bad		
Comparatif :		e.g.
Superlatif :		e.g.

Comparatif :	farther /further	e.g.
Superlatif :	the farthest /the furthest	e.g.

8. Exercice :

Complétez les phrases en mettant les adjectifs à la bonne forme du comparatif (+, -, =) ou du superlatif (•). Faites des phrases COMPLÈTES.

1. Beaches in County Kerry are _____ in the Northwest. (+ beautiful)
2. The weather in Northern Ireland is usually _____ in the South West. (+ bad)
3. Cork and County Kerry have some of _____ landscapes in the country. (• picturesque)
4. The West is _____ the South West. (+ rainy)
5. Dublin is _____ city in Ireland. (• busy)
6. Connemara is _____ Kilkenny Castle from Dublin. (+ far)
7. The cost of living in the Northwest is _____ in Dublin. (- high)
8. The Northwest is _____ area in Ireland. (• remote)
9. Booking a bus tour to visit Connemara is usually _____ hitch-hiking. (+ clever)
10. People in Dublin are _____ in Cork and County Kerry. (= gentle)

N'oubliez pas d'approfondir et réviser en ligne sur:
(faites les exercices de A1/N1 à B1/N3 par ordre de difficulté)



→ <https://cours.univ-paris1.fr/course/view.php?id=32992§ion=3>

FINAL task 1/3
Organise a 3-to-5-day cultural trip to the Republic of Ireland

STEP 1: BRAINSTORMING

Get back together with your group.

1 WHERE DO YOU WANT TO GO? WHAT DO YOU WANT TO SEE?

a Gather information about Ireland's main attractions



- Go back to documents 1, 2-a and 2-b.
- <https://www.nationalgeographic.com/travel/article/essential-guide-visiting-ireland>
- <https://www.ireland.com/en-gb/>
- <https://www.ireland.ie/en/visit/>
- <https://www.discoverireland.ie/>

b Agree on your must-see (nature/culture) and must-do (activities) list

- Give strong arguments to support your case.
- Use the vocabulary from the activity p. 9.

DECIDE WHETHER YOU WANT TO

2

- Travel around the country.
- OR
- Focus on one specific city.

3 DECIDE ON YOUR IDEAL DATES AND DURATION FOR YOUR 2025 TRIP

Consider factors such as:

- The weather,
- Events,
- Personal availability.



4 GET READY TO REPORT TO THE CLASS



DELVING INTO IRISH CULTURE



Document 3: In Ireland, pubs now offer more than just a pint

Yvonne Gordon, *www.bbc.com*, 15 March 2024

1 Visit a pub near Dublin's International Financial Services Centre (IFSC) on a Friday evening, and you're more **likely to** find tables of friends sharing food and a bottle of wine, instead of crowds of **besuited** workers **clutching pints**.

5 The pub is still a key part of Ireland's **social fabric**, yet drinking culture in the country has changed a lot since the '00s. Alcohol **consumption has fallen**, and **zero-alcohol drinks are on the rise**. By some estimates, sales of non-alcoholic beer more than **tripled** between 2017 and 2021. And research by Drinks Ireland shows alcohol consumption in the country **has decreased by** around 30% in the past 20 years. While the **behaviour** change is **cross-generational**, it's more pronounced among younger age groups.

10 As **consumers** seek more **balance** in how – and what – they drink, they're also responding to other societal factors that have **knock-on effects** for pub culture in Ireland. People are **working from home** and going for **after-work drinks** with colleagues less often, and seeking different ways of **socialising**, particularly as the cost of living continues **to soar**.

Running a pub now is **a moving target** with lots of challenges, says Ronan Lynch, **owner** of The Swan Bar on Dublin's Aungier Street.

20 This has particularly been the case as hospitality-business owners are still recovering from the pub restrictions of the Covid-19 years, during which strict **lockdowns** forced them closed for months at a time. Other factors, such as **an increase in** the minimum **wage** and higher national **VAT**, have **inflated** prices across the sector; they've also **nudged up** costs and **reduced** operating hours of the **surrounding** restaurants, which are crucial to **driving** the pub's before-and-after-dinner business.

25 The Harbourmaster is located in the IFSC, home to some of the world's leading financial services companies and banks. The tens of thousands of workers employed there compose most of their customers. In **a major shift**, many of these firms have introduced post-pandemic **hybrid-work policies**, meaning employees are in the office fewer days each week.

30 It's changed the way they **patronise** the pub. "Wednesday is now the busiest day of the week," says Killeen. "They don't come in [to the office] on a Monday or a Friday because they want the long weekend."

With the reduction in office traffic, the Harbourmaster has had to diversify its business. Food has always been a big part of its model, and it has a large

35 upstairs function room, but they are now hosting both tour groups for meals as well as taking on new functions, such as First Communions or Confirmations.

These cultural changes **have ushered in a new era** of experimentation, including the introduction of alcohol-free pubs and **venues** that offer more than just a drinking experience.

40 In January, Board Dublin, a non-alcoholic board games bar on Dublin's Clanbrassil Street, opened its doors. Chris Raymond, head of marketing at Bodytonic, which owns the pub, says that they started it because the owners and **management team** found their socialising was no longer being centred around alcohol. "That's where our desire to open an alcohol-free bar came
45 from," he says. "We've been wanting to do a games bar for years, the two just went **hand-in-hand**."

Raymond adds they had noticed **the growth in** the non-alcoholic drinks category in their other pubs (which include Pot Duggans, in Ennistymon, County Clare; The Lighthouse in Dún Laoghaire, County Dublin; and The Bernard Shaw in Dublin 9) and the variety they can serve, with non-alcoholic wines and spirits, draft Guinness 0.0 and Heineken 0.0, plus kombucha on tap.
50

"While people want a social experience, they probably want other factors than stand-alone alcohol, whether it be food or entertainment," says
55 hospitality consultant Barry Cassidy, from Independent Insight. "The way consumers are behaving with alcohol now **is evolving**, it's about more food, experience and entertainment occasions. There will be **a merging** with **wellness** and hospitality. I think pubs will be central to that, because they are social environments, they just might be lighter on the 'social lubricant'."

60 "They are just timeless," he says. "I think they retain a space for people who might not engage with it as often as an older generation might, but it will still be a place where they will go for an occasion, and also for tourists to experience the authenticity of Ireland."

