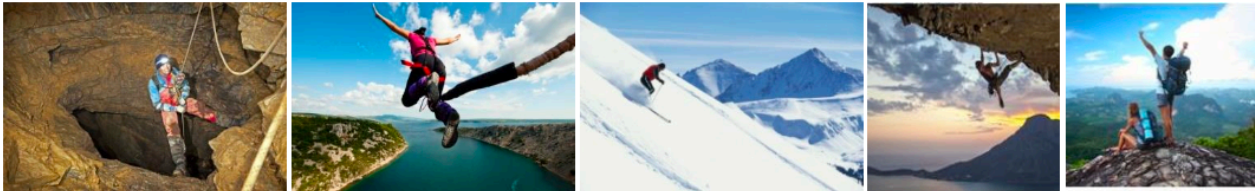


## LET'S GO ON AN ADVENTURE

### VOCABULARY: preliminary activity

1. Match each picture to the name of the activity, then highlight the activities you've seen on the video



a

b

c

d

e



f

g

h

i

j

Ski down steep slopes	☞	Picture ....	Race on snowmobiles	☞	Picture ....
Go bungee-jumping	☞	Picture ....	Go sailing	☞	Picture ....
Go rock-climbing on a cliff	☞	Picture ....	Go hiking in the mountains	☞	Picture ....
Drive a four-by-four	☞	Picture ....	Go scuba-diving	☞	Picture ....
Go paragliding	☞	Picture ....	Go caving	☞	Picture ....

2. Match each picture to the situation, then highlight the situations you've seen on the video



a

b

c

d

e

f

have a car crash / roll over	☞	Picture ....	Sink	☞	Picture ....
nearly drown	☞	Picture ....	Be flooded	☞	Picture ....
fall off a cliff	☞	Picture ....	be caught in an avalanche	☞	Picture ....

3. Describe these situations: Cross out the odd one out!

dangerous

risky

safe

unsafe

perilous

4. Classify the words below in the grid overleaf, to describe the adventurers' feelings and physical states.

Worried = apprehensive = fearful

Reassured

happy

scared to death

injured

delighted = glad

alive

safe and sound

in top shape

afraid

panic-stricken

relieved

energetic

frightened

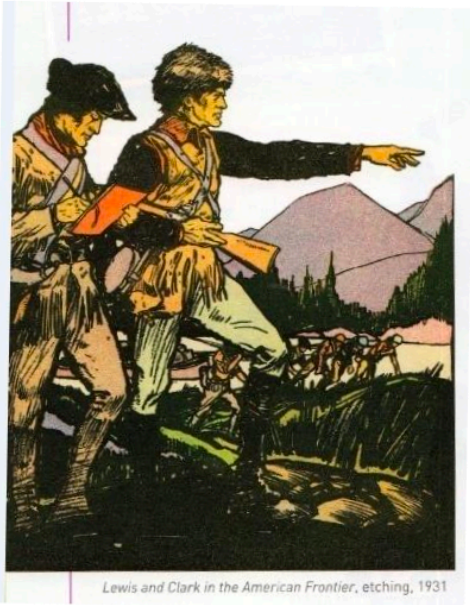
wounded

terrified

tired

exhausted

Anticipate from the etching and the medals:



Read the narrative of the expedition:

Highlight the \_\_\_\_\_ and reorder the frames: find out the first 3 and the last 3

**A** The men of the expedition were welcomed as heroes. The nation feared they were dead. Remarkably, only one member of the group had died.

**B** Three years later, in 1803, when Jefferson was President of the United States, the U.S. bought the Louisiana Territory from France. Much of the new territory was unexplored so Jefferson decided to send an expedition up the Missouri River to the Pacific Ocean to find a water route across the country, which would be a great asset for commerce.

**C** Finally, on March 23, 1806, the Corps of Discovery started on the long journey back.

**D** So in that same year, Jefferson commissioned the Corps of Discovery under the command of Meriwether Lewis. Lewis had to map the new territory, assess its natural resources, and make contact with its inhabitants, befriending them if possible. He recruited his friend William Clark as well as a force of over 40 men. The members of the Corps of Discovery were soldiers, but they did not go on the expedition to fight: their purpose was peaceful -- exploration, diplomacy, and science. The expedition started from St. Louis on May 14, 1804.

