

IRISH TRIP

PART 1

This is an adapted version of the brochure written by G. Bekhtari, S. Salliot Michelin and L. Blamont

Niveau 3 - Examen terminal 2024-2025 – Semestre 1

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PART 1: GETTING TO KNOW IRELAND



1) Quiz: Which traveller to Ireland are you?

A/ Take this quiz 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?

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

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

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

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

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

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

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

6. How do you plan to document your trip?

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

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

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

2) Document 1: What is Ireland?

Geography with Drew Binsky, 4 April 2023 <https://www.youtube.com/watch?v=hCru9LL45QU>.

1) **BEFORE YOU WATCH**: make a list of 3 Irish topics you expect to hear about:

2) **COMPREHENSION**: Note down the information from the video clip.

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: _____

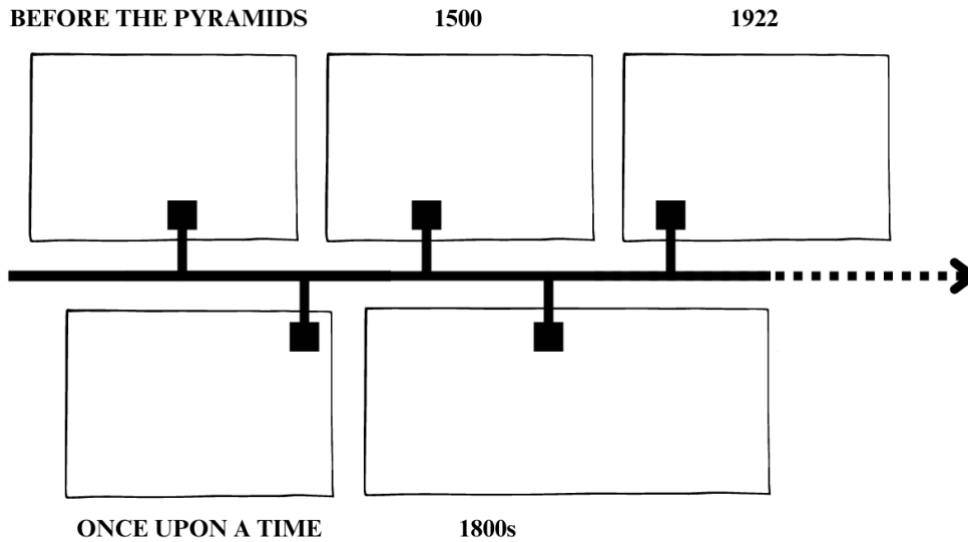
WALES

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”?

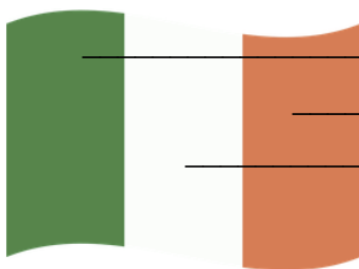
2. Identify Irish stew, Colcannon, black pudding, soda bread, and bangers & mash:



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	

3) REACT: Answer the following questions after watching the video clip.

1. Which part did you find the most interesting? Why?

2. What 2 or 3 facts surprised you the most?

3. What information would you like to memorize?

3) GRAMMAR/PRONUNCIATION: Le Prétérît 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 prétérît 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. 20-23) 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>

5) MAPS

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 Island, go hiking in Killarney National Park and visit the town of Cork.