A. VOCABULARY

1. **General vocabulary** — match the words/phrases with their **bolded** equivalents from the text:

- | | |
|---|------------------------------|
| 1. un salaire | a. likely to |
| 2. ont instauré une ère nouvelle | b. clutching |
| 3. situé-e | c. the social fabric |
| 4. alentour | d. cross-generational |
| 5. des répercussions | e. behaviour |
| 6. une cible, un objectif mouvant·e | f. consumers /consumption |
| 7. susceptible de | g. a balance |
| 8. intergénérationnel | h. knock-on effects |
| 9. le bien-être | i. a moving target |
| 10. le comportement | j. surrounding |
| 11. des consommateurs·trices /la consommation | k. lockdowns |
| 12. un équilibre | l. located |
| 13. la socialisation, convivialité | m. have ushered in a new era |
| 14. le tissu social | n. a venue |
| 15. des confinements | o. hand-in-hand |
| 16. une fusion | p. a merging |
| 17. de pair | q. wellness |
| 18. empoignant | r. socialising |
| 19. la TVA | s. a wage |
| 20. un lieu (de rassemblement/rdv) | t. VAT |

► 1. __ ; 2. __ ; 3. __ ; 4. __ ; 5. __ ; 6. __ ; 7. __ ; 8. __ ; 9. __ ; 10. __ ; 11. __ ; 12. __ ; 13. __ ; 14. __ ; 15. __ ; 16. __ ; 17. __ ; 18. __ ; 19. __ ; 20. __

2. Drinking habits — Match the definitions *in italics* with the **bolded** words/phrases.

- | | |
|--|---|
| <p>A. <i>A beverage containing less than 0.5% alcohol by volume (ABV)/ alcohol-free drink.</i></p> <p>B. <i>Abstaining from alcohol.</i></p> <p>C. <i>An activity in which a group of people visit multiple bars/pubs in a single night.</i></p> <p>D. <i>Food served in a pub.</i></p> <p>E. <i>A non-alcoholic cocktail.</i></p> <p>F. <i>The unpleasant physical effects following heavy consumption of alcohol.</i></p> <p>G. <i>Something that helps to ease social interactions and make communication more comfortable.</i></p> <p>H. <i>Intoxicated/Inebriated/Drunk/Wasted.</i></p> <p>I. <i>The consumption of an excessive amount of alcohol in a short period of time.</i></p> <p>J. <i>Distilled alcoholic beverages such as whiskey, vodka, and gin.</i></p> <p>K. <i>A mug of beer/A unit of liquid capacity equal to approximately half a litre.</i></p> <p>L. <i>Beer served from a keg rather than a bottle or can.</i></p> <p>M. <i>Available to be served from a keg or cask/ on draught.</i></p> <p>N. <i>Alcohol consumed by itself, not accompanied by mixers, food, or additional activities.</i></p> <p>O. <i>A person who prepares and serves drinks at a bar.</i></p> <p>P. <i>To visit or frequent a pub/bar regularly.</i></p> <p>Q. <i>The drinks one has after one's workday is over, typically as a social activity with co-workers.</i></p> | <p>1. a pint</p> <p>2. draft beer</p> <p>3. on tap</p> <p>4. spirits</p> <p>5. a bartender</p> <p>6. sober/teetotal</p> <p>7. a zero-alcohol drink</p> <p>8. a mocktail</p> <p>9. a pub crawl</p> <p>10. binge drinking</p> <p>11. stand-alone alcohol</p> <p>12. pub grub</p> <p>13. hammered</p> <p>14. hangover</p> <p>15. patronise</p> <p>16. after-work drinks</p> <p>17. a social lubricant</p> |
|--|---|

► A. __ ; B. __ ; C. __ ; D. __ ; E. __ ; F. __ ; G. __ ; H. __ ; I. __ ; J. __ ; K. __ ;
L. __ ; M. __ ; N. __ ; O. __ ; P. __ ; Q. __

3. The world of work/business — Find the **bolded** equivalents from the text.

- a. en costume-cravate : _____
- b. stimuler : _____
- c. les politiques concernant le travail hybride : _____
- d. le télétravail : _____
- e. gérer : _____
- f. l'équipe de direction/gestion : _____

4. **Describing trends** – classify the **highlighted** words and phrases in the table below:

General evolution	
<ul style="list-style-type: none"> • un changement majeur : ----- • est en évolution, évoluée : ----- 	
Upward movement	Downward movement

B. GRAMMAR: Le *Present perfect*

(1) *Alcohol consumption has fallen, and zero-alcohol drinks are on the rise. By some estimates, sales of non-alcoholic beer more than tripled between 2017 and 2021.*

(2) *Running a pub now is a moving target with lots of challenges. This has particularly been the case since the Covid-19 years.*

(3) *Other factors, such as an increase in the minimum wage and higher national VAT, have just inflated prices across the sector.*

(4) *Food has always been a big part of its model, but they are now hosting events.*

1. Soulignez les verbes au *present perfect* dans les phrases ci-dessus. Essayez d'expliquer pourquoi dans chaque cas on l'a utilisé et non pas le prétérit ou un autre aspect du présent.

(1) -----

(2) -----

(3) -----

(4) -----

2. Quand emploie-t-on le *present perfect* ?

a. Emplois généraux :

	Pour...	Marqueurs de temps fréquents	Exemple tiré du texte :
a.	parler d'actions ou événements entamés dans le _____ et continuant dans le présent.	FOR* _____* in the past X ...	
b.	faire le _____ d'actions ou événements, valide au moment présent.	already, ever, never, not yet, _____	
c.	parler d'actions ou événements achevés mais ayant encore des _____ perdurant dans le présent.		
d.	parler d'actions ou événements qui viennent de se produire, donc très _____ du moment présent.	just	

b. **Conclusion** : le *present perfect* est un temps du _____ (comme l'indique son nom).



Rappel : (voir pp. 14-16)

Pour parler du passé, on emploie **TOUJOURS** le _____.


Il renvoie en effet à des **actions ou événements passés, révolus** et marque la _____ avec le présent.