**E** The Corps of Discovery returned with a great deal of knowledge about the new territory : the people, the land, the rivers, the mountains, the plants and animals.

**F** In 1800, the American people lived in the east of the United States. The western limit of the United States was the Mississippi river. People did not know about the rest of the land. It was uncharted.

F	<p>★Underline <b>transparent words</b> and <b>words you know</b>.</p> <p>★Use the <b>context</b> to understand 'land', give a synonym : .....</p> <p>★ Say what 'it' refers to : .....</p> <p>★ Analyse 'uncharted' : .....</p>
B	<p>★Underline <b>transparent words</b> and <b>words you know</b>.</p> <p>★Remember ! 'bought' is the ..... of the verb '.....', which means '.....'</p> <p>★Analyse 'unexplored' : .....</p> <p>★'to find a water route across the country' : TO + V expresses ..... underline the most important word in 'water route', say what it means : .....</p> <p>★Say what « which » refers to : .....</p>
D	<p>★Underline <b>transparent words</b> and <b>words you know</b>.</p> <p>★ 'commissioned', 'map', 'assess', 'befriending' : identify the <b>word category</b>, then <b>use the context</b> to understand what these words mean 'commissioned': ..... 'map': .....</p> <p>'assess': ..... 'befriending': .....</p> <p>★Say who/ what the following pronouns refer to : 'its'=..... 'he'=....., 'they'=....., 'their' =.....</p> <p>★Analyse 'peaceful' : .....</p>
C	<p>★Analyse 'finally' : .....</p> <p>★ Use the <b>context</b> to understand 'journey back' : .....</p>
A	<p>★'feared': identify the <b>word category</b>, then <b>use the context</b> to understand what it means : .....</p> <p>★Analyse 'remarkably' : .....</p>
E	Use the strategies you need !

### Conclusion : READING STRATEGIES

Pour comprendre, je peux m'appuyer sur les mots ....., les mots ..... et les informations facilement repérables comme les .....

Ensuite, je dois mobiliser différentes stratégies :

- chercher les référents des .....
- déterminer la ..... des mots inconnus en prenant appui sur la syntaxe (ordre des mots dns la phrase)
- étudier la ..... des mots : .....
- utiliser le ..... contexte pour deviner le sens

Now read the end of the narrative and use the strategies you need.

You may work on **words in red** and other unknown words ! **DO NOT USE A DICTIONARY ! You CAN do it !**

*Il s'agit d'un entraînement à l'utilisation des stratégies de compréhension écrite vues en classe,  
utiliser un dictionnaire enlève tout intérêt à l'exercice!*

Along the way, Clark **oversaw** the men and **carefully mapped** the route **while** Lewis made scientific observations and collected specimens of animals and plants. The trip was **arduous**: the men lived **outdoors**, **hunted** for food, and **rowed** the **keelboat** up the river. They **encountered** a great profusion of **wildlife**, including **buffalo**, **wolves**, and **ferocious grizzly bears**. They also **made contact with** Indian inhabitants of the land. The captains offered **gifts** and met with the **chiefs**. The explorers **reached** the Pacific coastal area in early November, a year and a half after leaving St. Louis. They built Fort Clatsop, in what is now Oregon, and spent the winter in cold, wet, miserable weather, preparing for the **trip back home**.

Abridged from <http://www.edgate.com/lewisandclark/>

To check your understanding, answer the following questions:

- |   |   |
|---|---|
| Lexis and Clark had different roles   | Right <input type="checkbox"/> Wrong <input type="checkbox"/> |
| The trip was easy, nice and pleasant.                                       | Right <input type="checkbox"/> Wrong <input type="checkbox"/> |
| The explorers met the Indians.  | Right <input type="checkbox"/> Wrong <input type="checkbox"/> |
| The trip from the East to the West of the USA took approximately one month. | Right <input type="checkbox"/> Wrong <input type="checkbox"/> |
| The explorers arrived back home in November.                                | Right <input type="checkbox"/> Wrong <input type="checkbox"/> |

### Resumé de l'expédition de Lewis et Clark:

The Lewis and Clark expedition, also known as the Corps of Discovery Expedition, was commissioned by President Thomas Jefferson in 1803. Its primary goal was to explore the newly acquired Louisiana Purchase territory and find a practical route across the Western United States to the Pacific Ocean.

