SEGPA
PALIER 2

EASY GOALS

A2

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Guide pédagogique

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Unit 1 First Contact

Activités langagières	Tâches à réaliser
EOC	Donner son nom, prénom et âge
EOI	Réaliser un carnet d'adresses
EE	Ecrire un courrier personnel

Contenus culturels et linguistiques

Culture et lexique
Vivre et agir au quotidien : relations avec les autres (*first name, family name, age, occupation, family link, address…*).
S'informer et comprendre : media (*the Internet : send messages*).
Se cultiver et se divertir : monde et histoire des arts (*music : Justin Bieber ; cinema : The Karate Kid avec Jaden Smith, Jackie Chan, Taraji Henson…*).

Prononciation, lecture et écriture
Reconnaissance et prononciation des voyelles et consonnes : savoir épeler.
Lecture à haute voix : lecture de noms et adresses e-mail.

Grammaire de la langue
Dialoguer : s'adresser à quelqu'un (*What's your first name / surname?, How old are you?, Where do you live?, What's your address?, What's your email address?...*)
Décrire : nommer, désigner (déterminants : *a/an*).
Raconter / relater : situer dans l'espace (prépositions de lieu : *at/in*).

Page 4 – Meeting people

1. Listen and repeat.

Enregistrement
– What's your first name?
– What's your surname?
– How old are you?

2. Listen and number the answers in the right order. Then repeat.

Enregistrement
– What's your first name?
– What's your surname?
– How old are you?

My surname's Bieber. ➞ **2**
I'm 16. ➞ **3**
My first name's Justin. ➞ **1**

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3. Reorder the dialogue and translate it.
Journalist: Hi, what's your first name?
Justin: My first name's Justin.
Journalist: What's your family name?
Justin: My family name's Bieber.
Journalist: Finally, how old are you?
Justin: I'm 16 years old.

4. Listen, then repeat.

Enregistrement
1 – 2 – 3 – 4 – 5 – 6 – 7 – 8 – 9 – 10 – 11 – 12 – 13 – 14 – 15 – 16 – 17 – 18 – 19 – 20

5. Listen and complete.

Enregistrement
Journalist: And you, what's your first name?
Jaden: I'm Jaden.
Journalist: And what's your surname?
Jaden: SMITH.
Journalist: Smith, umm…, like Will Smith?
Jaden: Yes! He's my father!
Journalist: OK, you're Will Smith's son…How old are you?
Jaden: I'm 12.
Journalist: 12 and already an actor!!
Jaden: Yes, and let me introduce my brother and my sister. Here's my brother, Trey; he's 17 and here's my sister, Willow; she's 9. They are also actors.
Journalist: Really !? What a talented family!… Nice to meet you!

	Surname / Family name	Age	Family link	Job / Occupation
Jaden	SMITH	12	Will Smith's son	actor
Trey	SMITH	17	Jaden's brother	actor
Willow	SMITH	9	Jaden's sister	actress

Activité complémentaire : Training ex. 1

Page 5 – Where do you live?

7. Listen and repeat.

Enregistrement
– Where do you live?
– What's your address?
– Can you spell it, please?

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8. Listen to the dialogue and complete with the following information: the US – Stratford – 89 Ontario Street – Malibu – Canada – 65 Pacific Coast Highway.

Enregistrement
RADIO INTERVIEW (PART 1)
Journalist: Justin, where do you live?
Justin: Well, I live in Canada.
Journalist: Canada is a beautiful country!! Your fans would like to have your address…?
Justin: Really??... Well, I live in Stratford at 89 Ontario Street. It's in the east of Canada.
Journalist: OK, can you spell STRATFORD please?
Justin: Sure, S.T.R.A.T.F.O.R.D.
Journalist: Thank you. And you, Jaden, do you live in Canada as well?
Jaden: Not at all. I live in Malibu.
Journalist: Malibu… with its beautiful beaches and girls??
Jaden: Yes, that's it!!
Journalist: What's your address? Can you give it to your fans?
Jaden: It's 65 Pacific Coast Highway in Malibu. It's in the west of the US.
Journalist: Can you spell MALIBU, please?
Jaden: Yes, it's M.A.L.I.B.U.
Journalist: OK, thank you!!

a. Justin Bieber: I live in **Stratford** at **89 Ontario Street**. It's in the east of **Canada**.
b. Jaden Smith: It's **65 Pacific Coast Highway** in **Malibu**. It's in the west of **the US**.

FOCUS
– *Comment demande-t-on où on habite ?* ***Where do you live?***
– *Comment demande-t-on l'adresse précise ?* ***What's your address?***
– *Que veut dire IN ?* ***à + adresse ou ville, au(x)/en + pays.***

9. Listen and repeat.

Enregistrement

twelve – twenty	fifteen – fifty	eighteen – eighty
thirteen – thirty	sixteen – sixty	nineteen – ninety
fourteen – forty	seventeen – seventy	

10. Listen and write down their age.

Enregistrement
RADIO INTERVIEW (PART 2)
Journalist: Jackie Chan is in the film. How old is he and what is his role?
Jaden: Well, he is 56. And he is the great kung fu teacher! He is just amazing…
Journalist: OK… Taraji Henson is your mother in the film, is that it?
Jaden: Yes, and a very good and pretty mother indeed.
Journalist: How old is she?
Jaden: 40, but shh… She wouldn't like me to say it!

Jackie CHAN: **56** Taraji HENSON: **40**

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11. Listen and repeat.

Enregistrement
A H J K
B C D E G P T V
F L M N S X Z
I Y
Q U W
O
R

12. Listen, repeat then write down the words you hear. Then, translate them.

Enregistrement
S.T.R.E.E.T
A.V.E.N.U.E
R.O.A.D
B.O.U.L.E.V.A.R.D.

Street ➞ rue
Road ➞ route
Avenue ➞ avenue
Boulevard ➞ boulevard.

13. Spell these addresses.
a. 10 Downing Street – LONDON.
b. 1600 Pennsylvania Avenue Northwest – WASHINGTON.

14. Imagine the dialogues between a journalist and these stars. Ask and answer questions about their first name, surname, age and address.

DIALOGUE 1
– What's your first name?
– My first name's Jackie.
– What's your surname?
– My surname's CHAN.
– How old are you?
– I'm (…).
– What's your address?
– It's 26 Dragon Boulevard in Hong Kong, China.

DIALOGUE 2
– What's your first name?
– My first name's Taraji.
– What's your surname?
– My surname's HENSON.
– How old are you?
– I'm (…).
– What's your address?
– It's 37 Carlisle Street in Washington DC, USA.

