



⇒ Savoir anticiper

This picture illustrates the document you are going to study. What is it going to deal with ?



⇒ Comprendre le thème principal d'un document écrit

Regarde le titre "WEEK 18: KA-CHING" . De quoi le document va-t-il sûrement parler?

Prépare-toi à
m'expliquer à l'oral
ce qui a motivé ton
choix

⇒ Savoir repérer les détails d'un document écrit

Analyse:

"TEACHING IS A VERY REWARDING PROFESSION."

- Quel est le sujet ? _____
- Quel verbe suit ce sujet ? _____

Teaching is a very rewarding profession. Watching your students learn new concepts and academically progress are reasons why people stay in the field. Teaching, however, can also be a very expensive profession. There are many items that are needed for a classroom. Word walls, file folder games, supplemental worksheets, crafts, calendars and games are all important to have in a first grade class, even though they are not required, and therefore, not purchased by the district.

"TEACHING, HOWEVER, CAN ALSO BE A VERY EXPENSIVE PROFESSION."

- Quel mot montre une opposition avec l'idée précédente ? _____
- Quelle nouvelle idée est apportée ? _____

Dans :

"THERE ARE MANY ITEMS THAT ARE NEEDED FOR A CLASSROOM."

- Repère le groupe de mots après **that** : _____
- Que nous apprend-il sur les objets ? _____

"EVEN THOUGH THEY ARE NOT REQUIRED"

- Quelle expression introduit une idée contraire ? _____
- Que dit l'auteur après cette expression ? _____

Pourquoi l'enseignement est-il présenté comme un métier agréable ? _____

Quel problème est évoqué ensuite ? _____

Repère tous les pronoms **I** dans le paragraphe.

- Qui parle ? _____

"PROMISING MYSELF I COULD ONLY GET WHAT I REALLY NEEDED"

- Quel verbe se termine par **-ing** ? _____
- Cette action se produit-elle avant ou pendant la visite du magasin ? _____

Observe :

"I LEFT, HOWEVER, WITH TWO SHOPPING BAGS"

- Quel mot marque une surprise ou un contraste ? _____

"COSTING ME ABOUT \$100"

- Que nous apprend ce groupe de mots sur les sacs ? _____

Dans :

"THEN, TO HELP ORGANIZE ALL OF THESE ITEMS..."

- Quel mot indique la suite des actions ? _____

Pourquoi l'enseignante entre-t-elle dans le magasin ? _____

Achète-t-elle seulement ce qu'elle avait prévu ? _____

Just when I think I could have everything I need, I find myself at the store, buying more things that I still need for the classroom. I know these additional items benefit the students, that is why I make as many purchases as I do. And it's true, I like to shop, whether it is for my wardrobe or my classroom. But I think of teaching as one of the few professions where so much of what is in the classroom is from the teacher.	Every day I get catalogs in the mail advertising additional classroom materials that I can buy. All of them seem so wonderful; I wish I could buy them all. Hopefully through the years I will be able to control my purchases and have a nice sized library of extra resources. But for now, I will make sure to use all of my teacher discount cards wherever they are accepted.
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"THAT IS WHY"

- Quel mot renvoie à une idée déjà exprimée ? _____
- Quelle conséquence est annoncée après ? _____

"WHETHER IT IS FOR MY WARDROBE OR MY CLASSROOM"

- Quel mot sert à présenter deux possibilités ? _____

"WHERE SO MUCH OF WHAT IS IN THE CLASSROOM IS FROM THE TEACHER"

- Qui fournit beaucoup de matériel selon l'auteur ? _____

"**HOPEFULLY** THROUGH THE YEARS..."

- Ce mot exprime-t-il un fait ou un souhait ? _____

Pourquoi l'enseignante continue-t-elle d'acheter du matériel ? _____

Quel est son espoir pour les années à venir ? _____

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- Observe : "TEACHING IS A VERY REWARDING PROFESSION."

Quel adjectif qualifie le métier ? _____

- Observe : "TEACHING, HOWEVER, CAN ALSO BE A VERY EXPENSIVE PROFESSION."

Quel adverbe marque le changement de point de vue ?

Quelle opposition est créée entre les deux phrases ?

- Observe : "EVEN THOUGH THEY ARE NOT REQUIRED"

Quel connecteur introduit une concession ?

Quelle information suit cette concession ?

- Résumé : Quel contraste l'auteur présente-t-il dès le début du texte ?