Meriwether Lewis and William Clark led the expedition, which departed from St. Louis in May 1804 with a team of about 45 men, known as the Corps of Discovery. They traveled up the Missouri River, across the Rocky Mountains, and down the Columbia River to the Pacific Coast. Along the way, they documented geography, flora, fauna, and Native American tribes they encountered.

The expedition lasted over two years, during which they faced numerous challenges including harsh weather, rough terrain, and encounters with Native American tribes. They returned to St. Louis in September 1806, having successfully completed their mission. Their expedition provided valuable information about the western territories of the United States and paved the way for future exploration and settlement of the region.

1. Who commissioned the Lewis and Clark expedition and why?

.....  
.....

2. What were the main goals of the expedition?

.....  
.....



3. Describe the route taken by Lewis and Clark during their expedition.

.....  
.....

4. What challenges did the expedition face along the way?

.....  
.....

5. What was the significance of the Lewis and Clark expedition for the United States?

.....  
.....

## **The Real Story of POCAHONTAS.**

### **Introduction of Matoaka**

In the heart of the untamed wilderness of Virginia, where thick forests echoed with the calls of wildlife and rivers teemed with fish, lived a young Powhatan girl named Matoaka. Her spirit was as wild and free as the land she roamed, and her laughter echoed through the village like a song.

### **Encounter with the English Colonists**

One fateful day, the peace of her village was shattered by the arrival of strange ships from across the Great Water. These were the English settlers, led by Captain John Smith, who sought to establish a new colony called Jamestown. Fear and curiosity mingled in the hearts of the Powhatan people as they watched the pale-skinned strangers disembark.

### **Rescue of John Smith**

Among the settlers was John Smith, a bold and adventurous man with eyes that sparkled like the sea. He soon found himself in the hands of Chief Powhatan, Matoaka's father, accused of trespassing on Powhatan lands. Bound and brought before the chief, Smith faced certain death.

### **Bond between Peoples**

But fate had other plans. As Smith knelt before Powhatan, ready to meet his end, a young figure emerged from the shadows. It was Matoaka, her dark eyes filled with curiosity and compassion. She pleaded with her father to spare Smith's life, her words like a gentle breeze in a storm.

### **Marriage and Journey to England**

Over time, Matoaka's encounters with the settlers continued. She shared her knowledge of the land with them, teaching them how to grow crops and survive in the wilderness. Among the



settlers was John Rolfe, a kind-hearted man who saw beyond the differences between their worlds and fell deeply in love with Matoaka.

### **Passing and Legacy**

In a daring move to secure peace between their people, Matoaka and John Rolfe wed in a ceremony that united the Powhatan and English traditions. She took the name Rebecca and embraced Christianity, hoping to bridge the divide between her culture and the settlers.

But fate had more challenges in store for Matoaka. In 1616, she embarked on a journey across the Great Water to England with John Rolfe and their young son. There, she was greeted with curiosity and wonder, hailed as the "Indian Princess" who had captured the heart of an Englishman.

Tragically, Matoaka fell ill during her time in England and passed away in March 1617, leaving behind a legacy that would endure through the ages. Her courage, compassion, and unwavering spirit had forged a path of understanding between two worlds, forever changing the course of history in the land she loved.

In this adventurous tale, Pocahontas (Matoaka) emerges as a brave and compassionate heroine who navigates the challenges of her time with resilience and grace, leaving an indelible mark on the history of early America.

Voici des mots pris dans le texte. En vous aidant de la technique prise dans le texte de Lewis et Clark, reliez les à leurs définitions.