De nombreux **marqueurs temporels** peuvent indiquer que l'action ou événement est bel et bien achevé : *X years/months, etc. AGO, last year/month, etc., when I was a child, in + date, on Monday, etc.*

c. **“Depuis”** — **Observez les phrases ci-dessous et complétez la leçon :**

- (1) *This has particularly been the case since the Covid-19 years.*
- (2) *Drinking culture in the country has changed a lot since the '00s.*
- (3) *We've been wanting to do a games bar for years.*
- (4) *The management team has been wanting to do a games bar since they found socialising was now different.*

* Lorsque l'on utilise le **present perfect** pour parler d'une _____, on utilise principalement **FOR** ou **SINCE** (ou *in/over the Past X years/months/weeks/days*).


	suivi de	Exemple(s) :
 FOR		
SINCE		

3. Comment former le present perfect ? Soulignez les verbes au *present perfect* dans les phrases ci-dessous, puis complétez le tableau.

Has drinking culture in the country changed a lot in the past two decades? Alcohol consumption in the country has decreased by around 30% in the past 20 years. The Harbourmaster has had to diversify its business. Food has always been a big part of its model, but hosting events hasn't. These cultural changes have ushered in a new era of experimentation.

Forme :	Exemple tiré du texte :	Structure :
affirmative (verbe régulier) :		
affirmative (verbe irrégulier):		
négative :		
interrogative :		

4. Exercices : Attention aux verbes irréguliers (pp. 58-61) et à la prononciation de -ED !

 Rappel: LES 3 PRONONCIATIONS DE LA TERMINAISON -ED			
	d	t	Id
SON AVANT -ED	tous les autres sons	/p/, /k/, /f/, /θ/, /ʃ/, /tʃ/, ou /s/	/t/ ou /d/

a. Conjuguez les phrases suivantes au *present perfect* :

1. People _____ (embrace) alcohol-free options more than ever.
2. Some pubs _____ (not/fully recover) from the pandemic restrictions.
3. _____ (you/notice) the rise in non-alcoholic beverage sales?
4. Many younger people _____ (choose) to drink less alcohol.
5. Traditional pubs _____ (not/adapt) quickly enough.

b. Choisissez entre le prétérit et le *present perfect* selon le contexte :

1. Sales of non-alcoholic beer _____ (increase) in recent years.
2. Four years ago, many pubs _____ (close) due to the pandemic.
3. They _____ (not try) kombucha before this visit.
4. In the past two decades, drinking habits _____ (change) in Ireland.
5. The Harbourmaster _____ (diversify) its business recently.
6. Yesterday, the pub _____ (cater) for a large group of tourists.
7. We _____ (see) a rise in alcohol-free venues lately.
8. He _____ (move) to Dublin last month.
9. The management team _____ (notice) a shift in socialising habits.
10. Last Friday, they _____ (go) to a non-alcoholic pub.

c. Complétez les phrases avec *for* ou *since* :

1. They have lived in Dublin _____ 2015.
2. Alcohol consumption has fallen _____ the past two decades.
3. She has worked at the Harbourmaster _____ five years.
4. Prices have inflated _____ the minimum wage increased.
5. They have tried to recover from the lockdowns _____ months.

**N'oubliez pas d'approfondir et réviser en ligne sur:
(faites les exercices de A1/N1 à B1/N3 par ordre
de difficulté)**



→ <https://cours.univ-paris1.fr/course/view.php?id=32992§ion=17>

C. COMPREHENSION

1. Present the text in a few words (type, title, source/author, date, topic).

2. True or false? Justify with a short quotation from the text.

1. Newer generations tend to drink less alcohol than their elders.

2. The Covid-19 pandemic has not impacted the pub industry in Ireland.

3. Board Dublin is a traditional pub.

4. Barry Cassidy believes that pubs have a bright future ahead of them in Ireland.

3. In your own words, explain how the drinking culture in Ireland has changed over the past two decades. Mention three major changes, use linking words.

4. In your own words, explain what factors influence people's drinking and socialising habits outside of their homes.

D. SPEAKING/DEBATING

Do you agree that the younger generation drinks less than its predecessors?

Explain why or why not, giving precise arguments and examples.

Tips:

- Go back to the vocabulary p. 9.
- Use comparatives and superlatives (p. 24).
- Use the preterit to refer to past events (p. 15).
- Organise your thoughts using link words (p. 62).
- Pay attention to the pronunciation of key words (p. 6) and -ED (p. 16) !

FINAL task 2/3

Organise a 3-to-5-day cultural trip to the Republic of Ireland

STEP 2: REALITY CHECK

Get back together with your group.
A couple of weeks ago, you brainstormed about planning a 2025 trip to Ireland.
Check your notes and see what you can actually do on a budget.

1 DETERMINE YOUR BUDGET FOR THE TRIP

Include costs for:

- transportation,
- accommodation,
- meals,
- and activities.



2 FOCUS ON TRANSPORTATION

a FLIGHTS

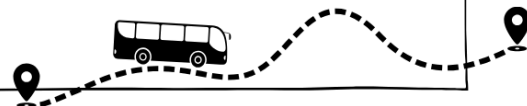


- Search for flights: use online travel platforms to find flights from Paris.
- Compare prices: compare prices, flight durations, and departure times to find the most suitable and budget-friendly option for your trip.

b TRANSPORTATION OPTIONS IN IRELAND



- Trains,
- Buses,
- And organized tours.



3 FOCUS ON ACCOMODATION

- Look for budget-friendly hostels.
- Read reviews to make sure your choice will meet your expectations in terms of cleanliness, location, and facilities.



4 FOCUS ON MEALS



- Look for budget-friendly meal options (some hostels cater for evening meals).
- Set a budget for nights out (you may look up specific pubs and/or restaurant menus).

5 FOCUS ON ACTIVITIES

- Check prices online for each activity/visit you have planned.



HOW HAVE YOUR INITIAL PLANS BEEN IMPACTED? GET READY TO REPORT TO THE CLASS

6

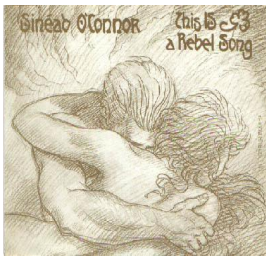
Document 4-a: The 5 best Irish songs for St. Patrick's Day

Andrew Frisicano & others, *www.timeout.com*, 21 February 2024

- Culture notes from *Wikipedia*

1. “This Is a Rebel Song” by Sinéad O’Connor (1997)

<https://www.youtube.com/watch?v=wbre5Fs9m8I>



Sinéad O’Connor was a **divisive** figure, but love her or hate her: she didn’t give a shit. No one was protected from the incisively political folk-rocker’s criticism. This song serves as evidence of that, with the title **chiding** U2’s apolitical pacifism (see “Sunday Bloody Sunday” below) and the lyrical **plea** to a lover hiding an **indictment** of English violence against the Irish.

