

Séance 2 :

Liens à consulter :

<https://learningapps.org/display?v=p8mbrfhwj20>

<https://www.youtube.com/watch?v=K-CvKEwjxBU>

<https://www.moma.org/artists/2726#works>

Activités d'anticipation :



<https://www.wordclouds.com>

Match the words with their definitions.

isolation	.	.	Cutting metal with a sharp instrument.
Americanness	.	.	A substance used to paint.
realist	.	.	The process of being alone.
oil	.	.	Silence, the absence of noise and moves.
an engraver	.	.	The action of looking at something.
a watercolorist	.	.	The characteristics of being really American.
a printmaker	.	.	A true to life or real representation of things.
stillness	.	.	An artist who cuts pictures into a surface of metal.
etching	.	.	A person who prints pictures.
contemplation	.	.	A painter who uses water to paint.

<https://www.macmillandictionary.com>

Step 2. Who was Edward Hopper?

1) **Watch** the short video about Edward Hopper. <https://www.youtube.com/watch?v=K-CvKEwjxBU>

Write 5 important words that you understand about the painter :

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2) **Tap** the following link <https://www.moma.org/artists/2726#works> and read information about the artist's life. Then, fill in his ID card (use key words only).

- Name :
- Dates of birth/ death :
- Nationality :
- Education :
- Occupation(s) :
- Favourite topics :

Boîte à outils pour rendre compte des idées.

Toolbox : link words

Pour structurer les idées :

First, then, finally (d'abord, ensuite, enfin)

Pour relier les phrases entre elles :

and
but

Consolidation grammaticale :

Je m'entraîne à présenter le peintre.

Lis le rappel de leçon avant de t'entraîner.

Rappel : Pour présenter le peintre, j'utilise le prétérit.

A la forme affirmative ✓, je vérifie si le verbe est **régulier ou irrégulier**. Si le verbe est régulier, j'ajoute **ed**. ex : *work* => *he worked*. Si le verbe est irrégulier, je regarde la liste de verbes irréguliers et je recherche la forme correspondante. ex : *go* => *he went*.

A la forme négative ✗, j'utilise **didn't** + base verbale. ex : *he didn't go*.

⚠ *be* => *he wasn't / you weren't*.

A la forme interrogative ? , j'utilise **did** devant le sujet et la base verbale. ex: *go* => *Did he go?*

⚠ *be* = *was he? / were you?*

Conjugu les verbes entre parenthèses au prétérit à **la forme affirmative**. **Surligne** les verbes réguliers.

Edward Hopper (be) _____ born in Nyack, New York in 1882. He (study) _____ at the Correspondence School of Illustrating in New York City and at the New York School of Art in 1900. In 1906 he briefly (work) _____ as an illustrator and then, over the next four years, he (travel) _____ to Paris and other European cities. He (move) _____ to New York City in 1910 and he (work) _____ there for the rest of his life. From 1930 on he (spend) _____ nearly every summer on Cape Cod in New England and he (build) _____ a house in South Truro in 1934. He (represent) _____ stillness, isolation, loneliness in his paintings. He (paint) _____ ordinary and realistic places : lighthouses, restaurants, motels, houses. In 1967, the artist and his wife both (die) _____ in New York.

2) Une fausse biographie du peintre vient d'être publiée. **Corrige les 3 phrases erronées** en transformant les verbes à **la forme négative**.

Ex: Edward Hopper **was born** in Los Angeles => Edward Hopper **wasn't born** in Los Angeles.
Edward Hopper **worked** as a film director. => Edward Hopper **didn't work** as a film director.

- Edward Hopper **traveled** to Japan in 1906. =>
- Edward Hopper **moved** to Boston in 1910. =>
- Edward Hopper **spent** every summer in Florida. =>

3) **Rédige 3 questions** sur la vie du peintre pour les poser à tes camarades lors de la prochaine classe virtuelle. Aide-toi de l'exemple.

Ex: *Where did Edward Hopper move in 1910?*

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