1. Untamed	- Showing courage in the face of danger.
2. Echoed	- The state of being wild or not controlled.
3. Teemed	- To make a deep sound or repeated sounds.
4. Keen	- To overflow; to be full of something.
5. Fateful	- A significant event determined by fate or destiny.
6. Settlers	- People who move to a new area to live.
7. Disembark	- To go ashore from a ship.
8. Trespassing	- Entering someone's land or property without permission.
9. Bond	- A close connection joining two or more people or groups.
10. Compassion	- Sympathetic pity and concern for the sufferings or misfortunes of others.
11. Bravery	- Having a strong interest or desire to know or learn something.
12. Daring	- Impressive splendor or beauty.
13. Curiosity	- Something handed down from the past, such as a tradition or achievement.
14. Grandeur	- Bold and adventurous; willing to take risks.
15. Legacy	- Sharp or penetrating; showing eagerness or enthusiasm.

Répondez aux questions suivantes.

<b>1. What was Matoaka's childhood nickname?</b> <ul style="list-style-type: none"> <li>- A) Wild Flower</li> <li>- B) Little Mischief</li> <li>- C) Brave Heart</li> <li>- D) Forest Whisper</li> </ul>	<b>2. Who led the English settlers to establish Jamestown?</b> <ul style="list-style-type: none"> <li>- A) John Rolfe</li> <li>- B) Chief Powhatan</li> <li>- C) Captain John Smith</li> <li>- D) King James I</li> </ul>
<b>3. Why was John Smith in danger when he met Chief Powhatan?</b> <ul style="list-style-type: none"> <li>- A) He was accused of stealing food.</li> <li>- B) He was caught trespassing on Powhatan lands.</li> <li>- C) He was trying to negotiate peace.</li> <li>- D) He wanted to marry Matoaka.</li> </ul>	<b>4. What did Matoaka do to save John Smith's life?</b> <ul style="list-style-type: none"> <li>- A) She offered a ransom of gold.</li> <li>- B) She pleaded with her father to spare him.</li> <li>- C) She challenged him to a duel.</li> <li>- D) She hid him in the forest.</li> </ul>
<b>5. What happened to Matoaka when she traveled to England with John Rolfe?</b> <ul style="list-style-type: none"> <li>- A) She became ill and passed away.</li> <li>- B) She became a queen.</li> <li>- C) She became a famous explorer.</li> <li>- D) She returned to Virginia triumphantly.</li> </ul>	

## The Last Adventure of Captain James Cook.



In the days of tall ships and uncharted seas, there lived a man whose name echoed through the annals of exploration like the cry of a seabird over the waves—Captain James Cook. A seasoned navigator and bold adventurer, Cook had sailed the world's oceans, charting new lands and forging paths where few had dared to tread.

On his first voyage to the distant Pacific, Cook and his crew aboard the Endeavour sailed into waters teeming with mysteries and wonders. As they landed on distant shores, they were met with awe and reverence by the indigenous

peoples who mistook the Europeans for gods. The tall masts and unfamiliar garb of the sailors seemed to confirm their belief, and gifts were exchanged in a dance of curiosity and discovery.

Cook, with his keen eye for detail and insatiable thirst for knowledge, meticulously mapped coastlines and recorded the flora and fauna of these remote islands. Each day brought new challenges and triumphs as the crew navigated treacherous reefs and unpredictable currents, their hearts swelling with the thrill of exploration.

But adventure has a way of unraveling the threads of destiny. As Cook's fame spread across the seas, whispers of his exploits reached even the distant Hawaiian Islands. Here, too, his arrival was met with wonder and speculation. The Hawaiians, believing him to be the returned god Lono, welcomed him with open arms and feasts fit for kings.

Yet, beneath the surface of this newfound harmony simmered tensions that would soon boil over. On a fateful day in 1779, a misunderstanding over a stolen boat ignited a spark of conflict between Cook's crew and the Hawaiians. What began as a skirmish for restitution swiftly escalated into a clash of cultures and ideals.