Activités complémentaires : Training ex. 2, 3, 4 et 5.

Page 6 – What's your email address?

1. Read the document and find the following information.
a. First name: ***Zhenwei***
b. Surname: ***WANG***
c. Age: ***15***
d. Address: ***54 Sanlitun Dongsanjie in Beijing, China.***
e. Hobby: ***kung fu***
f. Email address: ***zhenwei. chang @wordpress. com***

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2. Find the equivalents in the document.

a. un adolescent : ***a teenager***
b. un ingénieur : ***an engineer***
c. une mère au foyer : ***a housewife***
d. équipe : ***team***
e. arts martiaux : ***martial arts***
f. j'aimerais : ***I'd like***

FOCUS

My father is an engineer. My mother is a housewife.

– Traduisez ces énoncés en français. Mon père est ingénieur, ma mère est femme au foyer.

– Que remarquez-vous? En français, il n'y a pas de déterminant devant les professions. En anglais, on met A ou AN devant les noms de métier.

– Quand met-on A ou AN? On met A si le nom qui suit commence par une consonne et AN si le nom qui suit commence par une voyelle.

3. Listen and repeat.

Enregistrement
At
Slash
zhenwei.wang@wordpress.com
www.ABC.com

4. Listen and write down what you hear.

Enregistrement
max7@free.fr
steven46@yahoo.fr; www.TF1.fr
butterfly54@hotmail.fr.

Activités complémentaires : Training ex. 6 et 7.

Page 7 – Training

1. Recopiez la grille et associez les chiffres avec leur écriture / graphie.

15 → fifteen	8 → eight	5 → five	12 → twelve
13 → thirteen	11 → eleven	3 → three	17 → seventeen
20 → twenty	19 → nineteen		

2. Recopiez, écoutez et entourez les chiffres que vous entendez.

Enregistrement
twenty-five; thirty-three; eleven; forty-six; eighty-nine; sixty-seven; ninety-seven

3. Remettez les lettres dans l'ordre.

a. What's your ***surname***?
b. What's your email ***address***?
c. Where do you ***live***?
d. ***What***'s your address?

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4. Retrouvez les réponses des questions de l'exercice 3.

a. What's your surname? ➞ ***TURNER***

b. What's your email address? ➞ ***turner18@ btinternet. com***

c. Where do you live? ➞ ***I live in Scotland.***

d. What's your address? ➞ ***It's 23 Inverness Road in Edinburgh.***

5. Épelez ces mots.

ENGLAND – CANADA – AUSTRALIA – THE UNITED STATES – SCOTLAND – IRELAND – WALES

Quel est le point commun de ces pays ? ➞ *Ce sont tous des pays anglophones.*

6. Complétez avec A ou AN.

a. My brother is ***a*** student.

b. My sister is ***a*** waitress.

c. My father is ***an*** electrician.

d. My mother is ***a*** teacher.

7. Recopiez en complétant avec les mots manquants.

Hello! My ***first name***'s Charlie. My ***surname***'s McDough. I'm ***fifteen years old***. I live in ***the US*** in ***New York***. It's in the ***North-East*** of the US. Here's my ***email*** address: mlizzie@hotmail.com.

Love, Charlie.

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Unit 2 Inviting

Activités langagières	Tâches à réaliser – Niveau A2
EOC	Laisser un message d'invitation sur un répondeur
EOI	Faire ou accepter/refuser une invitation
EE	Ecrire un message d'invitation

Contenus culturels et linguistiques

Culture et lexique
Vivre et agir au quotidien : relations avec les autres (*invitations : cafeteria, party, concert, cinema…, telephone messages, days of the week, time, date…*).
S'informer et comprendre : média (*the Internet: emails, addressee, sender, subject…*).
Se cultiver et se divertir : monde et histoire des arts (*music : Lady Gaga*), *Sports* (*football, handball, basketball, baseball, table tennis, badminton…*).

Prononciation, lecture et écriture
Reconnaissance et prononciation de *would.*
Lecture à haute voix : lecture d'adresses e-mail.

Grammaire de la langue
Dialoguer : interroger (*Would you like to…? Can you come?*) répondre (*Yes, I'd love to / Sounds good / No, thanks / No, sorry / I'd love to come with you / I'd like to go home*).
Raconter / relater : situer dans le temps (at + *heure*, on + *jour*, in + *mois*).

Page 8 – Would you like to play football?

1. Listen and number the pictures in the order you hear them. Then, repeat.

Enregistrement
1. Would you like to play football?
2. Would you like to play badminton?
3. Would you like to go to the disco?
4. Would you like to go to the swimming-pool?

1. football / 2. badminton / 3. disco / 4. swimming-pool

2. Suggest an activity to another pupil.
a. Hi,...! Would you like to play video games?
b. Hello,...! Would you like to go to the cinema?
c. Hi,...! Would you like to go to the cafeteria?
d. Hello,...! Would you like to play table tennis?

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3. Listen to the telephone messages and complete. Then repeat.

Enregistrement
TELEPHONE MESSAGES
a. Hi, it's Tony. Would you like to play football? It's on Sunday at 3 o'clock. Can you come?
b. Hello, it's Jessica. Would you like to play handball? It's on Wednesday afternoon at 5 o'clock. Would you like to come?
c. Hi! It's Sarah. Would you like to go to the disco? It's on Saturday night at 10 o'clock. Can you come?
d. Hello! It's Steve. Would you like to go to the swimming pool? It's on Monday at one o'clock. Would you like to come?

Sunday	play football with ***Tony*** at 3 o'clock.
Monday	go to the ***swimming-pool*** with Steve at ***one o'clock***
Tuesday	
Wednesday	play handball with Jessica at ***5 o'clock***
Thursday	
Friday	
Saturday	go to the ***disco*** with ***Sarah*** at 10 o'clock.

Now Act!

4. Leave a message on your friend's telephone to invite him/her.
Réponse libre.

Activités complémentaires : Training ex. 1 page 11

Page 9 – Sounds good!

5. Listen and say what they would like to do. Then, repeat.

Enregistrement
a.
– Would you like to watch TV?
– No, thanks. I'd like to go to bed.
b.
– Would you like to play table tennis?
– Yes, I'd love to.
c.
– Would you like to go shopping?
– No, sorry. I'd like to have a drink.
d.
– Would you like to go to the cafeteria with me?
– Sounds good!

a. S/he would like to go to bed.
b. S/he would like to go to play table tennis.
c. S/he would like to have a drink.
d. S/he would like to go to the cafeteria.

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6. Look at the pictures. Then, listen and answer the invitations.

