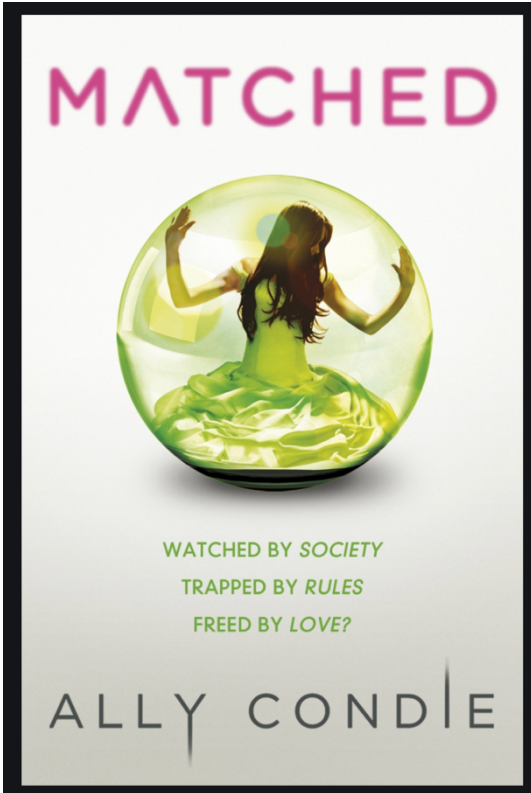


COURSE 4

1. Look at the cover and the back cover of the book “Matched”

→ Regarde la couverture et 4^e de couverture de ce livre « Matched »



a. What can you imagine about this society?

→ *Qu'est-ce que tu imagines de cette société ?*

b. Find the translation for:

→ *Traduis :*

Watched : _____

Trapped : _____

Freed : _____

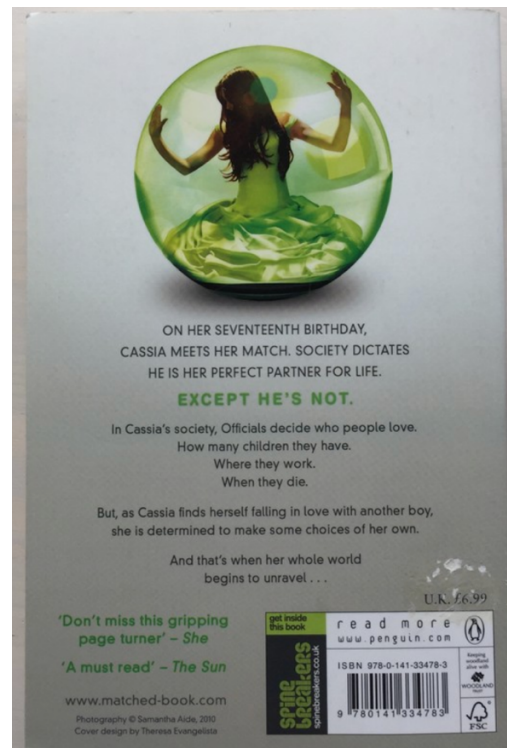
c. Read the text on the back cover, do you understand the meaning of the title? What else can you imagine about the story?

→ *Lis le texte qui se trouve sur la 4^e de couverture,*

Que comprends-tu du titre ?

Qu'est-ce que tu peux imaginer d'autre sur l'histoire ?

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



2. Read the text and answer the question

→ Lis le texte et répond à la question : Comment est-ce que cet extrait illustre le texte de 4^e de couverture vue dans la question c ?

Extract from *Matched*

"My", "us": who are they?

How can they be identified?
Draw a sketch of the scene.

What does this system consist in?
Underline the sentence that best sums it up.

Tip

- « *identify* » : tu peux rechercher ce qui relève de la description physique.
- « *those of us* » : ceci sous-entend une comparaison avec d'autres. Tu peux donc t'appuyer sur les pronoms personnels et rechercher des connecteurs exprimant le contraste.
- « *system* » : si le narrateur explique un système, un principe, il risque d'employer des mots plutôt génériques. Repère-les donc, puis regarde les verbes autour.

Tonight is my night.

It is easy to identify those of us being Matched; not only are we younger than all of the others, but we also float along in beautiful dresses and tailored suits

5_ while our parents and older siblings walk around in plain clothes, a background against which we bloom. The City Officials smile proudly at us [...].

There is a system, of course, to the Matching. In City Halls across the country, all filled with people, the

10_ Matches are announced in alphabetical order according to the girls' last names. I feel slightly sorry for the boys, who have no idea when their names will be called, when they must stand for girls in other City Halls to receive them as Matches. Since my last name is Reyes, I will be

15_ somewhere at the end of the middle.

Matched, Ally Condie, 2010 – Chapter 1

• **How does this extract illustrate the text on the back cover of *Matched*? (p. 68 in your textbook)**

.....

.....

.....

.....

.....

.....

3. Audio: Uncovering the problem of forced marriage in the US

a. Look at the title and the picture: do you understand the link with the extract from “Matched”?

