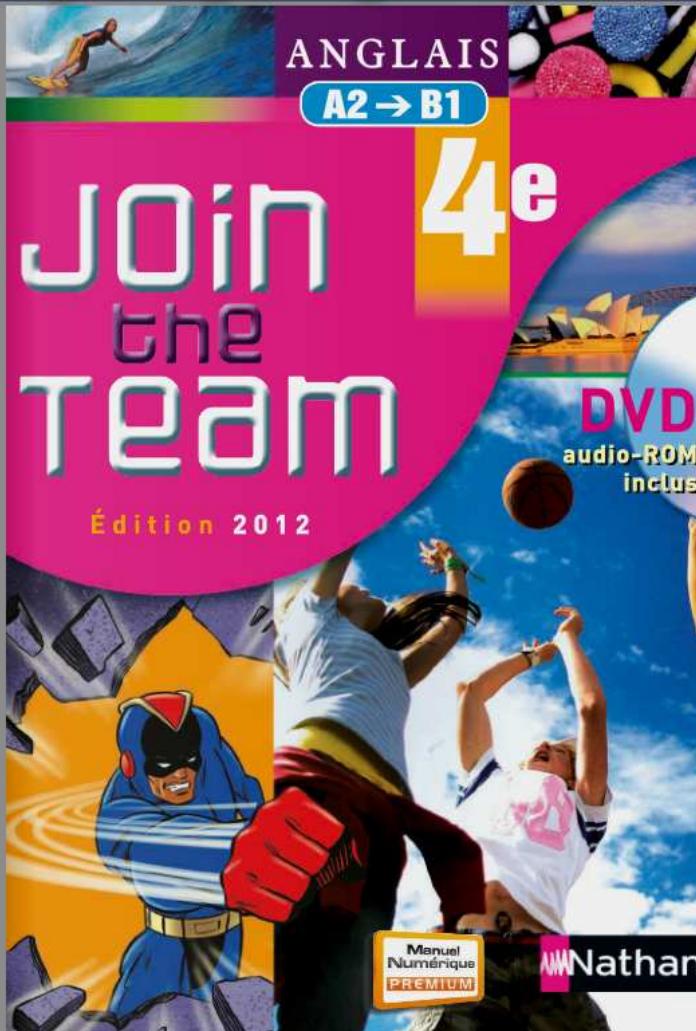


Manuel numérique Join the Team 4^e

Mode d'emploi

Nathan Join the Team 4e – Présentation

Sommaire Diaporama Ressources Mes Cours



Découvrez les principales fonctionnalités de votre manuel numérique.

Comment accéder aux ressources de votre manuel numérique ?

Découvrez le site de la méthode et ses nombreuses ressources.

Aller à la page : / 34 ok

T              

Table des matières

| | |
|--|-------------|
| Démarrez votre manuel numérique | p.3 |
| 1. Navigation dans le manuel | p.4 |
| 1.1 Feuilletage du manuel | p.4 |
| 1.2 Sommaire | p.5 |
| 1.3 Diaporama | p.6 |
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| 2.1 Plein écran | p.7 |
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| 2.3 Comparateur de documents | p.9 |
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| 2.5 Spot | p.11 |
| 2.6 Trousse | p.13 |
| 3. Ressources | p.14 |
| 3.1 Affichage des ressources de la page | p.14 |
| 3.2 Affichage des ressources depuis le menu « Ressources » | p.15 |
| 4. Mes cours | p.16 |
| 4.1 Créez et organisez vos cours | p.16 |
| 4.2 Personnalisez vos cours | p.17 |
| Retirez votre clé USB | p.19 |

Démarrez votre manuel numérique

Votre clé USB est divisée en deux espaces distincts :

1 - La partie nommée NATHAN : symbolisée par un CD-Rom, elle contient une copie de la licence utilisateur, le système de restauration de l'application et le fichier « lisez-moi », dans lequel vous trouverez les coordonnées de la relation enseignant à contacter en cas de problème.

2 - La partie « manuel numérique » sur laquelle se trouvent le manuel numérique et tous les fichiers utiles à son fonctionnement et à la sauvegarde de vos cours et annotations.

Sur PC-Windows :

Lors de l'insertion de la clé USB, une fenêtre s'ouvre et affiche votre manuel numérique (icône orange portant le titre abrégé de votre manuel). Double-cliquez sur ce fichier pour lancer l'application.

Sur MAC OS :