Enregistrement

INVITATIONS

a.
– Would you like to play football?
– No, thanks. I'd like to play video games.

b.
– Would you like to play badminton with me?
– Yes, I'd love to.

c.
– Would you like to go to the swimming-pool with me?
– Sounds good!

d.
– Would you like to have a drink?
– No, sorry. I'd like to go to the cinema.

FOCUS
– Pour inviter quelqu'un, on utilise l'expression ***Would you like to…?***
– Pour accepter une invitation, on peut dire : ***Sounds good! Yes, I'd love to****. Pour refuser une invitation, on peut dire :* ***No, thanks. No, sorry.***
– Pour exprimer ce qu'on voudrait faire, on utilise ***I'd like to…***

7. Answer the invitations as you like.
Réponses possible :
a. Sounds good!
b. No, thank you. I'd like to…
c. Yes, I'd love to.
d. No, sorry. I'd like to…

8. Write down the dialogue correctly.
– Hello, Alicia! Would you like to go to the cinema with me at 8 o'clock?
– No, sorry. I'd like to go home.
– Would you like to go to the disco on Saturday?
– Sounds good! See you at 10 o'clock tomorrow. Bye!

Now Act!

9. Practise dialogues with your partner.
Exemple de dialogue possible :
– Hi, Marie! Would you like to play badminton with me on Monday afternoon?
– Sounds good! But I'd like to be back home at 7.
– OK. See you at 5 o'clock on Monday.
– Alright. See you on Monday. Bye!

Activités complémentaires : Training ex. 2, 3 et 4 page 11

Page 10 – Would you like to come with me?

1. Read the first email and find the following information.
a. Sender: Brad Hairy
b. Addressee: Wendy
c. Subject: Lady Gaga concert
d. Date: Friday, April 11th

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FOCUS
- *La préposition utilisée devant un jour, une date précise est* ***on****.*
- *La préposition utilisée pour indiquer le mois est* ***in****. La préposition utilisée pour indiquer l'heure est* ***at****.*
- ***On July the second*** *se traduit le 2 juillet.* ***On Thursday*** *se traduit par jeudi.*
- ***In July*** *se traduit par en juillet.* ***At 8 o'clock*** *se traduit par à 8 heures.*

2. Answer in French. Répondez aux questions en français.
a. Brad propose à Wendy de l'accompagner au concert de Lady Gaga.
b. Parce qu'il adore cette chanteuse et qu'il a deux billets.
c. Le concert aura lieu vendredi à 8 heures.
d. Le concert aura lieu au Zénith.
e. Elle doit répondre dès que possible.
f. Oui, Wendy accepte l'invitation.
g. Wendy demande quand le concert aura lieu exactement / si le concert aura lieu le 2 juillet.

Now Act!

Send an email to invite a friend.
Réponse libre.

Activités complémentaires : Training ex. 5 et 6 page 11

Page 11 – Training

1. Invitez un ami.
a. Would you like to play handball?
b. Would you like to go to the disco?
c. Would you like to go to the swimming-pool?
d. Would you like to play table tennis?
e. Would you like to go to the cafeteria?

2. Complétez les phrases avec in, on, at.
a. There is a rugby match **at** 3 PM **on** Saturday **in** Toulouse.
b. Would you like to play videogames **on** Wednesday **at** 6 o'clock?
c. Would you like to go to London with the class **in** April?
d. There is a rap concert **in** Lille **on** November, the 3rd.

3. Retrouvez dans la grille 6 jours de la semaine et traduisez-les.

W	T	U	E	S	D	A	Y
E	H	N	J	U	D	E	M
D	U	N	E	S	T	S	O
F	R	I	D	A	Y	U	N
T	S	M	A	Z	E	N	D
U	D	A	Y	S	U	D	A
S	A	T	U	R	D	A	Y
E	Y	E	S	L	O	Y	D

Horizontal:
Tuesday (mardi), Friday (vendredi), Saturday (samedi)

Vertical:
Thursday (jeudi), Sunday (dimanche), Monday (lundi).

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4. Répondez à ces invitations en fonction des éléments donnés entre parenthèses.

a. Sounds good! I'd love to watch the Simpsons at 6 o'clock.
b. No, thank you. I'd like to go home.
c. Yes, I'd love to. I'd like to have a pizza.
d. No, sorry. I'd like to play cards.

5. Rédigez des phrases d'invitation en précisant le jour et l'heure.

a. Would you like to go to the cinema on Friday evening at 7 o'clock?
b. Would you like to play football on Sunday morning at ten o'clock?
c. Would you like to go to the concert on Saturday night at nine o'clock?

6. Traduisez en anglais.

a. Hi / Hello! Thanks / Thank you for your invitation.
b. You know I love cinema.
c. Answer as soon as possible.
d. I'd love to come with you.
e. See you on Saturday!

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Unit 3 Eating out

Activités langagières	Tâches élémentaires
EOI	Demander ou dire ce que l'on souhaite manger.
CO et EOI	Passer ou prendre une commande simple dans un restaurant.
CE et EOI	Comprendre un menu et commander

Contenus culturels et linguistiques

Culture et lexique
Vivre et agir au quotidien : mode de vie (*food, drink, luch, dinner, eat out…*)
Se cultiver et se divertir : monde et arts culinaires (*Chinese food : spring rolls, Cantonese rice – Moroccan Food, Italian food…*)

Prononciation, lecture et écriture : reconnaissance des oppositions vocaliques : dans les nombres (teen : [i:] / ty : [i] dans les prix)

Grammaire de la langue
Dialoguer : interroger : syntaxe des énoncés interrogatifs (*would you like…?*)
– mots interrogatifs (*what / where would you like to eat / drink…, how much is…*)
– suggérer : expression de la suggestion (*would you like to eat out…?*)
– répondre : affirmation et négation : syntaxe de énoncés affirmatifs et négatifs (*Sounds good*) ; énoncés elliptiques (*Yes, I'd love to*)
Décrire : Quantifier : adjectifs cardinaux (prix : *it's €10 – £3.20 – $6.50*)

Page 12 – What would you like?

1. Listen and repeat.

Enregistrement
Would you like to eat out? Sounds good!
What would you like to eat? I'd like to eat Italian food.
What would you like? I'd like a big pizza.

2. Listen and reorder the dialogue. Then play it.

Enregistrement
– Would you like to eat out?
– Sounds good!
– What would you like to eat?
– I'd like to eat Turkish food.
– And what would you like?
– I'd like a big kebab.