→ Regarde le titre et l’image : quel est le lien avec l’extrait du livre « Matched » que tu viens de lire ?



b. Listen to the introduction of that news report and write down everything that you understand.

→ Ecoute l’introduction de ce reportage et prend des notes de ce que tu comprends. Puis écris un résumé.

L’audio est disponible sur le blog et dans l’espace collaboratif, onglet ‘Documents’, dossier ‘Course 4’

NOTES :

SUMMARY :

COURSE 4 - CORRECTION

1. Look at the cover and the back cover of the book “Matched”

a.

• A young girl is in a green bubble. Maybe she lives in a bubble. But this may not be a good thing. She seems to be trying to escape. She can't escape / She is imprisoned / She is trapped. We can't see her face. So maybe she represents all girls.

• Under the picture, there is a tagline: “watched by Society, trapped by rules, freed by love”. It means she lives in a world where everybody can see what she is doing, there are very strict rules but maybe she is going to fall in love and is going to escape.

b.

Watched: regardé(e) / observé(e)

Trapped: piégé(e)

Freed: libéré(e)

c.

• The story is about Cassia, a 17-year-old girl who is going to be matched with her “perfect Match”. The Society imposes this partner, they choose this partner instead of her.

• But the last sentence of the blurb indicates that something may go wrong: he may not be her perfect match.

2. Read the text and answer the question

• **My** = Cassia's **us** = young people, 17-year-old • The girls can be identified thanks to their beautiful dresses and the boys thanks to their tailored suits while the others are wearing plain, normal clothes.

• This system consists in matching girls

with boys: “the Matches are announced in alphabetical order according to the girls' last names.”

• How does this extract illustrate the text on the back cover of Matched?

This extract deals with the ceremony during which the teenagers are matched. It is Cassia's “night”. The Society will choose Cassia's partner and will announce it in alphabetical order according to the girls' last names. We learn that they can be matched with people from “other City Halls”, so they probably do not know them.

3. Audio: Uncovering the problem of forced marriage in the US

a.

The link between the document and the extract from *Matched* is forced marriages and not being able to choose the person you will spend your life with.

b.

- Nina Van Harn: American – religious (Evangelical Christian)
- She was forced to get married at 19
- Her father found her husband
- She had no option / She did not even think of refusing

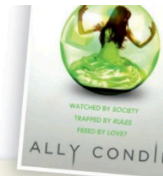
COURSE 5

1. Read the extract from the book "Matched" and answer the questions

→ Lis l'extrait du livre « Matched » et réponds aux questions *en anglais*

Extract from *Matched*

"Me", "we", "it": who are they?



What can you imagine about this poem?
Read it p. 76 in your textbook.

What is the role and the objective of these commissions?

Why did they choose to create these commissions?
Do you agree with them?

The almost-snow reminds me of a line from a poem we studied this year in Language and Literacy: "Stopping by Woods on a Snowy Evening." It is one of my favorites of all the Hundred Poems, the ones our
5_ Society chose to keep, back when they decided our culture was too cluttered. They created commissions to choose the hundred best of everything: Hundred Songs, Hundred Paintings, Hundred Stories, Hundred Poems. The rest were eliminated. Gone forever. *For the*
10_ *best*, the Society said, and everyone believed because it made sense. How can we appreciate anything fully when overwhelmed with too much?

Matched, Ally Condie, 2010 – Chapter 3

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

Me: _____

We: _____

It: _____



- Fais attention aux majuscules et à la ponctuation : elles peuvent t'aider à repérer des noms propres, des titres...
- « *cluttered* » : ce mot n'est pas indispensable à la compréhension de l'ensemble mais tu peux en deviner le sens grâce à « *overwhelmed* » .
- « *overwhelmed* » : tu peux t'appuyer sur le préfixe (*over-*) et sur « *too much* » pour en inférer le sens, même approximativement.

b. Que peux-tu imaginer du poème « *Stopping by Woods on a Snowy Evening* » (souligné en bleu dans le texte) ?

c. Qu'as-tu compris du rôle de la commission (phrase soulignée en vert) ?

d. Pourquoi cette commission a-t-elle été créée ? Es-tu d'accord avec cela ? (cf. phrase violette)

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 from a teenager’s blog and answer the questions

→ Maintenant, lis cet article qui vient d’un blog d’un adolescent, et répond aux questions

American Teenager’s blog

• Read this article from an American teenager’s blog:

What are the links between the title, the first paragraph and the extract from Matched p. 69?

What country is it?

Do you agree?

BOOK CENSORSHIP IN PUBLIC SCHOOLS VIEWED THROUGH MATCHED

Posted on March 30, 2016

After reading Matched by Ally Condie, I am thankful to be living in the time and place that I am. Matched describes a dystopia in which there are only 100 songs, poems, stories, and paintings each. All of the rest have been destroyed, gone forever. Matched struck me on a personal level, forcing me to imagine a world in which a lot of what defines me as a person does not exist. [...]