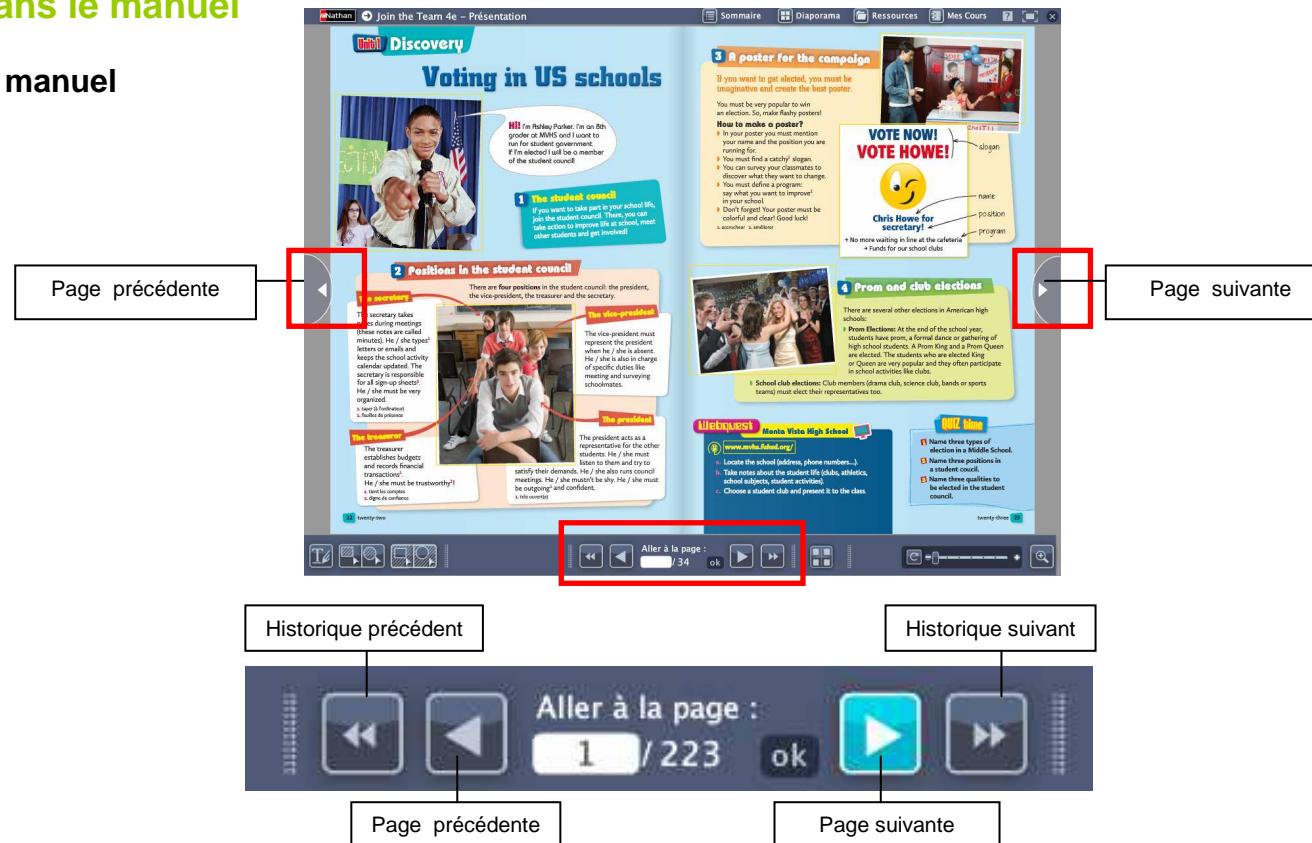
Après insertion de la clé USB dans l'ordinateur, deux éléments apparaissent sur votre bureau :

- un CD-Rom "virtuel", nommé NATHAN, contenant une copie de la licence utilisateur, le système de restauration de l'application et le fichier « lisez-moi », dans lequel vous trouverez les coordonnées de la relation enseignant à contacter en cas de problème.
- la partie « manuel numérique » sur laquelle se trouvent le manuel numérique et tous les fichiers utiles à son fonctionnement et à la sauvegarde de vos cours et annotations. Double-cliquez sur ce fichier pour lancer l'application.

Retrouvez l'aide en ligne sur : www.nathan.fr/manuels-videoprojetables/aide

1. Navigation dans le manuel

1.1 Feuilletage du manuel



Il existe différentes façons de feuilleter les pages de votre manuel.

- Naviguez d'une page à l'autre simplement grâce aux fonctions « Page précédente », « Page suivante » présentes sur les côtés et en bas de l'interface de votre manuel numérique.
- Utilisez le menu « Aller à » en saisissant directement le numéro de page à afficher.
- Naviguez dans l'historique des dix dernières pages vues grâce aux fonctions « Historique précédent », « Historique suivant ».

1.2 Sommaire



Vous pouvez accéder directement au chapitre souhaité en cliquant dessus.

Retrouvez le sommaire interactif depuis n'importe quelle page de votre manuel en cliquant sur le bouton « Sommaire ».

Nathan Join the Team 4e – Présentation

Sommaire (highlighted with a red box)

Topics

- Welcome back**
- Unit 1** **Fascinating Times**
- Unit 2** **Travel the world**
- Unit 3** **Superheroes**
- Unit 4** **Growing up**

Grammar & Pronunciation

Discovery & Workshop

Your task

Final task

Diaporama **Ressources** **Mes Cours**

Six **seven**

Aller à la page : / 34 **ok** **Rechercher**

1.3 Diaporama



Cliquez sur le bouton
« Diaporama » pour
retrouver toutes les pages
du manuel.

Join the Team 4e – Présentation

Sommaire Diaporama Ressources Mes Cours

Vous pouvez directement accéder à la page souhaitée en cliquant dessus.

The screenshot shows a digital presentation interface for the "Join the Team 4e" English textbook. At the top, there's a navigation bar with tabs: "Sommaire", "Diaporama" (which is highlighted with a red box), "Ressources", and "Mes Cours". Below the navigation bar is a grid of 26 numbered pages from the textbook. The first page, titled "Vote for me!", is highlighted with a blue box and labeled "15". Other visible page titles include "My school world", "School elections", "Language practice", "Lesson 8", "Lesson 9", "Lesson 10", "Lesson 11", "Lesson 12", "Lesson 13", "Lesson 14", "Lesson 15", "Lesson 16", "Lesson 17", "Lesson 18", "Lesson 19", "Lesson 20", "Lesson 21", "Lesson 22", "Lesson 23", "Lesson 24", "Lesson 25", "Lesson 26", "Lesson 17", "Lesson 18", and "Lesson 19". At the bottom of the interface, there's a toolbar with various icons for navigating through the presentation.