The Troubles (Irish: *Na Trioblóidí*) was a guerrilla/nationalist conflict in Northern Ireland during the late 20th century. It is also known as the **Northern Ireland conflict**, and is sometimes described as an “irregular war” or “low-level war”. The conflict began in the late 1960s and many say it ended with the **Good Friday Agreement** of 1998.

Catholics in Northern Ireland had long experienced discrimination and civil rights abuses from the Protestant majority. Eventually, a civil rights movement began in the late 1960s, and fighting broke out between Catholics and Protestants. The British sent troops there to stop the violence. In response, the IRA began to use terrorism against the British.

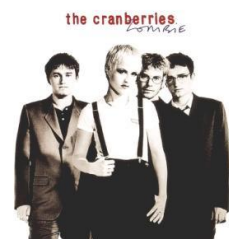
A key issue was the state of Northern Ireland. Unionists/loyalists (most of whom were Protestants) wanted Northern Ireland to remain within the United Kingdom. Irish nationalists/republicans (most of whom were Catholics) wanted Northern Ireland to leave the United Kingdom and join a United Ireland.

More than 3,500 people were killed in the conflict.

2. “Zombie” by The Cranberries (1994)

<https://www.youtube.com/watch?v=8MuhFxaT7zo>

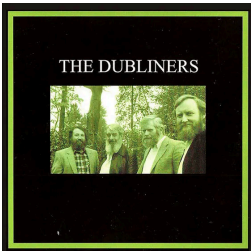
One of the '90s most distinctive pop-rock bands (Irish or otherwise), The Cranberries ran circles around the globe with intimately ethereal singles like “Linger” and “Dreams.” Augmenting the same **breathy vocals** from singer Dolores O’Riordian with **crushing guitar** fuzz, “Zombie” **left-turns** into more somber political waters than the band’s typical, commemorating the two boys killed in the Warrington IRA bombings.



The **Warrington bombings** were two IRA bomb attacks that took place during early 1993 in Warrington, Cheshire, England. The first attack happened on 26 February, when a bomb exploded at a gas storage facility. This first explosion caused extensive damage, but no injuries. The second attack happened on 20 March, when two smaller bombs exploded in litter bins outside shops and businesses on Bridge Street. Two children were killed and 56 people were injured.

3. “Molly Malone” by The Dubliners (1977)

<https://www.youtube.com/watch?v=wjjh5EmkKCA>

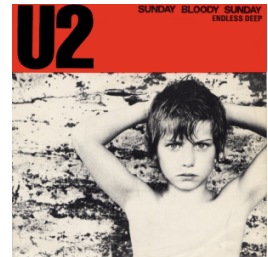


Eminent Irish-folk institution The Dubliners and its **rousing** edition of “Molly Malone” share one thing in common: staying power. The guys just passed their 50th anniversary, and the Irish capital’s unofficial anthem—an ode to a young **lass** who sells **cockles and mussels**—dates back to the 1800s. Of all recorded covers, this Dubliners track has become the definitive version!

4. “Sunday Bloody Sunday” by U2 (1983)

<https://www.youtube.com/watch?v=EM4vblG6BVQ>

This U2 concert **staple** is “not a rebel song” (or so Bono proclaims every time he performs it live). Sure, the militaristic beat calls to mind army drums and the lyrics chronicle the titular Irish tragedy’s **bloodshed**—the mass civilian killing from the Troubles known as Bloody Sunday—but the tune’s not a rally cry for armed resistance. Rather, the band **adamantly** maintains it’s a plea for peace.



Bloody Sunday, or the **Bogside Massacre**, was a massacre on 30 January 1972 when British soldiers shot 26 unarmed civilians during a protest march in the Bogside area of Derry, Northern Ireland. 14 men were killed. Many of the victims were shot while fleeing from the soldiers, and some were shot while trying to help the wounded¹. Other protesters were injured, two were run down by British Army vehicles, and some were beaten. All of those shot were Catholics. The march had been organised by the Northern Ireland Civil Rights Association (NICRA) to protest against internment without trial².

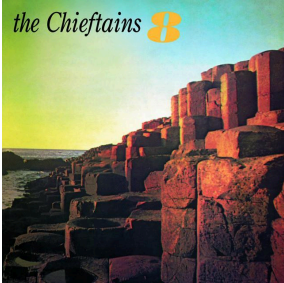
Bloody Sunday came to be regarded as one of the most significant events of the Troubles because so many civilians were killed by forces of the state, in view of the public and the press. It was the highest number of people killed in a shooting incident during the conflict and is considered the worst mass shooting in Northern Irish history.

¹ *the wounded*: les blessé-es

² *a trial*: un procès

5. “The Wind That Shakes the Barley/The Reel With the Beryle” by The Chieftains (1978)

<https://www.youtube.com/watch?v=k8eeUiGjUZc>



The first time much of the world outside Ireland heard traditional Celtic music came via Paddy Moloney’s long-running ensemble, which somehow became an international sensation in the 1970s and ’80s playing instrumental Irish folk tunes completely divorced from contemporary pop trends. This pipes-and-bodhran toe-tapper might inspire you to leap up on the bar and break into some step-dancing!

A. VOCABULARY

1. (Irish) music

a. Traditional Celtic instruments — match the instrument with its name:

SAVE THE DATE

MERCREDI
4
DÉCEMBRE 2024

IRISH NIGHT
18h-20h

► a. a bodhrán: _____ b. an Irish bouzouki: _____

c. a concertina: _____ **d. an Irish Harp:** _____ e. a fiddle: _____

f. an Irish flute: _____ g. Highland pipes: _____ h. Uilleann pipes: _____

i. a tin whistle: _____

b. Modern Irish music— Fill in the gaps with underlined words from the text:



► 1. _____ → A. a _____ player
 2. a microphone → B. a _____ 3. _____ → C. a _____ ER
A+B+C = a _____

c. Music genres — Match the descriptions *in italics* with the music genre.