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FOCUS
Aborder les 2 premiers points du Focus.
– Comment demander à quelqu'un ce qu'il désire (manger ou boire) ? What would you like to eat? Pizza or kebab? (Et par extension What would you like to drink?) Would you like a drink / a kebab / a sandwich?
– Comment indiquer ce que l'on désire ? I'll have a kebab. (Après une proposition sous forme de choix) / I'd like a glass of water.

3. Listen and find what Chen, Ali and Lisa want to eat. Then act the dialogues.

Enregistrement
Dialogue A
Amy: Chen, would you like to eat out?
Chen: Of course, I'd love to.
Amy: And what would you like to eat?
Chen: I'd like to eat Italian food.
Amy: Sounds good! What would you like: lasagna or spaghetti Bolognese?
Chen: I'd like lasagna! I love lasagna!
Amy: OK, then.
Dialogue B
Amy: And you Ali? Would you like to eat out or at home?
Ali: Stupid question! I'd like to eat out. I'd like to eat Chinese food.
Amy: Chinese food! What would you like? Spring rolls?
Ali: Sure!
Amy: With Cantonese rice?
Ali: Of course!
Dialogue C
Amy: Lisa, would you like to eat with Chen, Ali and me?
Lisa: Of course, I'd love to.
Amy: What would you like to eat?
Lisa: I'd like to eat Moroccan food.
Amy: I see, couscous, tagine…
Lisa: Yes, I'd like couscous with lamb, chicken…
Amy: Hmmmm! There's a solution; at Zhu and Tina's!

Activités complémentaires : Training ex. 1 page 15

Now Act!

4. Ask your partners to choose a dish for a meal out. Act dialogues like in Ex.2.
Suggestion:
Créer d'autres fiches illustrées pour varier les dialogues (Ex : English food : fish and chips – chicken and peas / French food : steak and chips – … / en fonction de l'origine géographique des élèves)

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5. Ken is at his favourite cafeteria. Listen and repeat the dialogues.

Enregistrement
Dialogue A
Waiter: Hi Ken! What would you like today? Pizza or kebab?
Ken: I'll have a kebab with chips. I'm VERY HUNGRY.

Dialogue B
Waiter: And what would you like to drink?
Ken: I'd like a can of soda.
Waiter: Orange or lemon?
Ken: Lemon, please.
Waiter: Here you are.
Ken: Thanks. How much is it?
Waiter: It's £5.70, please.

FOCUS
Rappeler les 2 premiers points.
– Comment demander à quelqu'un ce qu'il désire (manger ou boire)? What would you like to eat? Pizza or kebab? (Et par extension What would you like to drink?) Would you like a drink / a kebab / a sandwich?
– Comment indiquer ce que l'on désire? I'll have a kebab. (surtout après une proposition sous forme de choix) – I'd like a glass of water.

6. Order, offer a choice and choose.
Example: **A:** I'd like a can of soda. **B:** Orange or lemon?
A: I'll have lemon soda, please.

A: I'd like a cup of coffee. **B:** White coffee or black coffee? **A:** I'll have white coffee / black coffee, please.	**A:** I'd like a sandwich. **B:** A ham sandwich or a cheese sandwich? **A:** I'll have a ham sandwich / a cheese sandwich.
A: I'd like a salad. **B:** A green salad or a tomato salad? **A:** I'll have a green salad / a tomato salad.	

L'activité peut être poursuivie avec d'autres choix proposés sur transparent (cola : Pepsi / Coke – burger – ice cream – pizza...).

7. Listen to Nat. Find the sentences you hear in the dialogue.

Enregistrement
Waiter: Hi Nat! What would you like to eat today? Pizza or kebab?
Nat: I'll have a big pizza.
Waiter: And would you like a drink?
Nat: Yes, I'd like a glass of water.
Waiter: Here you are! And a dessert?
Nat: No thanks; how much is it?
Waiter: It's £ 3.90, please.

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8. Listen again and check. Then act the dialogue of ex. 7 with your partner.

FOCUS
Aborder le dernier point.
– Comment demander et donner un prix ? How much is it? It's £4.60
– Rappeler ou précisez que « it » peut être remplacé par l'article / le produit désiré au singulier. Rappeler également la manière dont se disent les prix (comme en français, même si l'écriture se fait avec la devise placée devant. Le rappel « géographique » de l'emploi des différentes devises ne sera pas inutile…

9. Listen and repeat the vocabulary below.

Enregistrement
Chicken and chips / £6.50
A hamburger and chips / $4.80
Cantonese rice / £3.20
A pizza / €8.90
A glass of water / 50p
A can of soda / $1.40
A glass of beer / £2.50
A can of cola / €1.40

Exercices complémentaires : Training: ex. 3 et 4 page 15.

10. Ask about the prices and answer. Demandez et donnez les prix.
Example: How much is chicken and chips? It's six pounds fifty.
How much is a glass of water? It's 50p.
How much is a hamburger and chips? It's $4.80
How much is a can of cola? It's $1.40
How much is Cantonese rice? It's £3.20.
How much is a glass of beer? It's £2.50
How much is a pizza? It's €8.90
How much is a can of orange soda? It's €1.40
Cette activité peut également être prolongée si nécessaire avec un transparent et d'autres articles. On peut bien sûr imaginer ces prix dans un autre contexte pour pratiquer des prix plus élevés.

Activité complémentaire
– Reprendre les éléments de dialogue de l'exercice 7 et reconstituer 2 autres dialogues qu'il aurait été possible d'obtenir(a, a, a, a, a, a, a, a / b /c et b, a, b, b, b, b, a / b / c). Les faire jouer également.

Now Act!

11. Use exercise 7 to practise dialogues with the illustrations and prices above.
Les dialogues pourront alors être réalisés à partir des 3 dialogues-type obtenus avec l'exercice 7.

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Page 14 – At Zhu and Tina's

1. Read the menu. Find the English equivalents.

a. thon mayonnaise **b.** (aux) fruits de mer **c.** (au) jambon et fromage
d. plats chauds **e.** poulet rôti **f.** canard rôti
g. boeuf aux champignons noirs **h.** riz cantonais **i.** piments rouges
j. pommes vapeur

FOCUS
– Où se placent le ou les mots qui précisent à quoi est un plat ou comment il est fait ? Ils se placent devant le nom du plat.

2. Answer the questions in French. ***Répondez aux questions en français.***

a. Quel est le nom du restaurant ? Zhu and Tina's World Food
b. Quand est-il ouvert ? tous les jours de 11 h du matin à 11 h du soir
c. Comment peut-on réserver ? Par téléphone et par mail.
d. Quel type de cuisine sert-on ? De la cuisine internationale/mondiale/des 5 continents : sandwichs, burgers, britannique, orientale, italienne.
e. Est-il possible d'y organiser des fêtes ? Oui. Pourquoi ? Il y a une salle pour les receptions/banquets.
f. Combien allez-vous payer pour : un sandwich au jambon + une salade de tomate + un jus de fruit ? £7 seulement car c'est l'offre spéciale.