2. Outils d'affichage et d'annotation

2.1 Plein écran

Join the Team 4e – Présentation

Sommaire Diaporama Ressources Mes Cours

Unit 1 Lesson 2

School elections

1 Read and speak

Tâches

a. Brainstorming: say all you know about "school elections".
 b. Have a quick look at the document. What is it?
 c. Read the document. What is it composed of? What is each part about?

2 Write a few lines

a. Listen to this candidate's election program: who is it? Justify your answer.
 b. Choose another candidate. Imagine his or her program.

3 Speak for a minute

a. Look at the pictures of the campaign and describe them.

4 YOUR TASK → Select your candidate

Determine the perfect candidate for class representative.

1. Prepare your oral presentation :

a. Find adjectives to qualify a good class representative. Make a list of his / her abilities and qualities.
 b. Find adjectives that would disqualify a candidate.
 c. Find three things that he/she must do to get elected.
 d. Decide who would be the best candidate in your class.

2. Now present your candidate to the class and explain why you support him / her.

Grammar Menu

Must, can – Le présent en *be + -ing* p. 21 → Go to your p. 15

nineteen 19

18 eighteen

Words

- arts
- high school (US): *le lycée*
- ICT (Information and Communication Technology)
- confident: *confiant(e)*
- creative /kriː'etɪv/
- generous = selfish
- helpful /'hɛlpfəl/
- outgoing /'autgaʊŋ/ = friendly, sociable
- reliable /rɪ'lɪəbl/ = honest
- talkative /'tɔ:katɪv/ = quiet, silent

→ Go to your p. 19

Allez à la page : 34 ok

Navigation icons: T, magnifying glass, double arrows, square, double square, back, forward, search.

Affichez votre manuel numérique en plein écran.

2.2 Zoom

Attirez l'attention de vos élèves sur un élément précis de la page ou d'un document en utilisant les différentes options de « zoom » : le double-clic, la molette de la souris, la réglette ou la loupe.

Sommaire Diaporama Ressources Mes Cours ?

Lesson 2

Grammar

1 Tu es élève(e) secrétaire du conseil de ton école : rédige le règlement à partir des images suivantes.

a. be on time b. eat in the classroom c. chew gum

2 Compare ces deux candidats en expliquant de quoi ils sont capables.

| | James | Keisha |
|------------------|-------|--------|
| talk well | X | ✓ |
| organize parties | ✓ | ✓ |
| create websites | ✓ | X |

3 Complète les phrases avec la forme de *be + V-ing* qui convient.

- David's busy. He (*create*) our poster.
- Look! Walter and Sheryl (*hand out*) flyers.
- What (*do*) I (*record*) my speech.
- They (*not – listen*) to her speech. She's boring.
- He (*get*) ready for the elections?

English Lab

Écoute ces phrases. *Can ou can't*, sont-ils accentués ?

- Steve can talk to students.
- Pete can't write a speech.
- I can type on my computer very fast.

Écoute, répète, puis justifie l'accentuation de *can* et de *must*.

- I can't make a slogan.
- I can make a pep talk.
- You must bring your lunchbox.
- You mustn't talk.

→ Go to your p. 158

Words

Écoute et écris les cinq adjectifs que tu entends. Puis écoute les cinq définitions et associe-les aux adjectifs.

twenty-one 21

Help

Must

- sujet + **must** + BV
= ce que l'on doit faire
- sujet + **mustn't** + BV
= ce que l'on ne doit pas faire
→ Précis p. 158

Can

- sujet + **can** + BV
= ce que l'on sait faire
- sujet + **can't** + BV
= ce que l'on ne sait pas faire
→ Précis p. 158

Help

Le présent en *be + V-ing*

I'm writing a letter.
Are you listening to me?
They aren't chatting!

→ Précis p. 156

règlement

Help

Must

- sujet + **must** + BV
= ce que l'on doit faire
- sujet + **mustn't** + BV
= ce que l'on ne doit pas faire
→ Précis p. 158

ew gum

nt capabes.

Keisha

✓
✓
X

nvient.

Help

Can

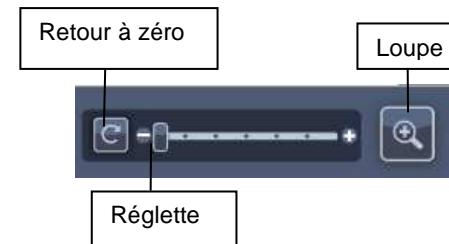
- sujet + **can** + BV
= ce que l'on sait faire
- sujet + **can't** + BV
= ce que l'on ne sait pas faire
→ Précis p. 158

Help

Le présent en *be + V-ing*

I'm writing a letter.
Are you listening to me?
They aren't chatting!

→ Précis p. 156



2.3 Comparateur de documents



Arts Discovery

The evolution of film posters

Movie posters, just like the movies themselves, have changed considerably over the past century. In the following exercises, you will see how poster style and poster content have changed.

From graphic arts to special effects

Superhero movies have always used a lot of special effects. The idea is to make people think that some characters have superpowers and can actually perform actions impossible for an ordinary man. Special effects also help to create incredible objects, vehicles and weapons that don't exist yet. Can you think of any?

The blue screen effect

The blue screen effect is the technique used to mix two pictures: Superman and the sky. The effect is as follows: Front of a blue screen and a new background in perspective. Objects like Superman is flying in the sky; in fact he's still in the studio!