A. *A music genre that includes traditional music and the contemporary genre that evolved from the former during the 20th-century revival, which reached a zenith in the 1960s.*

1. Traditional Celtic music

B. *A genre of popular music that originated in its modern form during the mid-1950s in the US and the UK. Rock and this genre remained roughly synonymous until the late 1960s, after which this genre became associated with music that was more commercial, ephemeral, and accessible.*

2. Folk

C. *A genre of rock music with heavy influences from English folk and American folk music. It arose in the US, Canada, and the UK in the mid-1960s.*

3. Pop

D. *A fusion genre characterised by a strong commercial appeal, with more emphasis on professional songwriting and recording craft, and less emphasis on attitude than standard rock music.*

4. Rock

E. *Traditional instruments like the harp, fiddle, bagpipes, flute, and bodhrán give this music its distinctive character. It was long transmitted orally.*

5. Folk-rock

F. *A broad genre of popular music that originated in the United States in the late 1940s and early 1950s. It has its roots in blues and rhythm and blues genres of African-American music and in country music.*

6. Pop-rock

► A. ___ ; B. ___ ; C. ___ ; D. ___ ; E. ___ ; F. ___

d. Songs — Fill in the gaps using underlined words from the article.

a song =	paroles : _____ + chant : _____ +	un air / une mélodie :
	un vers: <i>a LINE</i> , un couplet : <i>a VERSE</i> un refrain : <i>a chorus</i>	
un morceau :		un quadrille :
un hymne :		la mesure :
une reprise : (x2)		très rythmé :

2. General vocabulary — Match the words/phrases with their **bolded** equivalents from the text.

- a. une fille : _____
- b. cinglant, percutant : _____
- c. prendre un virage à gauche : _____
- d. controversé·e : _____
- e. catégoriquement, inflexiblement : _____
- f. une supplication : _____
- g. rauque : _____
- h. entraînant·e : _____
- i. des coques et des moules : _____
- j. réprimandant : _____
- k. un témoignage accablant (contre) : _____
- l. un incontournable : _____
- m. un bain de sang : _____

B. COMPREHENSION

1. Present the text in a few words (type, title, source/author, date, topic).

2. True or false? Justify with a quotation from the text.

1. “This Is a Rebel Song” proved that Sinéad O’Connor was not afraid of speaking truth to power.

2. “Zombie” features light, airy vocals without any heavy guitar elements.

3. “Molly Malone” is an original song about a girl who sells shellfish.

4. “Sunday Bloody Sunday” is about encouraging Irish people to take up arms.

5. “The Wind That Shakes the Barley” is a powerful dancing song.

3. In your own words, compare and contrast the three political songs.

Document 4-b: “Sunday Bloody Sunday”

U2, War, 1983 (<https://www.u2.com/lyrics/127>)

<https://www.youtube.com/watch?v=EM4vblG6BVQ>



- 1 I can't believe the news today
I can't close my eyes and make it go away.
How long, how long must we sing this song?
How long, how long?
- 5 'Cos tonight
We can be as one, tonight.

Broken bottles under children's feet
Bodies **strewn** across the **dead-end street**.
But I won't **heed** the battle call
- 10 It puts my back up, puts my back up against the wall.

Sunday, bloody Sunday.
Sunday, bloody Sunday.
Sunday, bloody Sunday.
Sunday, bloody Sunday.
- 15 Oh, let's go.

And the battle's just begun
There's many lost, but tell me who has won?
The trenches **dug** within our hearts
And mothers, children, brothers, sisters

20 **Torn apart.**

Sunday, bloody Sunday.
Sunday, bloody Sunday.

How long, how long must we sing this song?
How long, how long?

25 'Cos tonight

We can be as one, tonight.

Sunday, bloody Sunday.
Sunday, bloody Sunday.

Wipe the tears from your eyes

30 Wipe your tears away.

I'll wipe your tears away.

I'll wipe your tears away.

I'll wipe your **bloodshot** eyes.

Sunday, bloody Sunday.

35 Sunday, bloody Sunday.

And it's true we are immune
When fact is fiction and TV reality.
And today the millions cry
We eat and drink while tomorrow they die.

40 The real battle just begun

To claim the victory Jesus won

On...

Sunday, bloody Sunday
Sunday, bloody Sunday...

A. VOCABULARY – Match the words/phrases with their **bolded** equivalents from the song.

1. les tranchées : _____
2. injectés de sang/rouges : _____
3. une impasse/rue sans issue : _____
4. essuie : _____
5. jonchant : _____
6. divisé-es/qui se déchirent : _____
7. écouter (ici: répondre à) : _____

B. COMPREHENSION

1. Present the text in a few words (type, title, source/author, date, topic).

2. True or false? Justify with a quotation from the text.

1. The massacre in the song was committed during the War of Independence.

2. The song is filled with despair and hopelessness only.

3. The speaker wants the conflict to go on and the IRA to win whatever it takes.

3. In your own words, explain the meaning of “The trenches dug within our hearts” in the song.

4. Focus on the last two verses: in your own words, explain how peace is defined and advocated for in the song.

C. GRAMMAR: Les articles

- (1) *a rebel song* (2) *English violence* (3) *the Irish*
 (4) *an indictment of* (5) *Bodies strewn across* (6) *the dead-end street*

1. Rappels :

a. **Les trois types d'articles en anglais** — identifiez les articles dans les groupes nominaux ci-dessus, puis classez-les dans le tableau :

Article défini	Article indéfini	_____

Les articles font partie de la famille des _____. À ce titre, ils indiquent comment le _____ qui les suit est **perçu** par l'énonciateur·trice (= la personne qui _____).

b. The /ðə/ ou the /ði:/? A ou an ?

- (1) *the Irish* (2) *the dead-end street* (3) *a yellow harp* (4) *the Union*

Complétez le tableau ci-dessous à l'aide des exemples ci-dessus :



The /ðə/ et _____	The /ði:/et _____
SON consonne	SON voyelle
Lettres:	Lettres:
Exemples:	Exemples:



Certains <h> sont MUETS, les mots concernés commencent alors par un son _____, et sont donc précédés de __ ou /___ / !

hour, hourly,
heir, heiress, heirloom,
honour, honourable, honourably, honorary, honorific,
honest, honesty, honestly

2. L'Article défini : complétez la leçon et recopiez les exemples ci-dessous aux bons endroits.

(1) *the dead-end street* (2) *the political folk-rocker* (3) *the globe* (4) *the Warrington IRA bombings* (5) *the mass civilian killing known as Bloody Sunday* (6) *the world* (7) *the tears from your eyes*

On emploie l'article défini: _____ quand on parle d'**éléments bien _____**, **au singulier ou au pluriel**.

a. Le/les éléments sont définis par le _____ extra-linguistique :

The teacher told me I did very well this term.