Activités complémentaires : si nécessaire, activités sur les prix. Training : ex. 2 et 5.

Now Act!

3. Act dialogues between a customer and a waiter at Zhu and Tina's. Then change roles.

Faites des dialogues entre un client et un serveur. Puis changez de rôle.
Réutiliser pour cela les dialogues pratiqués dans l'ex. 7 page 13.

Page 15 – Training

1. Remettez dans l'ordre chaque réplique du dialogue.

a. Would you like to eat out? **b.** Yes I'd love to
c. Would you like to go to a Chinese restaurant? **d.** Sounds good!
e. What would you like to eat? **f.** I'd like Cantonese rice and spring rolls.

2. Utilisez plusieurs mots pour composer des éléments de menu.

a. salade de pommes de terre : *potato salad*
b. poulet rôti : *roast chicken*
c. tarte aux pommes : *apple tart*
d. sandwich au thon et tomate : *tuna and tomato sandwich*
e. couscous au mouton et poulet : *mutton and chicken couscous*
f. lasagne au bœuf *beef lasagna*

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3. Donnez le nom de ces produits en utilisant : *cup – glass – portion – can*
Example: **a.** A cup of tea.
b. a glass of water **c.** a can of cola **d.** a portion of pizza
e. a portion of chips **f.** a glass of red wine.

4. Demandez le prix des articles de l'ex. 3.
Ecrivez le prix et l'unité monétaire en toutes lettres.
a. How much is a cup of tea? It's (€1.65) one euro sixty-five.
b. How much is a glass of water? It's (50p) fifty p /pence.
c. How much is a can of cola? It's (£1.90) one pound ninety.
d. How much is a portion of pizza? It's (€3.20) three euros twenty.
e. How much is a portion of chips? It's ($2.80) two dollars eighty.
f. How much is a glass of red wine? It's (£2.40) two pounds forty.

5. Complétez par *would – like – have – can – I'll – are* ou *am*.
a. ***Are*** you hungry? Yes, I ***am.***
b. ***Would*** you ***like*** a burger or a sandwich?
c. ***I'll*** have a tuna sandwich.
d. I ***am*** thirsty. I'll ***have*** a can of cola.
e. ***Can*** I have 2 cans of cola and a tuna sandwich, please?

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FLASH Australia

1. Look at the documents or search the Internet to complete the ID card.
Capital city: *Canberra*
Official language: *English*
Population: *22,600,000 inhabitants*
Total area: *7,600,000* km^2
Number of states: *6 (New South Wales, Queensland, South Australia, Tasmania, Victoria and Western Australia)*
Number of territories: *2 (the Northern Territory and the Australian Capital Territory)*
Currency: *Australian dollar*

2. Read the documents and answer the questions:
a. What are the largest Australian cities? Where are they located?
Perth, Adelaide, Brisbane, Melbourne, Sydney and Darwin are the largest Australian cities; they are located by the sea, on the coasts.

b. Why is the duck-billed platypus a strange animal? Name two other Australian animals.
Its physical appearance is strange. It has a blue-grey bill, shaped like a duck's bill. It has a flattened furry tail. It is covered with short dark brown fur. It has webbed 5-toed feet with no hair.
Le professeur peut projeter et photocopier une image d'ornithorynque en plaçant les éléments descriptifs sur l'illustration et demander aux élèves de traduire ces éléments.
Other Australian animals: kangaroo, koala, emu, opossum, Tasmanian devil, wallaby…
Le professeur peut également faire effectuer une recherche sur ces animaux sur Internet.

c. Who are the Aborigenes?
The Aborigenes are the first inhabitants of Australia. They live in the Bush.

d. What is the Bush?
The Bush is a vast desert area in the centre of Australia.

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Unit 4 TV programmes

Activités langagières	Tâches à réaliser – Niveaux A1 et A2
EOC	Interroger sur les programmes préférés des élèves de la classe.
EE / EOC	Écrire le programme d'une soirée télévision et le présenter à l'oral.
EE / EOC	Présenter une série télévisée.

Contenus culturels et linguistiques

Culture et lexique
S'informer et comprendre : Médias / *TV programmes, British and American channels* (*a cartoon, a channel, a series, news, a show … / a character, a detective, a team … / funny, professional, serious / dislike, hate, like, love, prefer*)

Prononciation, lecture et écriture
Reconnaissance et prononciation des heures

Grammaire de la langue
Dialoguer: interroger / répondre (*What time is it? Do you like films? Yes, I do / No, I don't. / What do you like, prefer? I like cartoons. I dislike sports…*)
Décrire : qualifier (adjectifs épithètes et attributs) : *Rick and Kate are very nice and very active. It's my favourite series.*

Page 18 – Do you like series?

1. Look, listen and repeat.

Enregistrement
I like series – I love cartoons – I don't like documentaries – I hate the news – I like watching sports; but I prefer music shows.

Listen to Helen's interview and complete with the symbols.

Enregistrement
Reporter: Good morning, miss.
Helen: Hello, I am Helen, I am from Cardiff; I am a television fan.
Reporter: What television programmes do you like, Helen?
Helen: I like cartoons and I love series; yes I love C. I. S., Friends, Bones…
Reporter: Do you like sports magazines, Helen?
Helen: No, I don't. I don't like sports.
Reporter: Do you like documentaries?
Helen: Oh no! I hate documentaries and I hate watching the news, too!
Reporter: What else do you like?
Helen: I like music shows. They are great!
Reporter: Thank you Helen.

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Documentaries	Music shows	Sports magazines	News	Series	Cartoons
– –	+	–	– –	+ +	+

3. Complete the questions with the right missing words. Then say the questions.
a. What is your favourite television programme?
b. What series do you **like**?
c. Do you like "Friends"?
d. What do you **prefer**? Cartoons or music shows?
Il faudra faire répéter ces questions pour les faire mémoriser. L'exercice suivant préparera les élèves à réussir la tâche élémentaire (exercice 5).

4. Answer all these questions personally.

Now Act

5. Ask your friends about their favourite television programmes. Write the answers on a board.
Il est possible de présenter les différents programmes par une illustration (photo de magazine ou dessin d'élèves) sur un panneau puis d'écrire les noms des élèves dans chaque colonne en dessous.

Page 19 – What time is the film?

6. Look, listen and repeat.

Enregistrement
a. What time is it? It's four o'clock.
b. What time is it? It's quarter past four.
c. What time is the match? At half past four.
d. What time is the film? At quarter to five.