Computer Generated Imagery (CGI)

CGI is a modern special effect that first appeared in the 1980s which consists in the ability to create images, characters and creatures from scratch, using computers. Iron Man and Spider-Man for example are two CGI superheroes.

Look and speak

- Look at the posters A and B.
 - What does it remind you of?
 - Why do you think there is a black and white version at the bottom of the poster?
- Compare posters A and B.
 - What has changed (number of characters, details, text?)
- Now look at posters C and D.
 - What shows this is a recent film?
 - What is the main difference with the first two posters?
- Compare all three posters. How can we identify the villain(s) and the hero(es)?

Words

- in bold type: en caractères gras
- in small/large type: en petits / gros caractères
- highlights: éclaircissements
- crash (v.): écraser
- enhanced: amélioré, améliorer en valeur
- it reminds us of... = il nous rappelle que...
- an ally (allie), alias (alias); an old enemy, enemies (ennemis)
- the victim = le bas des personnages

Read and speak

1. Apart from the movies, can you think of another use of the blue screen effect in TV programs?
2. What are the advantages for film-makers of using CGI?

sixty-nine

Navigation icons: back, forward, search, etc.

Aller à la page : 175 ok

Réorganisez les ressources affichées à l'écran.

Join the Team 4e – Version professeur

Arts...—The evolution...—Batman, 1966

Arts...—The evolution...—New Adventures of Batman and Robin, 1969

BATMAN

one production WILLIAM DOEBER

ADAM WEST - BURT WARD

BATMAN vs. WIZARD! A COLUMBIA SERIAL

Batman and Robin, 1967, directed by Leslie H. Martinson

New Adventures of Batman and Robin, 1969, directed by Spencer Gordon Bennet

Arts...—The evolution...—Batman, 1966

Arts...—The evolution...—New Adventures of Batman and Robin, 1969

BATMAN

one production WILLIAM DOEBER

ADAM WEST - BURT WARD

BATMAN vs. WIZARD! A COLUMBIA SERIAL

Batman and Robin, 1967, directed by Leslie H. Martinson

New Adventures of Batman and Robin, 1969, directed by Spencer Gordon Bennet

Navigation icons: back, forward, search, etc.

Cliquez sur le comparateur pour passer d'un affichage horizontal à un affichage vertical.

Join the Team 4e – Version professeur

Arts...—The evolution...—Batman, 1966

Arts...—The evolution...—New Adventures of Batman and Robin, 1969

BATMAN

one production WILLIAM DOEBER

ADAM WEST - BURT WARD

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ADAM WEST - BURT WARD

BATMAN vs. WIZARD! A COLUMBIA SERIAL

Batman and Robin, 1967, directed by Leslie H. Martinson

New Adventures of Batman and Robin, 1969, directed by Spencer Gordon Bennet

Navigation icons: back, forward, search, etc.

2.4 Cache



Lesson 2

Fitness or business?

1 Read and speak

- Look at the photo then read the title and the introductory paragraph. What information do you get?
- Read the article and focus on Ray Jacobs's life and career.
- List his projects.

→ Go to your p. 85

New clean start for former Chicago Bulls basketball player Ray Jacobs

By Tracy KENT, Sportsworld Magazine reporter

10:59 p.m. CST, January 25, 2012

Just four years ago Ray Jacobs (29) had to stop his promising career with the Chicago Bulls because of a doping offence. But last Wednesday it was a "changed man" who stood in front of the Camelot High School students – an alternative school for teenagers with behavioural and academic problems.

"It's easy to get into trouble, but very hard to get out of it," were the first words of his 30-second speech. Jacobs' goal was to help students make better life decisions. He explained that during his short career he always had to please his sponsors and his fans. "Money and business ruled my life," he declared. He had to be the best, had to train five to six hours a day, and he had to follow strict rules. But at that time I was too young

and immature..." Ray said. "My only concern was to win at any cost", and I destroyed my body! Then he added: "I have now changed my lifestyle completely. I'm going to spend most of my time and energy to promote clean sport: I'm going to organize meetings for young people, and I'll tell them: Fitness, not business!"

1. difficultes sociales et mentales
2. toucher le jackpot +
3. tout perdre

Tactics

Avant de lire un article de presse :

- Lis le titre et regarde la photo.
- Lis aussi le sous-titre (subheading) ou le chapeau (introductory paragraph) petit texte sous le titre apportant quelques informations.

→ Go to your p. 91

Words

à career /kɔ:ri/
doping /'dɔ:pɪŋ/ : le dopage
à goal – an aim
à rule (n.) /ru:l/ : une règle
à equal /'ekwəl/ : égaler
get into trouble
eventually = in the end

→ Go to your p. 91

2 Speak for a minute

Choose an athlete. Present him and speak about what he is going to do.
Use: be – play – earn – replace – have – retire – enter – run

Derek Sher Age: 37 Club: Los Angeles Lakers Position: Point guard Salary: \$4,700,000 a year Projects: retirement Motive: be in politics

Adrian Arrington Age: 32 Club: Dallas Mavericks Position: Shooting guard Salary: \$1,200,000 a year Projects: retirement Motive: be in politics

3 Speak in pairs

You can't decide which fitness club you are going to join.

- In groups of two look at the brochures.
- Which fitness club are you going to choose?
Use: In this club we are going to... Here we are allowed to... but in that club we are not allowed to...

body perfect gym
Fitness for all ages!