THE TRAVELER.NET

Atlantic Ocean

Irish Sea

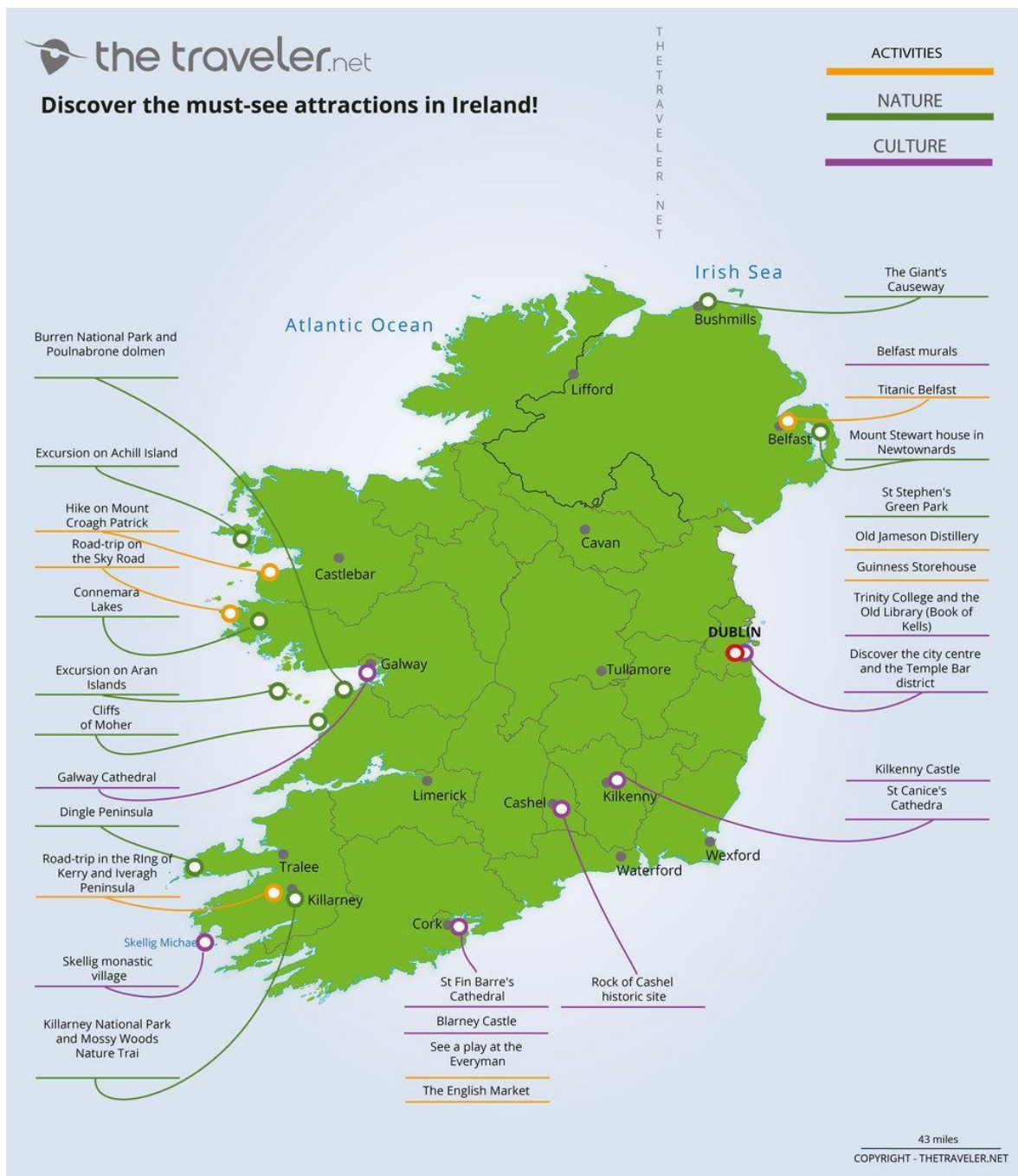
43 miles
 COPYRIGHT - THETRAVELER.NET

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 : ----- <i>des fresques:</i> ----- <i>une pièce de théâtre:</i> -----	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

PEOPLE

à taille humaine :

agreeable

good-natured
well-disposed
hospitable

6) 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		The roads are _____ (+narrow) along the coast.
	2 syllabes se terminant par -er, -ow, -le ou -y		
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 + _____	The Connemara Lakes are ____ _____ (= beautiful) Killarney National Park.

6. Comparatif d'infériorité :

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

7. Le superlatif :

ADJECTIF	CONSTRUCTION	Exemples :
COURT		The _____ (• high) cliffs in Ireland.
LONG		Dublin holds _____ (• impressive) library in Ireland.



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>

7) FINAL TASK

You are planning to visit Ireland with your best friend(s). You are in charge of organizing the trip.

STEP 1: Use what you have learnt about Ireland and the following sites to plan a 3-to-5-day cultural trip to Ireland.

<https://www.nationalgeographic.com/travel/article/essential-guide-visiting-ireland>

<https://www.discoverireland.ie>

<https://www.ireland.com/en-gb/>

STEP 2: Use the following questions to help you plan the trip:

Where in Ireland do you want to go? Why? Do you want to travel around or stay in one place?

What places and landmarks would you like to visit? And what activities would you like to do? Explain and give details.

What is the best time for your trip? What factors did you take into consideration to decide (e.g.: *your availabilities, the weather, Irish festivals, ...*)?

Take notes:

STEP 3: When you are ready, **write an email** to your travelling companions with your suggestions for the trip (+/- 200 words). Make sure you:

- read the guidelines pages 24-26 to **organize your thoughts** and be **persuasive**;
- give **details** and give **strong arguments** to explain your choices;
- use the **vocabulary** and **structures** from this brochure and the websites you have visited.

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)
------	------	------	-------------------

GROUPE 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

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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



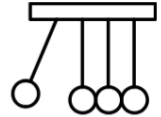
- Besides, (par ailleurs,)
- Additionally, /Moreover, /What is more, (de plus)
- Furthermore, (en outre)
- Similarly, (de même)

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 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 (**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 (**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 lorem ipsum (**Final answer to the key question 3.2.**). Ultimately, lorem ipsum 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:
 - o a blank space = an _____ (_____)
 - o 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


Part 2

- 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.**

3

CCL

- 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.**

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

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

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, dlrectoR, 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 llke, Ireland, Irish, slght 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. 4 et corrigez votre prononciation en consultant 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/



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		

La plupart des 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.*