Dire l'heure est difficile en français pour certains élèves. Il faudra donc faire réactiver l'heure en refaisant formuler avec *three o'clock*, *quarter past nine*, etc. Une pendule dont on manipule les aiguilles peut être utile.

7 Listen to Judy and Mark and choose the right clock.

Enregistrement
Mark: Judy?
Judy: Yes, Mark …
Mark: Tell me. What time is the film tonight?
Judy: At quarter to nine.
Mark: Thanks. And the new sports magazine? Is it at half past ten?
Judy: No, it's at half past eleven.
Mark: OK… What time is the music show on Friday?
Judy: It's at seven o'clock.
Mark: Thank you, Judy. Now my programme is ready.

the film = pendule quarter to nine the sports magazine = pendule half past eleven
music show = pendule seven o'clock

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8. Write Mark's programmes and the times.
The film is at quarter to nine. The sports magazine is at half past eleven. The music show is at seven o'clock.

Activité complémentaire n° 1 page 21.

FOCUS
– Comment demande-t-on à quelqu'un s'il aime quelque chose ? Do you like…? Ce qu'il préfère ? What do you prefer? Comment répondre « Oui » ? Yes I do. « Non » ? No, I don't.
– Comment demande-t-on « Quelle heure est-il » ? What time is it? et « À quelle heure est… ? » What time is the…?

Activités complémentaires n° 3 et 4 page 21.

9. Read the TV programme and answer the questions.
a. What time is the film? It's at 2.40
b. Is there a music show? Yes, Orchestra United is at 7.
c. What time is the cartoon? At 1.05
d. What subject is presented in the documentary? Fishing in rivers / River fishing / fishing. What time is it? At 5.30
e. What series is a new programme? (The series) Amish
f. Is "Big Brother" in the morning or in the evening? (It's) in the evening.

Now Act!

10. Prepare your ideal TV programme for tonight. Illustrate it with photos or drawings and present it to the class.
Une fois tous les programmes présentés oralement, l'ensemble peut être envoyé aux correspondants étrangers si la classe a des correspondants.

Page 20 – My favourite series

Les trois lettres de jeunes américains présentent des séries connues des élèves ; l'illustration peut conforter ce sentiment de «connu».

1. Copy and complete the chart with the information from the letters.

	City	Series	Characters*	Channel	Day	Time
Lauren	Carmel	NCIS	Gibbs, Abby, Ducky, Ziva, DiNozzo, McGee	CBS	Tuesday	7.45
Janice	Miami	House MD	Gregory House	WT9	Monday	8 p.m.
Rupert	Chicago	Castle	Kate Beckett, Rick Castle	----------	Thursday	6.15

2. In the letters, find the English words for:
"la scientifique" ***the scientist***, "un policier" ***a detective***, "des criminels" ***criminals***, "l'équipe" ***the team***.

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3. Match these words with their French equivalents.

a. funny = **B.** *amusant(e), drôle*
b. complicated = **H.** *compliqué(e)*
c. nice = **G.** *sympathique*
d. active = **D.** *actif, active*
e. serious = **E.** *sérieux, sérieuse*
f. professional = **A.** *professionnel(le)*
g. good = **F.** *bon, bonne*
h. favourite = **C.** *préféré(e)*

FOCUS
– Comment sait-on qu'il est 8 heures du soir ? Il y a « pm » juste à côté. (Pour le matin, on met « am ».)
– Comment lit-on le deuxième horaire ? On lit les nombres comme ils se présentent : seven forty five.
Activité complémentaire : n° 2 page 21.

Now act!

4. Note down information about your favourite series (name, heroes, channel, day, time + three adjectives) and present it to the class orally.
Activité ouverte (modélisation à partir des trois lettres du document)

Page 21 – Training

1. Dessinez ces pendules. Ecoutez et ajoutez l'aiguille manquante à la bonne pendule. Puis dites quelle heure indique la pendule.

Enregistrement
a. What time is it? It's half past eleven.
b. What time is it? It's quarter to eight.
c. What time is it? It's quarter past twelve.
d. What time is it? It's nine o'clock.

a. pendule b = 11. 30 – **b.** pendule a = 7.45 – **c.** pendule c = 12.15 – **d.** pendule d = 9.00

2. Associez les heures digitales aux heures traditionnelles correspondantes.

a. 10:15 = pendule 4
b. 04:45 = pendule 1
c. 01:00 = pendule 2
d. 07:30 = pendule 3

3. Écrivez les phrases en mettant les mots dans le bon ordre.
a. Do you like romantic films?
b. No, I don't like watching the news.
c. What time is the music show tonight?

4. Retrouvez les questions ou réponses correspondant à l'exercice n°3.
c. At half past nine. – **a.** Yes, I do. – **b.** Do you like watching the news?
Faire jouer ces mini dialogues à l'oral en changeant les items.

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5. Retrouvez les mots suivants dans la grille : show – music – an – at – what – sports – series – cartoons – love – not – like – prefer – you.

S	E	R	I	E	S	W	O	H	S
P	C	A	R	T	O	O	N	S	M
O	E	K	I	L	H	N	O	T	U
R	A	T	T	C	E	V	O	L	S
T	N	A	P	R	E	F	E	R	I
S	W	Y	O	U	T	A	H	W	C

→ series, cartoons, not, at, prefer, you
← show, like, love, what
↓ sports, an, music

6. Répondez aux questions suivantes.
Exercice ouvert.

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Unit 5 Stars

Activités langagières	Tâches à réaliser – Niveau A2
EOI	Demander ou donner des informations sur des personnes
CO – EE	Prendre en note les éléments d'un message et compléter un document
EE	Décrire des personnes

Contenus culturels et linguistiques

Culture et lexique
Se cultiver et se divertir : Monde et histoire des arts (Series actors and actresses : portraits and roles – *tall, small, slim, fat, green eyes, short hair, curly, dark, fair, straight… young, famous, jealous, chatty…* Names of American series – *CSI, NCSI, the Mentalist, the Shield…*). Sports (Formula 1 pilots: nationalities, countries, dates of victories).

Prononciation, lecture et écriture
Reconnaissance et prononciation de : *is / his / he's – they / their.*

Grammaire de la langue
Dialoguer: interroger (*Do you know…?*)
Décrire : nommer, désigner (détermination : pronoms personnels sujets et compléments – *he, she, they, him, her, them.* Adjectifs possessifs *his, her, their*). Qualifier (adjectifs épithètes et attributs).