Facilities:
• Weight training • Boxing • Aerobics
• Swimming • Stationary bike

Free kids corner

Grumpy people not allowed!
Club hours: Mon-Sat = 8 a.m.-7 p.m.
Sun = 8 a.m.-7 p.m.
Contact Joey at 555-678-4567
Visit our website: www.bodyperfectgym.com

Phil's Fitness Club
Fitness for all ages!

Facilities:
• Cardio workout • Individual coaching
• Pilates classes • Relaxation

Children under 12 are allowed! Pets allowed
Private lounge bar (20% off)
Club hours: Monday to Saturday = 8 a.m.-7 p.m.
Sunday = closed
For more information contact Phil McFarlane or small Phil.mc.Kids@y.com

4 YOUR TASK Create a short ad to promote a fitness centre

You want to promote your fitness centre. Create an ad for a sports magazine.

- Choose a name and a slogan for your fitness centre.
- Define a target: Teenagers? Adults? Elderly people? Athletes? etc.
- Select the different fitness programs you are going to propose.
- Give contact information (email, telephone number, opening hours, etc.).

→ Go to your p. 86

Grammar Menu

Be going to - be allowed to p. 101
→ Go to your p. 87

Writing Bank

→ Go to your p. 88

Délimitez la zone à masquer à l'aide de l'outil « Cache ».

En double-cliquant sur la zone, redimensionnez le cache ou déplacez-le. Vous pouvez également faire glisser les bords de la zone pour créer un effet rideau et dévoiler la partie masquée progressivement.

2.5 Spot



Join the Team 4e – Version professeur

Sommaire Diaporama Ressources Mes Cours

Unit 7 Lesson 2

Fitness or business?

1 Read and speak

a. Look at the photo then read the title and the introductory paragraph. What information do you get?
 b. Read the article and focus on Ray Jacobs's life and career.
 c. List his projects.

New clean start for former Chicago Bulls basketball player Ray Jacobs

By Tracy KENT, SportsWorld Magazine reporter

Just four years ago Ray Jacobs (29) had to stop his promising career with the Chicago Bulls because of a doping offence. But last Wednesday it was "a changed man" who stood in front of the Camelot High School students – an alternative school for teenagers with behavioural and academic problems.

"It is easy to get into trouble, but very hard to get out of it," were the first words of his 30-minute speech. Jacobs' goal was to help students to make the right decisions. He explained that during his short career he always had to please his sponsors and fans. "Money and business ruined my life," he declared. He had to be the best; he had to train five to six hours a day, and he had to follow strict rules; he wasn't allowed to drink or smoke, he wasn't allowed to go out at night and he had to get up early every day. But that was never enough. Sponsors always wanted more and Ray wanted to hit the jackpot rapidly, to equal his teammate Jordan. Now he is now paid \$150,000,000 a year. "I was so tired that I eventually had to use drugs to be able to go on... And that ruined my life and career. But at that time I was too young and immature," Ray said. "My only concern was to win at any cost" and I destroyed my body." Then he added: "I have now changed my lifestyle completely and I'm going to spend most of my time and energy to promote clean sport. I'm going to organize meetings for young people, and I'll tell them: Fitness, not business!"

Tactics

Avant de lire un article de presse :

- Lis le titre et regarde la photo.
- Lis aussi le sous-titre (subheading) ou le chapeau (introductory paragraph) pour contexte sous le titre apportant quelques informations.

Words

- a career /kə'reɪə/ : le dopage
- doping /də'pɔɪŋ/ : une règle
- a goal = an aim
- a rule (n.) /ruːl/ : une règle
- equal /'ekwəl/ : égal
- get into trouble
- eventually = in the end
- difficulties isolées /ɪzə'lweɪz/ : les difficultés
- comportement - 3. toucher le jugeon
- à mes yeux

→ Go to your p. 85

2 Speak for a minute

Choose an athlete. Present him and speak about what he is going to do.
 Use: be – play – earn – replace – have – retire – enter – run

Derek Sher Age: 37 Club: Los Angeles Lakers Position: Point guard Salary: \$4,700,000 a year Project(s): retirement Motive: be in politics

Adrian Arrington Age: 26 Club: New Orleans Saints Position: Wide receiver Salary: \$510,000 a year Project(s): out for 1 month Motive: knee injury

3 Speak in pairs

You can't decide which fitness club you are going to join.
 a. In groups of two look at the brochures.
 b. Which fitness club are you going to choose?
 Use: In this club we are going to... Here we are allowed to... but in that club we are not allowed to...

body perfect gym
 Fitness for all ages!

Facilities:
 Weight training • Rowing • Aerobics • Swimming • Stationary bike

Grumpy people not allowed!
 Club hours: Mon Sat: 6 am–10 pm Sun: 8 am–7 pm
 Contact Judy at 559-678-4567
 Visit our website: www.bodyperfectgym.com

Phil's Fitness Club
 Five-star fitness

Facilities:
 Cardio workout • Individual coaching • Aquatic classes • Resistance

Children under 12 not allowed / Pets allowed
 Club hours: Mon Sat: 9 am–7 pm Sunday: 9 am–7 pm
 For more information contact Phil McNamee at 559-555-1234 or email Phil.mcNamee@body.com

4 YOUR TASK → Create a short ad to promote a fitness centre

You want to promote your fitness centre. Create an ad for a sports magazine.

- Choose a name and a slogan for your fitness centre.
- Define a target: Teenagers? Adults? Elderly people? Athletes? etc.
- Select the different fitness programs you are going to propose.
- Give contact information (email, telephone number, opening hours, etc.).

→ Go to your p. 86

Scanner Menu

Be going to – be allowed to p. 101
 → Go to your p. 87

→ Go to your p. 88

→ Go to your p. 89

Délimitez la zone à mettre en valeur à l'aide de l'outil « Spot ».