→ Personne connue de celui/celle qui parle et des personnes à qui iel s'adresse.

Listen to the reel, it's beautiful.

→ On sait de quel quadrille il s'agit (celui que l'on est en train d'écouter).

Autres exemples: _____

b. Le ou les éléments sont définis par le contexte _____ :

The trenches dug within our hearts

→ Tout ce qui se trouve à droite du nom **précise** de quelle tranchées on parle et justifie l'utilisation de l'article défini.

Autres exemples: _____

c. Le/les éléments sont définis par la "connaissance universelle" :

The Earth, the Moon, the government, etc.

Autres exemples: _____

Cas particuliers

a. Devant un instrument de musique avec le verbe *play*

Sean plays the concertina, Róisín plays the fiddle.

b. Devant des adjectifs (nominalisés) désignant des groupes

The Irish, the British, the French, the Dutch, the Germans, the Australians, etc.

The poor, the homeless, the police, the army, etc.

c. Devant les noms de pays au pluriel

*The United Kingdom (= England+Wales+Scotland+Northern Ireland),
The United States, the Netherlands, etc.*



3. L'article indéfini A/AN :

(1) *a rebel song* (2) *an indictment* (3) *an ode* (4) *a plea for peace*

On emploie l'article indéfini **A/AN** pour désigner **UN élément parmi** _____ .

L'article indéfini **A/AN** n'existe qu'au _____ et SEULEMENT devant un nom _____ .

Cas particuliers



a. Devant un nom de profession :

She's a drummer, he's a singer.

b. Pour exprimer des mesures (par rapport à une variable de temps, de poids, de contenance, etc.) :

I go to the pub once a week. It's £3 a pint.

4. L'Ø (article zéro) :

a. Exprimer une généralité ou un concept/une notion abstraite :

Devant un nom _____ au pluriel	Devant un nom _____
<i>Ø contemporary pop trends</i> <i>Ø mothers, Ø children, Ø brothers, Ø sisters</i>	<i>Ø evidence of</i> <i>Ø English violence, Ø apolitical pacifism</i> <i>Ø war, Ø peace, Ø famine</i>

b. Désigner des éléments parmi d'autres :

(1) *Ø Broken bottles under* (2) *Ø children's feet* (3) *Ø Irish folk tunes*

Il est alors suivi d'un nom dénombrable au _____, et généralement traduit en français par "_____."

Cas particuliers



a. Devant les noms de pays: *Ø Ireland, Ø England, Ø Scotland*

b. Devant le nom des personnes "titrées":

Ø Taoiseach Simon Harris; Ø President Michael D. Higgins; Ø singer Dolores O'Riordian

Remplissez ce tableau pour récapituler les emplois généraux des articles :

	+ Indénombrable	+ Dénombrable singulier	+ Dénombrable pluriel
THE	-----		
A/AN		-----	
Ø	-----	-----	-----

5. Exercice : choisissez le bon article (a, an, the ou Ø).

- Irish people are said to be very friendly.
- Did you see ----- Northern Lights back in May? They were beautiful!
- Saoirse wants to find ----- girlfriend. She believes in ----- love.
- Irishwomen are not always red-headed.
- Rory is ----- drummer.
- I want to buy ----- Irish Bouzouki.
- I don't like this pub. ----- draft beer here is disgusting.
- Do you prefer ----- wine or ----- spirits?
- Listen! ----- band is playing!
- Are you thirsty? There are ----- mocktails if you want.
- Have you followed ----- debates about ----- Northern Irish border?
- Anyway, I believe in ----- united Ireland!
- I love ----- Irish setters even if I usually don't like ----- dogs.
- I'm getting ----- yellow harp as ----- souvenir!

**N'oubliez pas d'approfondir et réviser en ligne sur:
(faites les exercices de A1/N1 à B1/N3 par ordre
de difficulté)**



→ <https://cours.univ-paris1.fr/course/view.php?id=32992§ion=2>

FINAL task 3/3

Organise a 3-to-5-day cultural trip to the Republic of Ireland

5 MN

STEP 3: PRESENT YOUR PROJECT

Make an eye-catching & attention-grabbing powerpoint presentation.

1

INTRODUCTION

30 s

- Introduce yourselves.
- Explain what makes YOUR project special.

30 s



TRAVEL DETAILS

2

- How you will travel to and around Ireland (if applicable).
- Duration of travel(s).



3

ACCOMMODATION

30 s

- Types of accommodation.
- Advantages (budget, location, facilities).

HOSTEL



1 MN

ITINERARY HIGHLIGHTS

4

Day-by-day plan:

- Major attractions.
- Cultural experiences (e.g. traditional music, local food, etc.).

5

BUDGET SUMMARY

1 MN

- Total estimated cost per person (travel, accommodation, food, and activities).
- Tips for saving money (e.g. group discounts, using public transport).



30 s

CONCLUSION

6

- Recap the main points.
- Express enthusiasm for the trip.
- (Invite questions from the audience.)



APPENDIXES

IRREGULAR VERBS YOU MUST KNOW

(source : <<http://etab.ac-poitiers.fr/coll-mareennes/spip.php?article1457>>)

GROUPE A (10) Ceux qui n'aiment pas le changement

Infinitif	Prétérit	Participe passé	Traduction
BET	BET	BET	parier
COST	COST	COST	coûter
BURST	BURST	BURST	éclater
CUT	CUT	CUT	couper
HIT	HIT	HIT	frapper, battre
HURT	HURT	HURT	blesser
LET	LET	LET	laisser
PUT	PUT	PUT	mettre
RENT	RENT	RENT	louer
UPSET	UPSET	UPSET	Contrarier

GROUPE B (41)

Ceux qui n'aiment pas leur seconde voyelle

FEED	FED	FED	nourrir
LEAD	LED	LED	mener
MEET	MET	MET	rencontrer
SHOOT	SHOT	SHOT	tirer

Les 'hors-catégorie'

HANG	HUNG	HUNG	accrocher, pendre
SHINE	SHONE	SHONE	briller
WIN	WON	WON	gagner

Les accros du shopping dits les '-GHT'

