**BULLYING**

Bullying : …………………………………………… A bully : ………………………………………………

To bully : …………………………………………… 2 bullies : ……………………………………………

**DON’T BULLY, BE KINDLY, LIVE HAPPILY**

Bully, be et live sont des ……………………………………………… conjugués ici à

**…………………………………………… : BV ! / DON’T + BV ! / LET’S +BV !**

**Kindly et happily sont des ……………………………………………. Ils se forment ainsi :**

**……………………………………………………………………**

Certains adjectifs ont la même forme quand ils sont adverbes : hard/ fast/early/late

L’adjectif good se transforme en well en adverbe.

Exercises :

Mets les phrases suivantes à l’impératif : (USE THE IMPERATIVE FORM)

You / go to the supermarket : ……………………………………………………………………………………

We / have a drink : …………………………………………………………………………………………………

You / not to smoke : ………………………………………………………………………………………………

We / not to take the car : …………………………………………………………………………………………

Mets les adjectifs entre parenthèses en adverbes (PUT THE ADJCTIVES INTO ADVERBS)

He drives …………………………………………… (slow)

She works ………………………………………… (fast)

Mary lays tennis ……………………………………………… (good)

Peter talks ……………………………………………… (loud)

Martin cooks …………………………………………… (excellent)

Michael studies …………………………………………(lazy)

You should drive …………….………………………… (careful)

Katie sleeps …………………………………………… (bad)

He walks …………………………………………… (quick)

I speak English very ………………………………… (fluent)

**BULLYING IS ....**

<http://twinspace.etwinning.net/1245/pages/page/17258> <http://twinspace.etwinning.net/1245/pages/page/19267>

**Here’s a list of verbs (made by the different eTwinners). Translate them into French.**

Hit

Beat

Hurt

Rape

Violate

Bully

Intimidate

Threaten

Persecute

Pester

Tease

Track

Hunt down

Mistreat

Abuse

Mangle

Destroy

Ruin

Torture

Torment

Follow one's heels

Annoy

Bother

Provoke

Bug\*

Hassle

Obsess

Insult

Stare (at)

Harm

Wound

Injure

Shout

Yell

Scream

Fall

Fight

bite

Shake

Run

Extort money from

Be a victim of extorsion

Break

Get tossed in the bin

Cry

Make fun of ... = laugh at

Steal

Knock out

Trip

Gossip

Push

Exclude

Call somebody names

humiliate

discriminate against

push

Abuse your power

Psych

Stalk

Disrespect

Misconduct

Spread rumours

Send messages on the net

kick

punch

**WATCH THE POWTOONS CREATED BY OUR ETWINNING PARTNERS. :** <http://twinspace.etwinning.net/1245/pages/page/11855>

What is Enes’s powtoon about ?

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

Acya uses adjectives to describe bullying. Write them :

………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

What are the different roles in bullying ?

You can …………………………………………………………………………………………………………………

You can …………………………………………………………………………………………………………………

You can …………………………………………………………………………………………………………………

**CONSEQUENCES OF BULLYING ARE ….**

**WHO BULLIES ?**

<http://twinspace.etwinning.net/1245/pages/page/20208>

<http://twinspace.etwinning.net/1245/pages/page/20411>

**Here’s a list of verbs and nouns (made by the different eTwinners). Translate them into French.**

stay at home :

attempt suicide  :

commit suicide :

be sad :

be upset :

be ill :

be wounded :

colleagues :

mates :

peers :

students

pupils :

**ADVERBS**

Exercise : put the adjectives into adverbs

Physical ->

Psychological ->

Nervous->

Unhappy->

Sad->

Violent->

Aggressive ->

Strong->

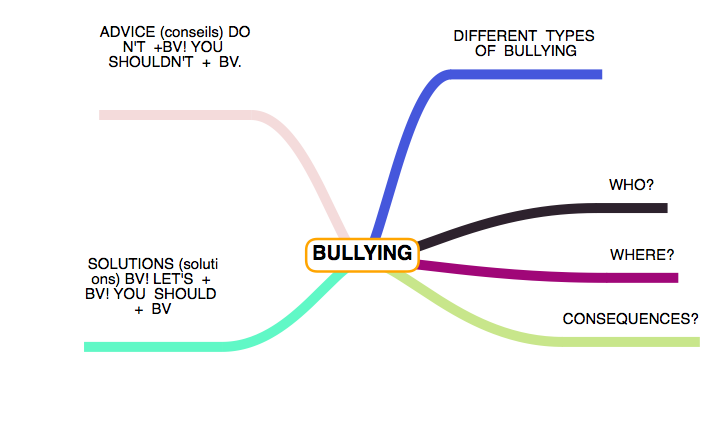
Weak->

Depressing->

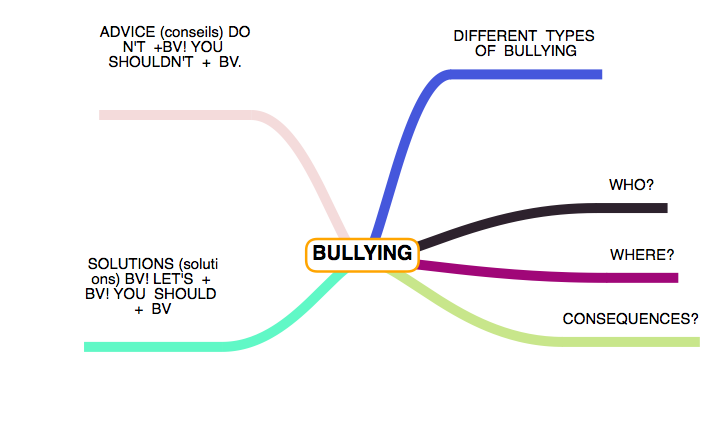
Threatening->

Confident->

1. DRAFT : Write as many verbs ( imperative forms) + adverbs as possible around the word BULLYING on the left  and words on the right.
2. FINAL TASK : Use : <http://learningapps.org/> to create a mindmap about Bullying.