Cook, ever the tactician, sought to quell the rising tide of unrest by attempting to take the Hawaiian king hostage. But in the chaos that ensued, amidst the shouts and the clash of weapons, fate intervened with a cruel twist. A Hawaiian warrior's club struck Cook with a force that reverberated through the air, and a dagger found its mark. The great explorer, who had once been hailed as a god, fell beneath the weight of misunderstanding and misfortune.

As the sun dipped below the horizon, casting its golden farewell upon the tumultuous sea, Cook's legacy was forever etched into the annals of exploration. His life, a testament to the courage and curiosity that drive humanity to seek the unknown, ended in tragedy on the shores he had once hoped to understand.

And so, Captain James Cook, whose name became synonymous with the spirit of adventure and discovery, left behind a legacy that would endure—the tale of a man who dared to sail beyond the horizon, where gods and mortals meet, and where the line between legend and reality fades into the vast expanse of the Pacific Ocean.

**Complétez les exercices suivants pour pouvoir comprendre le texte.**

### Exercise 1: Vocabulary Matching

Match each underlined word or phrase from the text with its correct definition:

1. Tactician

- A) A person who plans and directs military operations.



- B) A type of boat used in sailing expeditions.
- C) A tall structure on a ship used for navigation.
- D) A large feast or celebration.

2. Skirmish

- A) A sudden and short fight between small groups of soldiers.
- B) A large wave caused by strong winds.
- C) A friendly encounter between explorers and natives.
- D) A ceremonial dance performed by indigenous people.

3. Legacy

- A) The record of a person's life and achievements.
- B) A type of tree found in tropical climates.
- C) A rare and valuable mineral.
- D) A method of storytelling passed down through generations.

4. Harmony

- A) A state of peaceful coexistence and agreement.
- B) A type of song sung by sailors during voyages.
- C) A dangerous passage through rocky waters.
- D) A traditional greeting among indigenous tribes.

5. Reverence

- A) Deep respect and admiration.
- B) Fear of the unknown.
- C) The act of exploring new lands.
- D) A type of storm common in the Pacific.

### Exercise 2: True or False

Read each statement about the narrative and decide if it is true or false.

1. Captain James Cook was mistaken for the god Lono by the Hawaiians.

- True / False

2. The Hawaiian king agreed to let Cook take him hostage without resistance.

- True / False

3. Cook's crew welcomed the Hawaiians with open arms and feasts.

- True / False

4. The conflict that led to Cook's death started over a stolen boat.

- True / False

5. Cook's death in Hawaii marked the end of his first voyage to the Pacific.

- True / False

### Exercise 3: answer the questions

Si il est trop difficile de répondre en anglais tu peux le faire en français.

1. How did Captain James Cook's encounters with indigenous peoples change over the course of his voyages?

.....

.....  
.....  
.....

2. What were some of the challenges Cook and his crew faced during their explorations in the Pacific?

.....  
.....  
.....

3. Why do you think misunderstandings and conflicts arose between Cook's crew and the indigenous peoples?

.....  
.....  
.....

4. What do you think was Cook's legacy in terms of exploration and cross-cultural interactions?

.....  
.....  
.....

5. How does Cook's story illustrate the complexities and consequences of early European exploration?

### Exercice 1 : Complétez avec le prétérit approprié.

Complétez les phrases suivantes en utilisant la forme correcte du verbe au prétérit.

1. Captain James Cook \_\_\_\_\_ (sail) into the Pacific Ocean on his first voyage.
2. During his explorations, Cook \_\_\_\_\_ (meet) indigenous peoples who believed he was a god.
3. The crew \_\_\_\_\_ (map) coastlines and \_\_\_\_\_ (record) new species of plants and animals.
4. Cook \_\_\_\_\_ (encounter) challenges as tensions \_\_\_\_\_ (rise) between his crew and the locals.
5. In 1779, Cook \_\_\_\_\_ (return) to Hawaii, where a skirmish \_\_\_\_\_ (break out) over a stolen boat.

### Exercice 2 : Transformation des phrases.

Transformez les phrases suivantes en utilisant le prétérit (past simple).

