

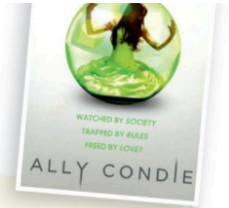
COURSE 6

1. Read the text and answer the questions

→ Lis le texte et répond aux questions

Extract from *Matched*

"I", "him": who are they?
Read the rest of the text to find out.



Do you understand what Cassia doesn't know how to do?

In the Society of *Matched*, everything that people type is monitored.

What advantage does handwriting give Ky?

"What are you doing?" I ask him. His hand moves, making shapes and curves and lines in the grass that seem familiar.

His blue eyes flash up to me. "I'm writing."

Of course. That's why the marks look familiar. He is writing
5_ in an old-fashioned, curved kind of writing, like the script on my compact. I've seen samples of it before but I don't know how to do it. No one does. All we can do is type. We could try to imitate the figures, but with what? We don't have any of the old tools.

But I realize as I watch Ky that you can make your own tools.

10_ "How did you learn to do this?" [...]

Ky smiles but doesn't answer; he keeps on writing.

This is the difference between us. I live to sort; he knows how to create. He can write words whenever he wants. He can swirl them in the grass, write them in the sand, carve them in a tree.

15_ "No one knows I can do this," Ky says.

Matched, Ally Condie, 2010 – Chapter 15

a. A qui correspondent les pronoms soulignés en orange dans le texte ? (à quels personnages font-ils référence ?)

I: _____

Him: _____

b. As-tu compris ce que Cassia ne sait pas faire (souligné en bleu dans le texte) ?



- « *I'm writing* » : appuie-toi sur cette phrase très simple pour comprendre la 2^e phrase du texte.
- La 1^{re} phrase de chaque paragraphe peut t'aider à anticiper le reste du paragraphe.
- « *tools* » : tu peux inférer le sens de ce mot grâce au contexte (en gris ici). Regarde bien les verbes des phrases en question.

c. Quel est l'avantage de l'écriture à la main (phrase soulignée en violet) ?

2. How does this extract illustrate the text on the back cover of "Matched"?

→ En quoi cet extrait correspond-t-il à la phrase notée en 4^e de couverture de « Matched » ?

On her 17th birthday, Cassia meets her Match.
Society dictates he is her perfect partner for
life. But is he?

3. Now read this article about cursive writing and answer the questions

→ Maintenant, lis cet article sur l'écriture à la main, et répond aux questions

http://www.pbs.org/newshour

Is cursive really necessary?

"Maybe we won't have electricity anymore and it might be a blackout so we have to write letters to each other," said Jacob Fender, 8, after practicing at his desk in Ms. Hutchins' class.

"You don't always have your device wherever you go," said Sammi Hascher, 9, who has started to use cursive writing in her third grade lessons. "If you want to write a fancy party invitation or something you can write in cursive."

"You can write your name out in manuscript, that's fine, it doesn't have to be a signature," Graham said. "We now have electronic signatures."

←... **Read the main question.**
What would you answer?
What can you expect to read then?

←... **Read the quotes.**
Choose two colours to underline the arguments in favour and against cursive writing.
Do you agree with these arguments?
Can you find more?

a. Lis la question principale (en bleu). Que répondrais-tu à cette question ?

b. Souligne dans le texte, en vert les phrases pour l'écriture à la main, et en rouge les arguments contre l'écriture à la main.

4. Homework: Thursday 02/04

Create your own dialogue! Cassia, the character from “Matched”, arrives in our world and meets you. Invent the dialogue that you could have together, comparing your worlds.

- Write about 100 words
- Use the codes of dialogue
- Explain what is forbidden or allowed
- Use the vocabulary of dystopia

Crée ton propre dialogue ! Imagine que Cassia, le personnage principal du roman «Matched », arrive dans notre monde et te rencontre. Imagine la conversation que vous auriez ensemble, en comparant vos deux mondes.

- Ecris environ 100 mots
- Utilise les codes du dialogue (utilise le document ‘astuces pour les dialogues ci-dessous)
- Explique ce qui est interdit ou autorisé
- Utilise le vocabulaire de la dystopie

Le devoir est à déposer dans le casier créé sur l’espace collaboratif en PDF si possible et avec votre nom dedans ! Vous pouvez aussi me l’envoyer par mail sur ma messagerie OZE ou à cette adresse : sophie.maetz@ac-versailles.fr

Ce devoir est à envoyer avant jeudi 2 avril, midi, et il sera **noté**.
Je suis disponible pour répondre à vos potentielles questions !