En double-cliquant en dehors de la zone, redimensionnez ou déplacez le spot.

Vous pouvez combiner les outils spot, cache et zoom.

2 Speak for a minute

Choose an athlete. Present him and speak about what he is going to do.
Use: be - play - earn - replace - have - retire - enter - run

Derek Sher
Age: 37
Club: Los Angeles Lakers
Position: Point guard
Salary: \$4,700,000 a year
Project(s): retirement
Motive: be in politics

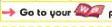
Adrian Arrington
Age: 26
Club: New Orleans Saints
Position: Wide receiver
Salary: \$510,000 a year
Project(s): out for 1 month
Motive: knee injury

3 Speak in pairs

You can't decide which fitness club you are going to join.
a. In groups of two look at the brochures.
b. Which fitness club are you going to choose?
Use: In this club we are going to... Here we are allowed to... but in that club we are not allowed to...

body perfect gym
Fitness for All Ages!
Facilities:
Weight training • Rowing • Aerobics • Stairmaster • Stationary bike
Free kids corner! Grumpy people not allowed!
Club hours: Mon-Sat = 6 am-10 pm
Contact Jody at 555-678 456
Visit our website: www.bodyperfectgym.com

Phil's Fitness Club
Five-star fitness!
Facilities:
Cardio workout • Individual coaching • Aquatic classes • Relaxation
Private lounge bar (20% off for members!) Children under 12 not allowed / Pets allowed
Club hours: Mon-Sat = 9 am-7 pm
Sunday = closed
For more information contact Phil McKenzie at 555-625 444 73 or email phil.mck.k@sky.com

4 YOUR TASK → Create a short ad to promote a fitness centre
You want to promote your fitness centre. Create an ad for a sports magazine.
1. Choose a name and a slogan for your fitness centre.
2. Define a target: Teenagers? Adults? Elderly people? Athletes?, etc.
3. Select the different fitness programs you are going to propose.
4. Give contact information (email, telephone number, opening hours, etc...).
→ Go to your  p. 86

Grammar Notes
Be going to - be allowed to p. 101
→ Go to your  p. 87

Check   p. 88

ninety-nine 99

Join the Team 4e - Version professeur

G2 Écrire un message simple.

2 Speak for a minute

Choose an athlete. Present him and speak about what he is going to do.
Use: be - play - earn - replace - have - retire - enter - run

Derek Sher # 2
Age: 37
Club: Los Angeles Lakers
Position: Point guard
Salary: \$4,700,000 a year
Project(s): retirement
Motive: be in politics

Adrian Arrington # 87
Age: 26

3 Speak in pairs

learn how to...

T | D | P | C | A | S | I | E | F | R | M | G | Z | Q |

Aller à la page : 98 / 175 ok

2.6 Trousse



Cliquez sur l'onglet « Trousse » pour dérouler l'ensemble des outils disponibles pour préparer et animer vos cours.



Quitter

Curseur : désélectionnez un outil, modifiez une annotation

Traitement de texte avancé

Traitement de texte simple

Crayon

Surligneur

Flèches et traits

Dessinez un rectangle

Dessinez un rond

Gomme

Ardoise

Micro pour s'enregistrer

Ajout de documents personnels (texte, audio, vidéo...)

Ajout de documents du manuel

Capture d'écran

Calculatrice

3. Ressources



Accédez à l'ensemble des ressources de votre manuel numérique : directement depuis la page ou depuis le menu « Ressources ».

3.1 Affichage des ressources de la page



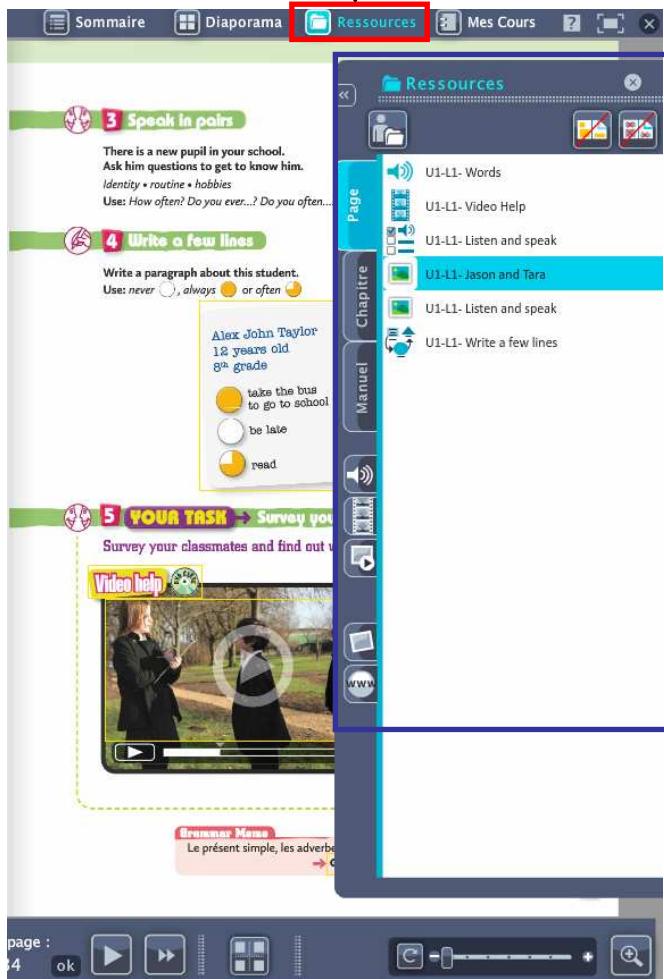
The screenshot shows a digital textbook page for 'Lesson 1' titled 'My school world'. The 'Ressources' tab is highlighted with a red box. The page contains several interactive sections:

