

Place les mots à leur place

in the top left-hand corner

on the right

in the top right-hand corner

in the background

in the foreground

on the left

in the middle

in the bottom left-hand corner

at the top



at the bottom

SCHOOL ELECTIONS



California High School
1107 Macey Drive, San Ramon, CA 94254

Home | Information | Counseling | Directories | Staff Resources | Student / Parent Resources | Athletics | Search:

The principal's message

8th grade elections criteria:

1. Fill in the application form included.
2. Get 10 signatures from students of the same class.
3. Attend school every day and always be on time.
4. Have a "B" average.
5. Be a good classmate.

Be careful: you must report to my office on August 30th before 3 pm!

Choose the best candidate!

Name: Peter Stuart WESTLEY
Personality: organized, shy, helpful
Good at: ICT, maths
Abilities: create websites and blogs
Slogan: You must vote for me!

Name: John David BUCHANAN
Personality: confident, brave, athletic, intelligent, handsome
Good at: sports
Abilities: do push-ups, run 20 miles
Slogan: Yes, I can!

Name: Cindy Jane KENNEDY
Personality: talkative, determined, creative
Good at: arts, English
Abilities: write letters, talk to adults.

School life at CHS

Peter33: Hi Cindy! What are you doing?
Cindy: I'm recording my speech. My brother is helping me. I want to be perfect for D-day.
You?
Peter33: I'm surfing the web.
Cindy: You aren't working on your speech?
Peter33: I'm trying to find great ideas on school websites. I'm writing my speech but it's very hard 😞.

Click [here](#) for campaign photos

➔ **Go to your** 

Words 

▶ arts ▶ high school (US): <i>le lycée</i> ▶ ICT (Information and Communication Technology) ▶ confident: <i>confiant(e)</i> ▶ creative /kri:'etiv/	▶ generous ≠ selfish ▶ helpful /'helpful/ ▶ outgoing /'autgəʊɪŋ/ = friendly, sociable ▶ reliable /rɪ'laɪəbl/ = honest ▶ talkative /'tɔ:kətɪv/ ≠ quiet, silent
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➔ **Go to your**  **p. 19**

A) Look at the document and say what it is:

- ☐ an email ☐ an extract from a book ☐ other:

B) Now read the document and choose a title for each part. (! Il y a des intrus dans les propositions)

How to become a candidate

The school and its whereabouts

The candidates' profile

A chat between two candidates

The screenshot shows a school website for California High School. The main header includes the school name and a tiger logo. Below the header, there are several sections: 'The principal's message' with election criteria, 'Choose the best candidate!' with profiles of three candidates (Peter Stuart WESTLEY, John David BUCHANAN, and Cindy Jane KENNEDY), and a 'School life at CHS' chat section. There are also callout boxes with dotted lines for labeling different parts of the page.

Help box: *chat* = discussion ; *rules* (règlement; règles) ; *whereabouts* (les environs, les alentours)

C) Read the principal's message and discover what it is about.

(*principal* = directeur d'école)

- Who is the message addressed to? ☐ parents ☐ students ☐ teachers ☐ friends
- What are the candidates' obligations? What are the things he must do to become a candidate?

D) Read the information about Peter. Complete the text about Peter Stuart WESTLEY.

Name: Peter Stuart WESTLEY name is Peter Stuart WESTLEY. wants to be president.
Personality: organized, shy, helpful He is organized and But he can be shy.
Good at: ICT, maths At school, he isat ICT and
Abilities: create websites and blogs
Slogan: You must vote for me! He can websites and

E) Choose John or Cindy and write about him or her.

Name: Cindy Jane KENNEDY
Personality: talkative, determined, creative
Good at: arts, English
Abilities: write letters, talk to adults, change the school rules
Slogan: Cindy for a cool school!

Name: John David BUCHANAN
Personality: confident, brave, athletic, intelligent, handsome
Good at: sports
Abilities: do push-ups, run 20 miles
Slogan: Yes, I can!

F) Read again the text. What are Cindy and Peter doing? ('School life at CHS')

Cindy :

Peter :

Grammar Memo

→ Manuel p. 21

Les auxiliaires modaux *must* et *can*

- J'utilise *must* pour exprimer une et *mustn't* pour exprimer une
- J'utilise *can* pour exprimer une et *can't* pour exprimer une
- *Must* et *can* sont toujours suivis d'une, sauf dans les réponses courtes.

Le présent *be* + *V-ing*

Pour décrire des actions en cours de déroulement, j'utilise le présent de et j'ajoute la terminaison au verbe.

EXERCICES

1 Lis les phrases et note s'il s'agit de ce que l'on doit faire, ne doit pas faire, sait faire, ne sait pas faire.

1. You mustn't paint your slogan on the school walls!

→

2. She can draw very well.

→

3. Bob can't write long speeches.

→

4. Dennis must convince his schoolmates.

→



Complète avec *can* / *can't* / *must* / *mustn't*.

1. You have 10 signatures to be elected.
2. She type a letter very fast. She's a secretary!
3. I create a blog. I'm very bad at ICT.
4. He have a D average if he wants to be elected. (*D is not a good mark*)