Page 22 – I know him/her

1. Listen and select the words you hear. Then listen again and repeat.

Enregistrement	
a. Look at the man:	**b.** Look at the woman:
He is an actor.	She is an actress.
I know him.	I know her.
His name is George Clooney.	Her name is Vera Farmiga.

a. he – him – his **b.** she – her

2. Listen and correct the false information.

Enregistrement	
A.	B.
Hugh Laurie? Yes, I know him. He is an actor. He plays in the series *Doctor House.* His name in the series is Dr Gregory House.	Brenda Strong? Yes, I know her. She is an actress. She plays in the series *Desperate Housewives*. Her name in the series is Marie-Alice Young.

a. Hugh Laurie? Yes, I know him. He is ~~a musician~~. He plays in the series ~~Friends~~. His name in the series is ~~Dr Chase~~.

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b. Brenda Strong? Yes, I know her. She is ~~a dancer~~. She plays in the series ~~Hannah Montana~~. Her name in the series is ~~Miley Stewart~~.

3. Listen and complete with *he, she, him, her, his*. Then repeat.

Enregistrement
A: Do you know the actor Simon Baker?
B: Yes, I know him. He plays in *The Mentalist*.
A: What's his name in the series?
B: His name is Patrick Jane.
A: Do you like Abby Sciento? She plays in *NCSI*.
B: I know her. She is an expert at solving crimes. Her best friend is Tim McGee, the computer specialist.

4. Complete as in exercise 3.
Her real name is Jennifer Morisson, she plays the role of Dr Cameron. Her colleague is Dr House and she likes him but he is indifferent. Dr House prefers his piano, his guitar and his motorbike!

Now act!

5. Speak with your partners about the following actors.
Marg Helgenberger. Michael Hall. Michael Chicklis
Suggestion de conversation :
A: Do you know the actress Marg Helgenberger?
B: Yes, I know her. She plays in CSI.
C: Is CSI a series?
A: yes, it is. In French, it's "les Experts".
C: What's her name in the series?
B: Her name is Catherine Willows. She…

Activités complémentaires : Training ex. 1 et 2 page 25.

Page 23 – Do you know them? Are they American?

6. Look at these two men, then listen and repeat the questions.

Enregistrement
a. Do you know them?
b. Are they American?
c. What's their nationality?

7. Listen again and complete the questions with the right word. Then, match them with their French equivalents.
a. Do you know them? **g.** Est-ce que tu les connais?
b. Are they American? **d.** Est-ce qu'ils sont américains ?
c. What's their nationality? **e.** Quelle est leur nationalité ?

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FOCUS
Je le connais et je l'aime bien. I know him and I like him.
Je la connais et je l'aime bien. I know her and I like her.
Je les connais et je les aime bien. I know them and I like them.
– Le pronom personnel complément se place toujours après le verbe en anglais.
– leur(s), devant un nom, est un déterminant possessif qui se traduit par « their ». Their house : leur maison. Their friends : leurs amis.

8. Listen and repeat the nationalities. Match them to a country. Check and repeat.

Enregistrement
Brazilian – Canadian – English – Finnish – French – German

Match them to a country. Check and repeat.

Enregistrement
Brazil – Brazilian; Canada – Canadian; England – English; Finland – Finnish; France – French; Germany – German.

9. Where are these famous pilots from? What's their nationality? Listen and repeat. Then complete with words from the list above.

Enregistrement
CHAMPIONS FROM EVERYWHERE
A: Jacques Villeneuve? What's his nationality?
B: He's Canadian.
A: Where is Lewis Hamilton from?
B: He's from England.
A: Is Michael Schumacher French?
B: No, he isn't. He's German.
A: Where is Kimi Raïkönnen from?
B: He's from Finland.
A: And… Fernando Alonso? Is he Brazilian?
B: No! He's Spanish… Ayrton Senna was Brazilian!
A: Is there a French champion in the list?
B: Yes! There's Alain Prost, he's French!
A: Ah!

F1 pilots	Native land	Nationality	World champion in
Alain Prost	France	French	93
Michael Schumacher	Germany	German	94, 95, 2000, 01, 02, 03, 04
Jacques Villeneuve	Canada	Canadian	1997
Fernando Alonso	Spain	Spanish	2005, 06
Kimi Raïkönnen	Finland	Finnish	2007
Lewis Hamilton	England	English	2008

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Now act

10. Listen to the interview and take notes. Then present the champion orally to the class.

Enregistrement
ARE YOU JENSON BUTTON?
Journalist: Excuse me, Sir. Are you Jenson Button, the famous F3 pilot?
Jenson: Yes, I am Jenson Button but I'm not an F3 pilot. I drive Formula 1 cars.
Journalist: Oh, I'm sorry. You are from New York, right?
Jenson: No, I am not American! I'm English, I'm from Oxford..
Journalist: I am really sorry! The only thing I know about you is that you are a champion. Is that correct?
Jenson: Yes!
Journalist: What is your best victory?
Jenson: I was world champion in 2009.
Journalist: In 2009?
Jenson: Yes, in 2009 and I hope a new victory soon!
Journalist: I wish you good luck, Jenson Button!

Jenson Button

Job: F1 pilot	Native land and city: England (Oxford)
Nationality: English	World champion in: 2009

Activités complémentaires : Training ex. 3 et 4 page 25.

Page 24 – She is pretty

1. Read the document and find the right words to annotate the pictures.
tall – small – slim – fat – eyes – brown hair – fair hair – long straight hair – short curly hair

2. Read the text again and find the English for:
jeune : young – jolie : pretty – bavarde : chatty – jalouse : jealous – un beau sourire : a nice smile – il mesure 1,80 m : he's 1.80 meter tall – ils sont marrants : they are fun.

FOCUS
– Les deux verbes utilisés dans le document pour décrire les personnes sont be et have (got).
– She has (got) blue eyes. Elle a des yeux bleus. En anglais, l'adjectif épithète (qui n'est pas séparé du nom par un verbe) est toujours avant le nom. En français, il peut se placer avant (une belle fille) ou après le nom (un pilote américain).
– His hair is short. Ses cheveux sont courts. Le mot « hair » signifiant « les cheveux » reste au singulier (la chevelure).

3. Write a complete description of Judith.
This is Judith. Her hair is brown and straight. She has (got) green eyes. She is very pretty. I love her!

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Now act!

4. Write the description of your favourite star and put it on your blog. Keep her/his name secret and ask who she/he is.
Expression libre.

Activités complémentaires : Training ex. 5 page 25.