Astuces pour les dialogues :

Règle n°1 :
Respecte la forme du dialogue.

N’oublie pas :

- les retours à la ligne (à chaque changement de locuteur) ;
- les guillemets (pour rapporter les propos des locuteurs).

→ Observe dans l’extrait ci-dessous :

- la forme et la place des **guillemets**, la **punctuation**
- l’ordre des mots pour indiquer **qui parle**.

“What are you doing?” **I ask him**. His hand moves, making shapes and curves and lines in the grass that seem familiar. His blue eyes flash up to me. “I’m writing.”
[...]
“No one knows I can do this,” **Ky says**.

→ Quelles différences notes-tu avec les dialogues en français ?

Règle n°2 :
Rends ton dialogue plus vivant.

Varie les verbes introducteurs.

Ils indiquent qui parle, mais aussi de quelle manière, avec quelle intention et quels sentiments.

→ Complète ce tableau au fil de ton apprentissage : → **WB** p.133

Synonymes de say	Pour exprimer l’intention	Pour exprimer les sentiments
speak, tell, ask, answer, reply, shout, scream, whisper...	admit, agree, insist, promise, repeat...	beg, confess, threaten, implore...

Etoffe tes phrases avec des adverbes !

He said *angrily, anxiously, cheerfully, quietly, impatiently, loudly, proudly...*

→ Quels autres adverbes connais-tu ? → **WB** p.134

Règle n°3 :
Rends ton dialogue... encore plus vivant !

Utilise des éléments spécifiques à la langue orale.

→ Tags interrogatifs : *You’re not bored, are you? Nasty weather, isn’t it?*

→ Réponses courtes : *I think so... I don’t think so... I hope not... I’m afraid not...*

→ Gap fillers : *You see... You know... Well, er... Actually...*

→ Formes contractées : *I’ve had... He’s been... He’d come...*

COURSE 6 - CORRECTION

1. Read the text and answer the questions

a. *A qui correspondent les pronoms soulignés en orange dans le texte ? (à quels personnages font-ils référence ?)*

I : Cassia

Him : Ky

b. *As-tu compris ce que Cassia ne sait pas faire (souligné en bleu dans le texte) ?*

She does not know how to write. She can only type, on a keyboard.

c. *Quel est l'avantage de l'écriture à la main (phrase soulignée en violet) ?*

“He can write words whenever he wants”, so he can express himself whenever he wants, and can write something and erase it. He is free.

2. How does this extract illustrate the text on the back cover of “Matched”?

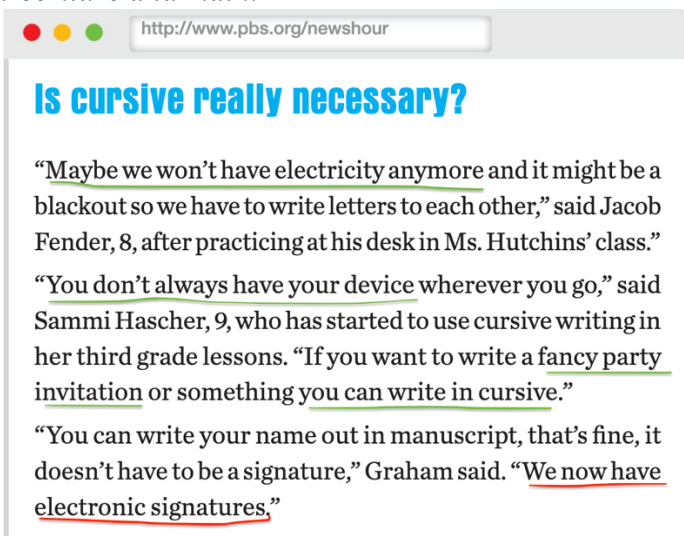
It shows that the Society dictates everything: not only who people are going to marry, but the way people express themselves. They are not free since they do not know how to write, so they are completely dependent on the computers of the Society, which are monitored. Everything is controlled.

3. Now read this article about cursive writing and answer the questions

a. *Lis la question principale (en bleu). Que répondrais-tu à cette question ?*

- I agree with Jacob Fender: if we cannot write in cursive and there is a blackout, we won't be able to communicate because the computers will not work!
- I think Sammi Hascher is right: if you can only type, you will be totally dependent on your smartphone or computer. I think it's important to learn how to write to express yourself.
- Plus, you can be creative.
- Writing makes you independent. It's an important skill. Men mustn't depend on machines.

b. *Souligne dans le texte, en vert les phrases pour l'écriture à la main, et en rouge les arguments contre l'écriture à la main.*



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