- 1 Listen and speak**: An activity involving three students in a hallway. Sub-tasks include looking at a photo, listening, and answering questions about school life.
- 2 Speak for a minute**: An activity where students introduce themselves and talk about their school life and hobbies.
- 3 Speak in pairs**: An activity where students ask each other questions about a new pupil in the school.
- 4 Write a few lines**: An activity where students write a paragraph about a student named Alex John Taylor, using adverbs of frequency (never, always, often, sometimes).
- 5 YOUR TASK → Survey your classmates**: An activity where students survey their classmates about their preferences in school.
- Video help**: A video showing students in a classroom setting.
- Grammar Notes**: Notes on simple present tense and adverbs of frequency.

- Visualisez d'un seul coup d'œil toutes les ressources actives de la page en survolant le menu « Ressources ».
- Pour les afficher, cliquez sur les zones actives.

3.2 Affichage des ressources depuis le menu « Ressources »

En cliquant sur « Ressources », retrouvez l'ensemble des ressources de votre manuel classées par ordre alphabétique.



Affichez les ressources de la double-page



Accédez à vos ressources personnelles

Affichez les ressources du chapitre



Masquez les zones actives des doubles-pages pour plus de confort de lecture

Affichez toutes les ressources du manuel



Désactivez les zones actives des doubles-pages si vous n'avez pas besoin des ressources

Affichez la liste des ressources audio du manuel

Affichez la liste des ressources vidéo du manuel

Affichez la liste des animations et activités interactives du manuel

Affichez la liste des documents ou compléments logiciels du manuel

Affichez la liste des ressources images du manuel

Affichez la liste des liens internet du manuel

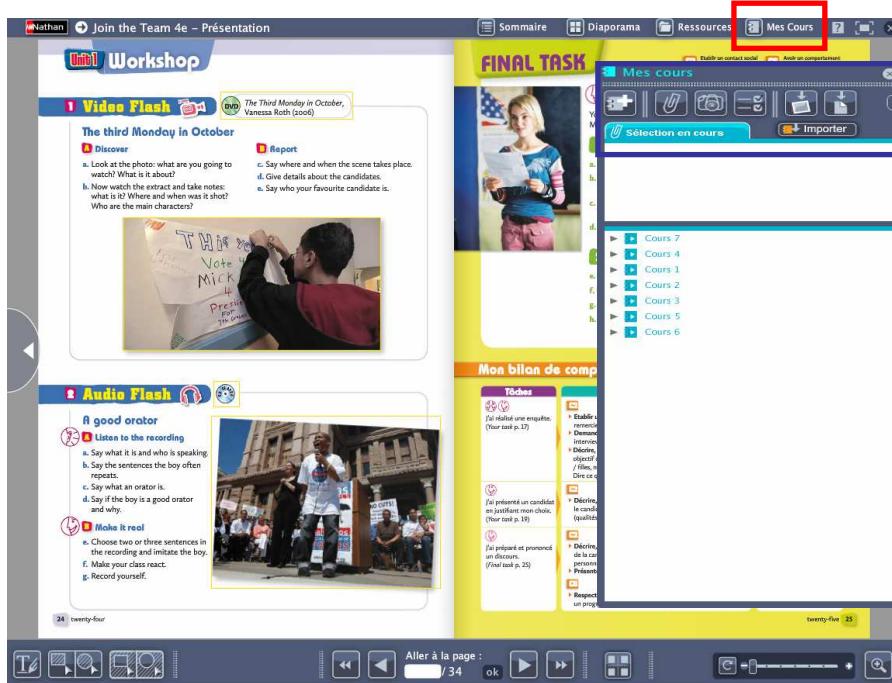
Affichez la liste des ressources complémentaires (livre du professeur, audio BAC)

Affichage par type de ressources

4. Mes cours

4.1 Créez et organisez vos cours

Le menu « Mes cours » vous permet de créer vos cours directement dans votre manuel numérique



Créez un nouveau cours

Selectionnez des pages et des ressources du manuel

Capturez une partie de page ou de ressource

Sélectionnez des ressources dans une liste

Importez une image

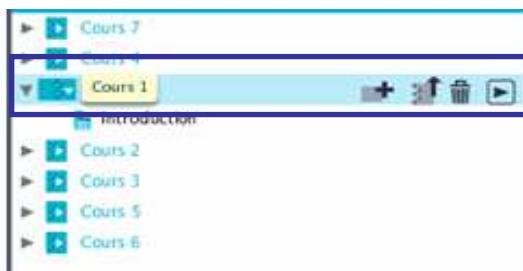
Importez un document personnel

Importez un cours (celui d'un collègue qui a le manuel numérique, par exemple)

Accédez à l'espace de mise en page avancée

4.2 Personnalisez vos cours

La mise en page avancée permet de mettre en page et d'organiser les éléments que vous avez sélectionnés pour votre cours.