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- Observe : "I WENT IN THERE JUST TO GET CALENDAR DATES"

Après **to**, quel est le verbe ? _____

Quel est le but de la visite ? _____

- Observe : "PROMISING MYSELF I COULD ONLY GET WHAT I REALLY NEEDED"

Qui fait la promesse ? _____

Quel auxiliaire modal exprime une limite ou une intention ? _____

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- Observe : "I LEFT, HOWEVER, WITH TWO SHOPPING BAGS"

Pourquoi l'auteur utilise-t-elle **however** ici ? _____

- Observe : "THEN, TO HELP ORGANIZE ALL OF THESE ITEMS..."

Quel est l'objectif exprimé après **to help** ? _____

- Résumé : Pourquoi la visite au magasin ne se déroule-t-elle pas comme prévu ?

Just when I think I could have everything I need, I find myself at the store, buying more things that I still need for the classroom. I know these additional items benefit the students, that is why I make as many purchases as I do. And it's true, I like to shop, whether it is for my wardrobe or my classroom. But I think of teaching as one of the few professions where so much of what is in the classroom is from the teacher.	Every day I get catalogs in the mail advertising additional classroom materials that I can buy. All of them seem so wonderful; I wish I could buy them all. Hopefully through the years I will be able to control my purchases and have a nice sized library of extra resources. But for now, I will make sure to use all of my teacher discount cards wherever they are accepted.
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- Observe : "THESE ADDITIONAL ITEMS BENEFIT THE STUDENTS"

Quel est le sujet du verbe **benefit** ? _____

- Observe : "THAT IS WHY I MAKE AS MANY PURCHASES AS I DO"

Quelle relation logique est exprimée ? _____

- Observe : "WHETHER IT IS FOR MY WARDROBE OR MY CLASSROOM"

Quels deux domaines sont comparés ? _____

- Observe : "WHERE SO MUCH OF WHAT IS IN THE CLASSROOM IS FROM THE TEACHER"

Que suggère l'expression **so much** ? _____

Quelle justification l'auteur donne-t-elle à ses dépenses ? _____

- Observe : "HOPEFULLY THROUGH THE YEARS I WILL BE ABLE TO..."

Quel auxiliaire exprime le futur ? _____

Quelle capacité future est évoquée ? _____

- Observe : "BUT FOR NOW..."

Quel connecteur oppose le présent au futur ? _____

- Résumé : Quelle stratégie l'enseignante adopte-t-elle actuellement ?



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Observe les deux premières phrases

"TEACHING IS A VERY REWARDING PROFESSION."

"TEACHING, HOWEVER, CAN ALSO BE A VERY EXPENSIVE PROFESSION."

Quelle structure parallèle remarques-tu ? _____

Quel mot modifie l'orientation du discours ? _____

Pourquoi l'auteur commence-t-elle par un aspect positif ? _____

Observe

"THE CASHIER KNOWS ME BY NOW."

Quel temps est utilisé ? _____

Cette phrase décrit-elle un événement unique ou une habitude devenue normale ? _____

Observe

"I NO LONGER EVEN NEED TO SHOW HER MY DISCOUNT CARD."

Quel adverbe indique un changement de situation ? _____

Que révèle cette phrase sur la fréquence de ses achats ? _____

Observe

"PROMISING MYSELF I COULD ONLY GET WHAT I REALLY NEEDED."

Quelle intention est exprimée ? _____

Le résultat final correspond-il à cette intention ? _____

Observe

"THESE ADDITIONAL ITEMS BENEFIT THE STUDENTS, THAT IS WHY I MAKE AS MANY PURCHASES AS I DO."

Quelle relation logique unit les deux propositions ? _____

Quelle est la cause ? Quelle est la conséquence ? _____

Observe

"WHETHER IT IS FOR MY WARDROBE OR MY CLASSROOM"

Pourquoi l'auteur compare-t-elle ces deux types d'achats ? _____

Observe

"BUT I THINK OF TEACHING AS ONE OF THE FEW PROFESSIONS..."

Quel connecteur introduit un changement d'argument ? _____

Observe

"ALL OF THEM SEEM SO WONDERFUL; I WISH I COULD BUY THEM ALL."

Quel verbe exprime une opinion personnelle ? _____

Quelle structure exprime un souhait ? _____

Observe

"HOPEFULLY..."

Ce mot traduit-il une certitude ou une attente ? _____



WEEK 18

KA-CHING!

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I'm Barbara, a first-grade teacher at River Plaza Elementary School in Middletown, NJ. I received my Ed.M. in early childhood and elementary education from Rutgers University