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**ORAL COMPREHENSION : LISTEN !**

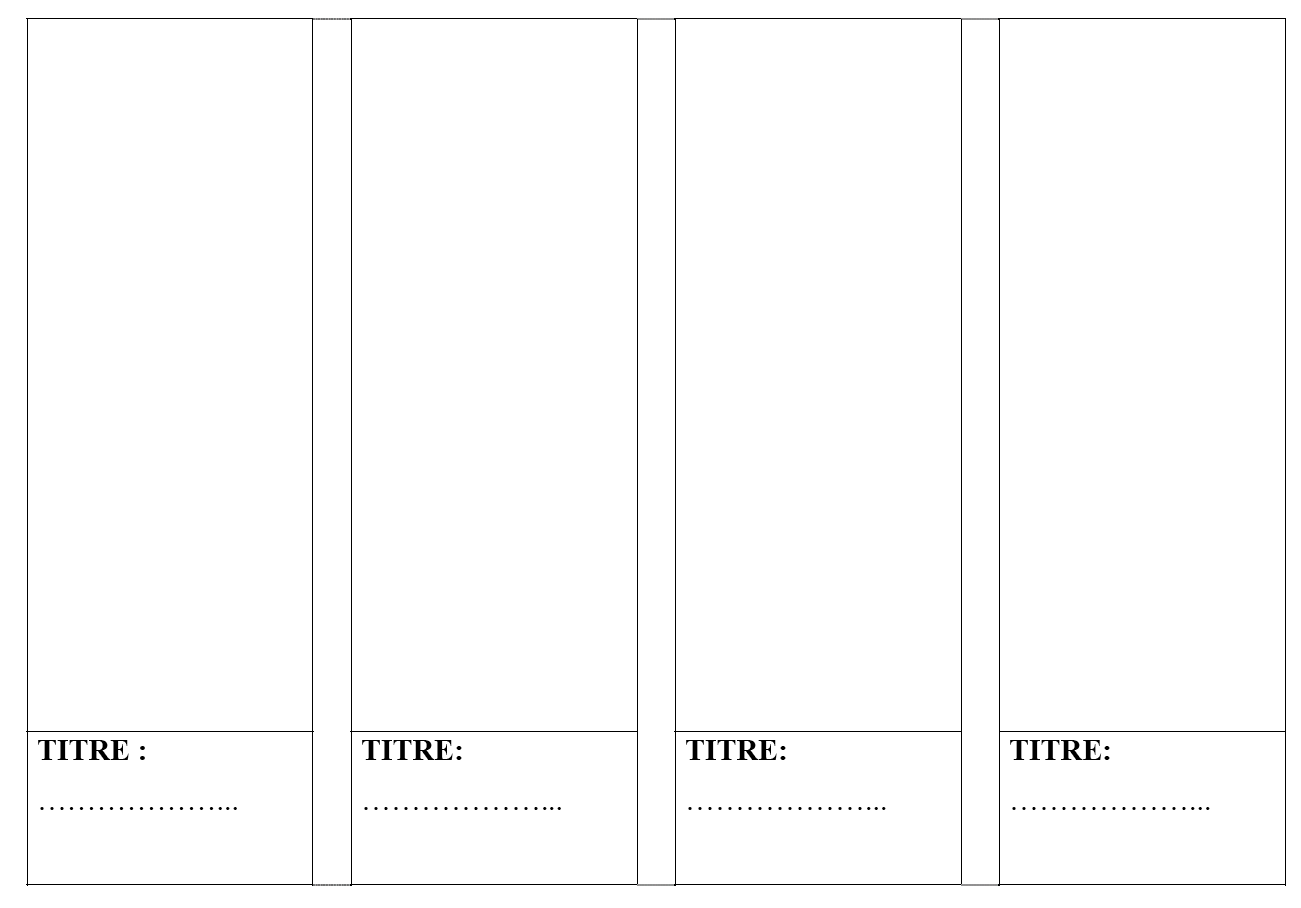
**((((((TIPS IN FRENCH :**

**Ecris les mots porteurs de sens (ce sont les mots accentués) pour chaque partie et trouve le titre à cette partie.**

**ELEMENTS LEXICAUX et SYNTAXIQUES : Il faut s’appuyer sur les mots connus (ce sont les mots transparents à l’écrit et reconnaus à l’oral ou des mots-clefs connus) pour émettre des hypothèses. Il faut chercher ensuite à faire du lien entre tous ces mots (temps des vebrs / pronoms personnels…)**

**Il faut aussi faire attention aux ELEMENTS SITUATIONNELS ( bruitages) et aux ELEMENTS SUPRASEGMENTAUX ( nombre de voix / accent des locuteurs/ type de discours / schémas intonatifs / accents de phrase …)**

**))))))))))**



**SCRIPT OF THE ORAL COMPREHENSION:**