Ajoutez une page vierge



Exportez votre cours

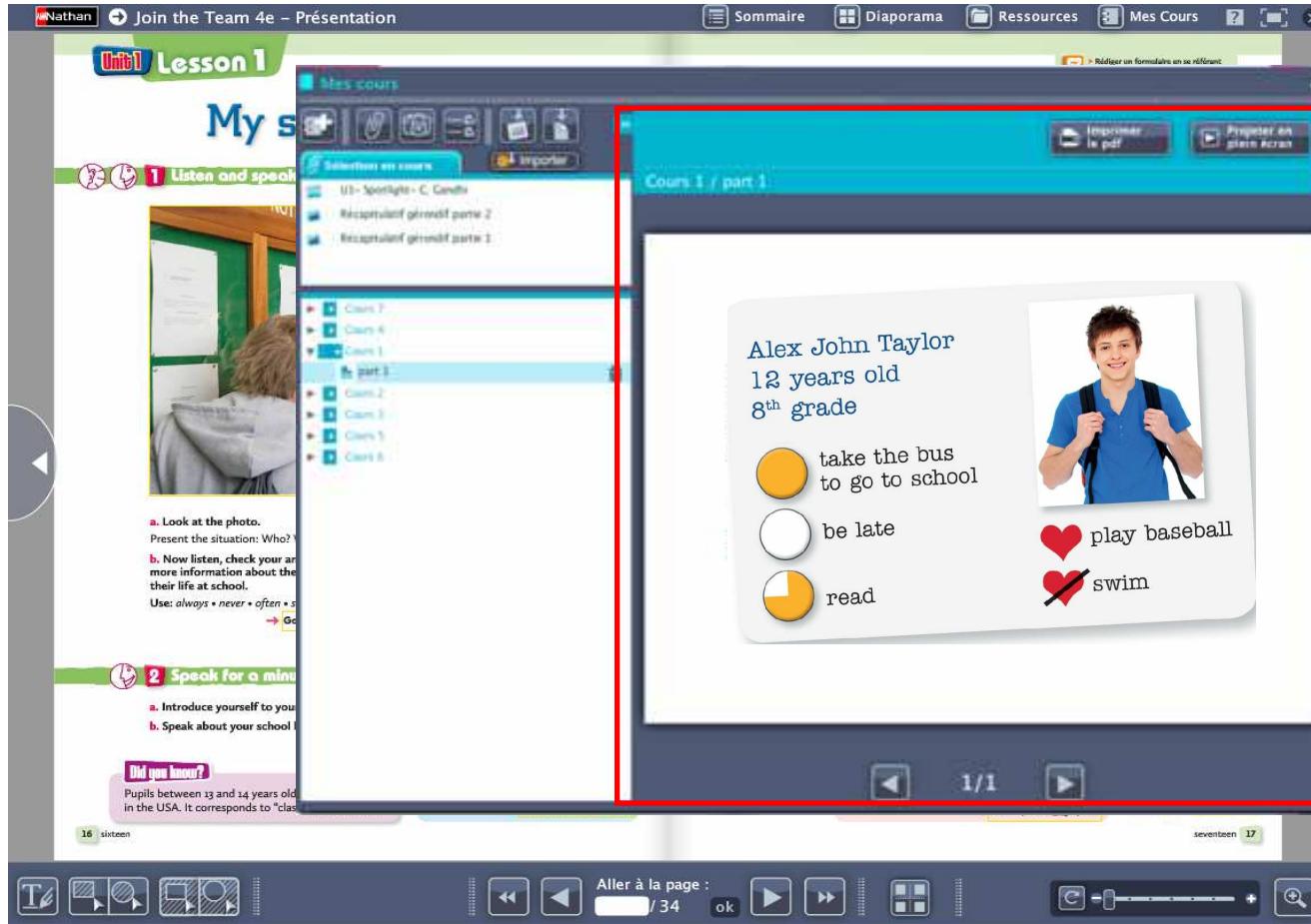


Supprimez votre cours



Lancez votre cours

Projetez vos cours enrichis des ressources du manuel directement depuis le menu « Mes cours ». Vous pouvez également les exporter vers votre disque dur ou une clé USB, et les imprimer en format PDF.



The screenshot shows a digital teaching interface for a French textbook. On the left, there's a main content area for 'Lesson 1' with sections like 'Listen and speak' and 'Speak for a minute'. On the right, a sidebar titled 'Mes cours' lists various course units. A red box highlights a projection window titled 'Cours 1 / partie 1' which displays a student profile for 'Alex John Taylor' (12 years old, 8th grade) and a list of activities: 'take the bus to go to school' (yellow circle), 'be late' (white circle), 'play baseball' (red heart), and 'read' (yellow circle with a diagonal line). At the bottom, there are navigation icons for the presentation slide.

Retirez votre clé USB

Il est très important de prendre le temps d'éjecter correctement la clé USB de votre manuel numérique afin de vous assurer qu'elle n'est plus sous tension et d'éviter toute perte de données.

Sur PC - Windows :

Cliquez sur l'icône « Retirer le périphérique » en bas à droite de la barre de tâches de votre ordinateur. Sélectionnez les deux périphériques USB (espace personnel et manuel) à éjecter. Attendez le message de confirmation vous indiquant que vous pouvez retirer votre clé en toute sécurité.

Sur MAC OS :

Glissez dans la corbeille les deux périphériques affichés sur votre bureau. Dès qu'ils disparaissent de l'écran, vous pouvez retirer votre clé.

Sur MAC comme sur PC, si votre système d'exploitation refuse d'éjecter la clé, éteignez l'ordinateur. Une fois l'ordinateur éteint, vous pouvez retirer la clé en toute sécurité.

Comme pour tout matériel électronique, pensez à placer votre clé USB dans un endroit sec, loin de la poussière et ne présentant pas de variation de température brutale. Evitez tout contact avec du sable, de l'eau ou un corps incandescent.