BRING	BROUGHT	BROUGHT	apporter
BUY	BOUGHT	BOUGHT	acheter
CATCH	CAUGHT	CAUGHT	attraper
FIGHT	FOUGHT	FOUGHT	combattre
TEACH	TAUGHT	TAUGHT	enseigner
THINK	THOUGHT	THOUGHT	penser

Les convertis au 'D'

HAVE	HAD	HAD	avoir
HEAR	HEARD	HEARD	entendre
MAKE	MADE	MADE	fabriquer, faire
PAY	PAID	PAID	payer
SAY	SAID	SAID	dire
TELL	TOLD	TOLD	raconter, dire

Que des 'D'

BLEED	BLED	BLED	saigner
FIND	FOUND	FOUND	trouver
HOLD	HELD	HELD	tenir
READ	READ	READ	lire
STAND	STOOD	STOOD	se tenir (debout)
UNDERSTAND	UNDERSTOOD	UNDERSTOOD	comprendre

Ceux qui aiment le 'T'

BUILD	BUILT	BUILT	construire
BURN	BURNT	BURNT	brûler
DREAM	DREAMT	DREAMT	rêver
FEEL	FELT	FELT	sentir, ressentir
GET	GOT	GOT	obtenir
KEEP	KEPT	KEPT	garder
LEARN	LEARNT	LEARNT	apprendre
LEAVE	LEFT	LEFT	partir, quitter
LIGHT	LIT	LIT	allumer, éclairer
LOSE	LOST	LOST	perdre
MEAN	MEANT	MEANT	signifier
SEND	SENT	SENT	envoyer
SIT	SAT	SAT	s'asseoir
SLEEP	SLEPT	SLEPT	dormir
SMELL	SMELT	SMELT	sentir (<i>odorat</i>)
SPEND	SPENT	SPENT	passer (<i>temps</i>), dépenser (<i>argent</i>)

GROUPE C (3) *Ceux qui ne changent qu'au prétérit (en '-A')*

BECOME	BECAME	BECOME	devenir
COME	CAME	COME	venir
RUN	RAN	RUN	courir

GROUPE D (28)*Les classiques en '-EN'*

BREAK	BROKE	BROKEN	casser
CHOOSE	CHOSE	CHOSEN	choisir
DRIVE	DROVE	DRIVEN	conduire
EAT	ATE	EATEN	manger
FALL	FELL	FALLEN	tomber
FORBID	FORBADE	FORBIDDEN	interdire
FORGET	FORGOT	FORGOTTEN	oublier
FREEZE	FROZE	FROZEN	geler
GIVE	GAVE	GIVEN	donner
RIDE	RODE	RIDDEN	faire du vélo, du cheval
SEE	SAW	SEEN	voir
SHAKE	SHOOK	SHAKEN	trembler, secouer
SPEAK	SPOKE	SPOKEN	parler
STEAL	STOLE	STOLEN	voler
TAKE	TOOK	TAKEN	prendre
WAKE	WOKE	WOKEN	réveiller
WRITE	WROTE	WRITTEN	écrire

Les deux '-NE'

DO	DID	DONE	faire
GO	WENT	GONE	aller

Les dingues du '-WN'

BLOW	BLEW	BLOWN	souffler
DRAW	DREW	DRAWN	dessiner
FLY	FLEW	FLOWN	voler, aller en avion
GROW	GREW	GROWN	grandir, pousser (plante)

KNOW	KNEW	KNOWN	savoir
SHOW	SHOWED	SHOWN	montrer
THROW	THREW	THROWN	jeter

Le plus singulier

BE	WAS / WERE	BEEN	être
----	------------	------	------

Le prêt-à-porter

WEAR	WORE	WORN	porter (vêtement)
------	------	------	-------------------

GRUPE E (5) Les 'y'a eu' ('-I', '-A', '-U')

BEGIN	BEGAN	BEGUN	commencer
DRINK	DRANK	DRUNK	boire
RING	RANG	RUNG	sonner
SING	SANG	SUNG	chanter
SWIM	SWAM	SWUM	nager

N'oubliez pas d'approfondir et réviser en ligne sur: 

→ <https://cours.univ-paris1.fr/course/view.php?id=32992§ion=24>

HOW TO ORGANISE YOUR THOUGHTS: LINK WORDS AND PHRASES

INTRODUIRE UNE IDÉE



Idée générale

- It is often said that (On dit souvent que)
- It is generally agreed that (Il y a consensus...)
- There is no denying that (On ne saurait nier que)

Opinion personnelle

- In my opinion / TO my mind (selon moi)
- Personally, I think / I believe...
- I strongly believe that (je suis persuadé·e que)
- I am convinced that (je suis convaincu·e que)
- It seems to me that (il me semble que)
- I agree with (this argument) (je suis d'accord)
- I don't agree with / I disagree with (je ne suis pas d'accord avec)

ORDONNER SES IDÉES

- First, / Firstly, / First of all, (tout d'abord)
- To begin WITH (pour commencer)
- First and foremost, (en premier lieu)

Secondly, thirdly,
etc.



AJOUTER UN ARGUMENT / UN EXEMPLE



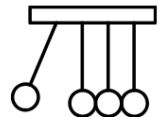
- Besides, (par ailleurs,)
- Additionally, /Moreover, /What is more, (de plus)
- Furthermore, (en outre)
- Similarly, (de même)

For exAmple / For instance
(par exemple)
..., such as (tel·le que, comme)

EXPRIMER LA CAUSE / LA CONSÉQUENCE

- Because of (en raison de)
- Thanks to (grâce à)
- Given that (étant donné que)
- Since (puisque)
- THAT is why (c'est pourquoi)

As a consequence,
/Consequently,
/Therefore,
(par conséquent)



NUANCER



- At first sight (à première vue)
- To a certain extent (dans une certaine mesure)
- As far as X is concerned (en ce qui concerne X)

CONCÉDER

- Actually, /In fact, /As a matter of fact, (en fait)
- Yet, /Still, /However, (cependant)
- Nevertheless, (néanmoins)



INTRODUIRE UNE OPPOSITION



- Instead of +N/Vb-ing (au lieu de)
- Whereas (tandis, alors que)
- Contrary to /Unlike +N/Vb-ing (contrairement à)
- On the contrary, (au contraire,)
- ON the one hand, (d'un côté ...)
- On the other hand, (d'un autre côté)