1. Cook and his crew sail into uncharted waters.  
- Réponse: Cook and his crew .....into uncharted waters.
2. They meet indigenous people who mistake them for gods.  
- Réponse: They ..... indigenous people who mistook them for gods.
3. The crew maps coastlines and records new species of plants.  
- Réponse: The crew ..... coastlines and recorded new species of plants.

4. Tensions rise as misunderstandings occur.  
- Réponse: Tensions ..... as misunderstandings occurred.
5. Cook returns to Hawaii on his third voyage.  
- Réponse: Cook .....to Hawaii on his third voyage.

### Exercice 3 : Compréhension de lecture.

Lisez les questions et répondez en utilisant des phrases complètes avec le prétérit.

1. What did Captain James Cook do during his explorations in the Pacific?  
- Réponse: Captain James Cook m.....coastlines and recorded new species of plants and animals during his explorations in the Pacific.
2. When did tensions escalate between Cook's crew and the indigenous peoples?  
- Réponse: Tensions e.....between Cook's crew and the indigenous peoples during his third voyage to Hawaii in 1779.
3. Who mistook Captain Cook for a god?  
- Réponse: Indigenous peoples in the Pacific m.....Captain Cook for a god during his first encounters with them.
4. Why did a skirmish break out during Cook's visit to Hawaii in 1779?  
- Réponse: A skirmish b..... o..... during Cook's visit to Hawaii in 1779 over a stolen boat.
5. What happened to Captain Cook during the skirmish?  
- Réponse: Captain Cook w..... killed during the skirmish in Hawaii in 1779.

**Petit rappel:** Le prétérit (past simple) est un temps du passé en anglais utilisé pour décrire des actions qui ont eu lieu et se sont terminées dans le passé. Voici les règles de formation du prétérit et un exercice pour rappeler son utilisation :

Formation du prétérit :

En anglais, la formation du prétérit varie selon le type de verbe :

1. Verbes réguliers : Pour former le prétérit des verbes réguliers, on ajoute simplement "-ed" à la racine du verbe.

Exemples :

- Play (jouer) → Played (joué)
- Walk (marcher) → Walked (marché)
- Talk (parler) → Talked (parlé)

2. Verbes irréguliers : Certains verbes ont des formes irrégulières au prétérit, et il faut les apprendre par cœur.

Exemples :

- Go (aller) → Went (allé)

- Eat (manger) → Ate (mangé)
- See (voir) → Saw (vu)

Exercice : Complétez avec le prétérit approprié.

Complétez les phrases suivantes en utilisant la forme correcte du verbe au prétérit.

1. She \_\_\_\_\_ (watch) a movie last night.
2. They \_\_\_\_\_ (visit) their grandparents last weekend.
3. He \_\_\_\_\_ (play) soccer with his friends yesterday.
4. We \_\_\_\_\_ (have) pizza for dinner on Friday.
5. I \_\_\_\_\_ (read) a book yesterday evening.

Tache finale:

À partir du texte sur l'histoire de James Cook et ses rencontres dans le Pacifique, voici un exercice de production écrite:

Exercice de Production Écrite : Lettre Imaginaire

Imaginez que vous êtes un membre de l'équipage de James Cook pendant son exploration du Pacifique. Écrivez une lettre à un ami en Angleterre pour lui raconter une des expériences les plus mémorables que vous avez vécues avec Cook et l'équipage. Utilisez des détails du texte et inventez d'autres détails pour enrichir votre récit. Assurez-vous d'inclure :

1. Une description de la rencontre avec les peuples autochtones et comment ils ont accueilli l'équipage.
2. Les défis ou les moments de tension que vous avez rencontrés pendant l'expédition.
3. Une réflexion personnelle sur ce que vous avez appris de cette expérience.

Consignes:

- Utilisez le prétérit (past simple) pour décrire les événements passés.
- Essayez d'imaginer les émotions et les pensées que vous auriez eues en tant que membre de l'équipage.
- Assurez-vous d'organiser votre lettre avec une introduction, des paragraphes développés, et une conclusion.