**Class #5 GMOs**

What does GMO stand for?

**1. Grammar**

**1a. Recap on adjective order**

*Ex: She just bought a nice white silk shirt.*

*He is a handsome young man*

*I love old blue Spanish paintings.*

Word order? 🡺

😊 🡺 On Saturdays And Sundays, Carol Often Makes Pies.

**1b. Exercise. Make compound nouns from the French equivalents below.**

1. La Reine Elisabeth portait toujours de vilaines robes vertes en soie.

2. Passe-moi le gros sac bleu, s’il te plait.

3. Mon meilleur ami a des nouvelles chaussures de sport noires.

4. La bibliothèque a de nombreux livres neufs et anciens intéressants

5. Mon voisin a une incroyable piscine rouge en plastique et en forme de cœur.

6. Deux archéologues britanniques ont découvert un superbe petit temple égyptien en marbre noir.

**2. Vocabulary from the video The GMO story in only three minutes**

**Find the equivalents of the following words while watching the video.**

|  |  |  |  |
| --- | --- | --- | --- |
| 1. récolter |  | 2. selon |  |
| 3. des champs |  | 4. prospérer, monter en flèche |  |
| 5. aux dépends de, aux frais de |  | 6. rattraper, dépasser |  |
| 7a. une bactérie  7b. des bactéries |  | 8. le spectre, l’éventail, la gamme |  |
| 9. isoler |  | 10. des mauvaises herbes |  |
| 11. muter |  | 12. en plus de tout cela |  |
| 13. involontaire |  | 14. croisement animal |  |
| 15. la santé |  | 16. accorder |  |
| 17. sans parler de |  | 18. il était une fois |  |
| 19. de nos jours |  | 20. engloutir |  |
| 21. élevage |  | 22. des aliments transformés |  |
| 23. ‘corn’ |  | 24. du colza |  |
| 25. étiqueter, cataloguer |  | 26. un manque de |  |
| 27. empêcher de faire qch |  | 28. écrasant |  |

**3. Phonetics. What words do these phonetic transcriptions correspond to?**

1. [ʤəˈnetɪklɪˈmɒdɪfaɪdˈkrɒps]:

2. [ˈnaʊəˌdeɪz]:

3. [ɔːˈgænɪkˈfʊːd]:

4. [ˈhɑː(r)vɪst]:

5. [ˈhʌzbəndri]:

6. [ˈhɜː(r)bɪsaɪd]:

7. [ˈeɪʒə]:

8. [ˈkɒnstəntli]:

9. [ˈɪnˌvaɪrənˈment(ə)li]:

10. [/helθ/]:

**4. Speaking.**

In groups of three, summarize the video you watched as homework (Bill Gates on GMOs). Orally, first come up with a summary together. Then, each person of the group speaks for two minutes and gives their opinion on the video and on the topic. Classmates take notes on each other’s work. (see notation grid for test 2)

|  |  |  |
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| **Classmate 1:** | **Things they did well** | **Things they need to work on** |
| **Grammar** |  |  |
| **Vocabulary** |  |  |
| **Pronunciation** |  |  |
| **Body language** |  |  |
| **Other details** |  |  |

|  |  |  |
| --- | --- | --- |
| **Classmate 2:** | **Things they did well** | **Things they need to work on** |
| **Grammar** |  |  |
| **Vocabulary** |  |  |
| **Pronunciation** |  |  |
| **Body language** |  |  |
| **Other details** |  |  |

**5. Writing. Do you believe GMOs are a threat to human health?**

Answer with a paragraph (about 150 words). Use new vocabulary, information from the two videos and from your personal culture.

Connectors that might be helpful:

On the one hand…. On the other hand, whereas, however, while, contrary to…

I am worried, I am concerned, one may argue that…

Indeed, as a matter of fact, moreover, in other words…

Finally, to sum up, to conclude….

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**Nombre de mots : \_\_\_\_\_\_\_\_\_\_\_**