CONCLURE

To conclude, /In conclusion, (en conclusion)



HOW TO SPEAK TO THE CLASS (ORAL PRESENTATION TIPS)

A

NON-VERBAL COMMUNICATION / BODY LANGUAGE

- Hold your head up and **DON'T READ YOUR NOTES**
- Make eye-contact with everyone in the room /don't look at the teacher only
- Mind stress-related habits (playing with your hair or a pencil) /don't distract your listeners



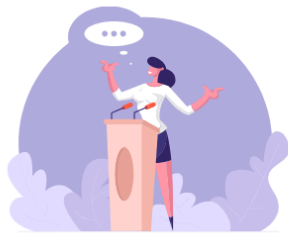
DO NOT READ YOUR SLIDES AND/OR YOUR NOTES

VERBAL COMMUNICATION

B

ENGAGE YOUR AUDIENCE

- Introduce yourself and your work before you start
- Tell the class when you are reaching the end
- Invite them to ask questions



NO FRENCH

SHOW YOUR SPEAKING SKILLS

- Speak loud enough
- Speak at an **ADEQUATE** speed
- **CHECK the PRONUNCIATION** of all **KEY WORDS** before your talk
- Stress the words that matter
- Don't speak monotonously
- Don't stop abruptly

HESITATE IN ENGLISH

- Err... /Huh...
- Let me think
- Give me a second
- Please bear with me
- Let me rephrase this
- Let me start again

C

DIGITAL TOOLS

- Be concise: **ONLY** write **SHORT** key phrases on your slides
- Use big enough letters and adequate colours so people can read from a distance
- Make sure the format of your file is compatible with other devices than your own
- Save your document on a USB key



HOW TO WRITE AN (ARGUMENTATIVE) ESSAY 1/2

A

WHAT A PROPER ESSAY LOOKS LIKE

INTRO

It is often said that / There is no denying that lorem ipsum lorem ipsum lorem ipsum lorem ipsum (**Catchphrase 1.1.**), which is why I wonder: lorem ipsum lorem ipsum lorem ipsum (**Key question 1.2.**)? First, I will deal with lorem ipsum lorem ipsum, then I will discuss the problem of lorem ipsum lorem ipsum (**Outline 1.3.**).

BODY

Part 1

*On the one hand**, // *First and foremost,*** lorem ipsum lorem ipsum lorem ipsum lorem ipsum lorem ipsum (**Idea 2.1.**). Indeed, lorem ipsum lorem ipsum lorem ipsum lorem ipsum (**Argument 2.2.**). For example, lorem ipsum lorem ipsum lorem ipsum lorem ipsum (**precise EXAMPLE 2.3.**).

Part 2

*Nevertheless**, // *Furthermore,*** lorem ipsum lorem ipsum lorem ipsum lorem ipsum lorem ipsum (**Idea 2.1.**). In fact, lorem ipsum lorem ipsum lorem ipsum lorem ipsum (**Argument 2.2.**). For instance, lorem ipsum lorem ipsum lorem ipsum lorem ipsum (**precise EXAMPLE 2.3.**).

CCL

To conclude, / In conclusion, lorem ipsum lorem ipsum lorem ipsum (**Summary of the body 3.1.**). Hence, to me, lorem ipsum lorem ipsum lorem ipsum (**Final answer to the key question 3.2.**). Ultimately, lorem ipsum lorem ipsum lorem ipsum (**Opening statement 3.3.**).

(180-200 words)

* raisonnement traditionnel : *pros and cons* (⚠ sans contradiction!)

** raisonnement défendant un point de vue uniquement favorable ou uniquement défavorable en réponse à la key question

MARKING CRITERIA

B

	Niveau 1 (A1)	Niveau 2 (A2)	Niveau 3 (B1)	Niveau 4 (B2)	Vers C1 (bonus)
Réalisation de la tâche	Contenu très pauvre, hors sujet ou plagiat.	Quelques éléments.	Points principaux, des justifications.	Texte complet et argumenté.	Utilise l'humour et/ou l'implicite.
Cohérence / Organisation	Pas ou peu d'organisation du discours.	Des efforts d'articulation, quelques mots de liaison.	Discours assez articulé, utilisation de mots de liaison.	Discours structuré, hiérarchisation des idées.	
Recevabilité linguistique	Langue très simple, calques du français.	Phrases simples mais correctes. Des erreurs élémentaires.	Syntaxe et lexique corrects.	Peu d'erreurs.	Expressions idiomatiques et structures complexes.
Contenus culturels	Pas ou peu de contenu culturel.	Quelques références culturelles.	Exploitation cohérente des contenus culturels.	Des références personnelles.	

HOW TO WRITE AN (ARGUMENTATIVE) ESSAY 2/2

C

WRITING CONVENTIONS



"WE"
is
AWKWARD

1. EACH paragraph must begin with:
 - a blank space = an _____ (_____)
 - a _____ word or phrase
2. ALWAYS write in the _____ person singular =_, an essay is about giving YOUR argued opinion in a well-organised manner.

DETAILS OF THE STRUCTURE OF AN ARGUMENTATIVE ESSAY

D

INTRO

1

- 1.1. **Catchphrase**=general statement/statistics/quote /explicit reference to the document.
- 1.2. *which is why I wonder:* + **Key question?**
- 1.3. **Outline** (*First, I will deal with ... then I will discuss the problem of ...*)

2

- 2.1. *On the one hand**, / *First and foremost,*** + **Idea #1.**
- 2.2. *Indeed,* / *In fact* + **Argument #1.**
- 2.3. *For example,* /*For instance* + **precise EXAMPLE #1.**

BODY

Part 1


- 2.1. *On the other hand**, / *Furthermore,*** + **Idea #2.**
- 2.2. *Indeed,* / *In fact* + **Argument #2.**
- 2.3. *For example,* /*For instance* + **precise EXAMPLE #2.**

Part 2

3

- 3.1. *To conclude,* / *In conclusion,* + **Summary of the body.**
- 3.2. *Hence, to me,* + **Final answer to the key question.**
- 3.3. *Ultimately,* + **Opening statement.**

CCL

* *raisonnement traditionnel : pros and cons* ( sans contradiction!)

** *raisonnement défendant un point de vue uniquement favorable ou uniquement défavorable en réponse à la key question*