For many years now, various people, including parents, teachers, and administrators, have attempted to remove certain works of literature from schools and libraries around the country. Headlines suggesting or announcing censorship come up too frequently, but my favorite comes from a *New York Times* article published on February 16, 1975 titled “Schools Unit Bars Book But Agrees Not to Burn Copies.” The article details how a Pennsylvania school board decided to remove a collection of short stories from the curriculum and then burn the books. However, the decision to burn the books was retracted.

The fact that the idea of burning the book was seriously considered shows [...] it is just one step down the road to the reality of *Matched*. And after reading *Matched*, I understand how desolate that world would be.

a. *Quels sont les liens entre le titre de l'article, le 1^{er} paragraphe et l'extrait de Matched que tu viens de lire (question bleue) ?*

b. *De quel pays parle-t-on (souligné en vert dans le texte) ?*

c. *Es-tu d'accord avec la dernière phrase du texte (soulignée en violet) ?*

4. You live in the universe of “Matched”. And you are a member of the commission. Select the 5 best books, 5 best movies, and 5 best from 3 invented categories

→ *Tu vis dans le monde de « Matched » et tu es un membre de la commission. Choisis les 5 meilleurs films (notes les noms en anglais) que tu souhaiterais garder dans cette société, les 5 meilleurs livres, et les 5 meilleurs 'choses' de trois catégories que tu auras inventées (ex : jeux vidéo, séries, podcasts...)*

Movies	Books			

COURSE 5 – CORRECTION

1. Read the extract from the book “Matched” and answer the questions

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

Me: The main character, Cassia

We: Her class (Cassia and her classmates)

It: The poem

- b. *Que peux-tu imaginer du poème « Stopping by Woods on a Snowy Evening » (souligné en bleu dans le texte) ?*

We can imagine that this poem is about nature, silence, and the beauty of winter evenings.

- c. *Qu’as-tu compris du rôle de la commission (phrase soulignée en vert) ?*

They had to choose the best of everything, so that the Society would only keep the 100 best poems, songs, paintings, stories...

- d. *Pourquoi cette commission a-t-elle été créée ? Es-tu d’accord avec cela ? (cf. phrase violette)*

They chose to create them because they thought you cannot appreciate things fully when there are too many. I agree in a way because sometimes, it is difficult to appreciate movies or TV series since there are too many. Sometimes you do not even know what to choose. Yet, I think it is dangerous to select a limited number of works of art because artists must be able to express themselves, and people must have the choice to read, watch and listen to anything they want.

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 also what they can read or see. They are not free. Everything is controlled.

3. Now read this article from a teenager’s blog and answer the questions

- a. *Quels sont les liens entre le titre de l’article, le 1^{er} paragraphe et l’extrait de Matched que tu viens de lire (question bleue) ?*

This article is about censorship in public schools and, in Matched, many books and movies are forbidden since the commission decided to keep only the best 100 of everything.

- b. *De quel pays parle-t-on (souligné en vert dans le texte) ?*

It is the USA because the school board that wanted to ban a book was in Pennsylvania.

- c. *Es-tu d’accord avec la dernière phrase du texte (soulignée en violet) ?*

I agree with the author: if we can consider burning books that we do not approve of, it means one day many books could be forbidden. We would not have choice of books, films, songs... And it would be very sad because there would be no diversity.

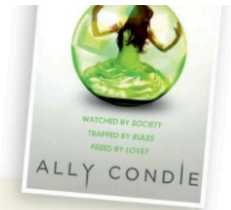
COURSE 6

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 **ponctuation**
- 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”?

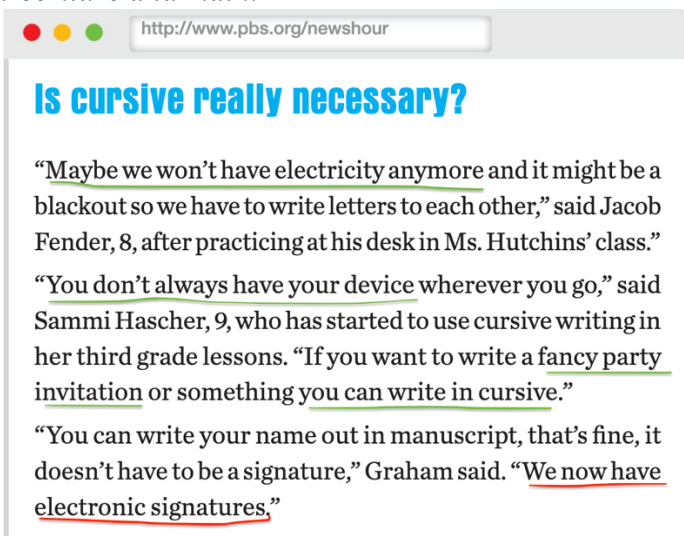
It shows that the Society dictates everything: not only who people are going to marry, but the way people express themselves. They are not free since they do not know how to write, so they are completely dependent on the computers of the Society, which are monitored. Everything is controlled.

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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