Page 25 – Training

1. Complétez avec he/she/they/his/her/their.
I know this couple. **They** live in my street. **Their** house is white. The man is about 35, **his** name is Brandon Smith. **His** car is a Toyota. **He** is an electrician. Mrs Smith is a cook. **She** works in a restaurant. Her first name is Isa. **They** have two children. **Their** names are Lilian and Tony.

2. Remplacez les termes soulignés par *him/her/them*, puis traduisez les énoncés obtenus.
a. Do you know **her**? Est-ce que tu **la** connais? Est-ce que vous **la** connaissez ?
b. I would like to meet **him**. J'aimerais **le** rencontrer.
c. Suzie loves **him**. Suzie **l'**aime. Suzy est amoureuse de **lui**.
d. My mother would like to invite **them** to dinner. Ma mère aimerait **les** inviter.
e. Do you really like **her**? Est-ce que tu l'aimes bien, vraiment?

3. Complétez les énoncés avec un nom de pays ou un adjectif de nationalité.
a. Helsinki is the capital city of Finland. **b.** Mercedes is a German car manufacturer.
c. Quebec is a Canadian Province located in the East of Canada.
d. São Paulo is a very important Brazilian city but the capital of Brazil is Brazilia.

4. Écoutez la description de Barbara, Jimmy et Cindy. Dessinez et coloriez-les sur votre cahier.

Enregistrement
a. Barbara has (got) brown eyes and short dark hair.
b. This is Jimmy. His hair is dark and curly and his eyes are green.
c. My name is Cindy. I have got long straight fair hair and blue eyes.

5. Trouvez les adjectifs qui manquent dans les énoncés.
a. My uncle is 1.40 tall: he is really small.
b. Japanese Sumos weigh about 140 kilos: they are fat.
c. My sister constantly telephones, she is very chatty.
d. Bob isn't fat, on the contrary he is slim.
e. Linda is intelligent and pretty; everybody likes her.

6. Complétez avec *am, are, is, has, have,* pour que les énoncés soient corrects.
a. What **is** their job? They **are** F1 pilots.
b. He looks very young, how old **is** he exactly?
c. Lola **is** not very pretty but she **has** a nice smile!
d. I **am** from Italy. And you? Where **are** you from?
e. Car collectors have very nice websites.

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Unit 6 Occupations

Activités langagières	Tâches élémentaires
EOI	Demander et donner des informations sur les métiers.
EOC et PE	Donner des détails sur les activités de célébrités (EOC et PE).
CE	Comprendre des informations sur une personnalité.

Contenus culturels et linguistiques

Culture et lexique
Vivre et agir au quotidien : mode de vie (*daily life: work, play, study, drive, sell…*)
Relations avec les autres (*family links: father, mother, married, wife, son, daughter…*)
Se cultiver et se divertir : sports et loisirs (*swim, run, drive, play…*), cinema (*play…*), literature (*S. Meyers*)
Étudier et travailler : emploi et mobilité (*jobs: baker, butcher, waiter, cleaner, student, taxi driver, unemployed…*)
Prononciation, lecture et écriture : reconnaissance et réalisation des terminaisons du présent simple : *he works, he plays, he watches.*

Grammaire de la langue
Dialoguer :
– interroger : syntaxe des énoncés interrogatifs au présent simple : *Wh- + do / does + S + V*
– répondre : affirmation er négation (syntaxe des énoncés affirmatifs et négatifs au présent simple) : *S + don't /doesn't + V*
– mots interrogatifs (*what /where…*)
Décrire : caractériser / définir : adjectifs possessifs (*his, her*)

Page 26 – On the street

1. Listen and repeat.

Enregistrement
a. a baker **b.** a waitress **c.** a butcher **d.** a salesgirl **e.** a builder
f. a driver **g.** a policeman **h.** a housewife **i.** a mechanic **j.** unemployed
k. a student

Erratum : sur le manuel, les lettres f et g son manquantes.

2. Match the pictures with the jobs/occupations, then say them.
Example: 'a' is a baker.
b is a waitress **c** is a butcher **d** is a salesgirl **e** is a builder
f is a driver **g** is a policeman **h** is a housewife
i is a mechanic **j** is unemployed **k** is a student

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3. Listen and match a name with an occupation.
Noms : Bob, Jo, Janet, Mary, Jack, Bill, Brett, Gary.

Enregistrement
a. Bob, what's your job?
I'm a bricklayer.
b. And you Jo, What do you do?
I'm a driver, a taxi driver.
c. Janet! What's your occupation?
I'm a housewife. My husband Bill is a mechanic.
d. What does Mary do?
Mary? She is a waitress.
e. What does Jack do?
He is unemployed.
f. What does Brett do?
Brett? He is a butcher.
g. This is my friend Gary.
– What's his occupation?
– Gary? He is a baker.

GARY / baker	makes bread
BOB / bricklayer	builds houses
BRETT / butcher	cuts meat
JOE / driver	drives a taxi
JANET / housewife	works at home
BILL / mechanic	repairs cars
JACK / unemployed	wants a job
MARY / waitress	serves people

FOCUS
Aborder les 2 premiers points.
– *Quelle question permet d'interroger quelqu'un sur son métier?* ***What do you do?***
– *Sur celui de quelqu'un ?* ***What does Joe do?***
– *Quand emploie-t-on « do » ? À toutes les personnes sauf la 3e du singulier (he, she, it), « does ».*
À la 3e personne du singulier (avec he, she, it ou le nom d'une personne – Joe).
Faire rappeler l'article a/an devant les noms de métier (en position d'attribut, mais trop complexe) : **I'm a driver. He is a taxi driver**

Now Act!

4. With your partner, ask and answer more questions about the people in the picture.
Examples:

– What's his name? – His name is Gary – What does he do? – He is a baker. He makes bread.	– Where does he work? – He works in a bakery. – What's her name? – Her name is Mary.	– What does she do? – She is a waitress. She serves people. – Where does she work? – She works in a pub.

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Activité complémentaire :
– Suggestion : Faire présenter ses parents (ou un proche) et leur métier. S'assurer auparavant que les situations familiales ne soient pas trop délicates pour cette activité. Ne pas oublier d'anticiper en consultant les fiches individuelles, pour ne pas être pris de court avec certaines professions.

Page 27 – Celebrities

5. Match the people with their occupation and make dialogues

Example:

A: Do you know him / her? → B: Yes; his/her name's…
A: What does he / she do? → B: He / she is an artist.

De gauche à droite.

A: Do you know him? → B: Yes; his name's Sebastien Loeb.
A: What does he do? → B: He is a rally pilot.

A: Do you know him? → B: Yes; his name's Christino Ronaldo.
A: What does he do? → B: He is a football player.

A: Do you know her? → B: Yes; her name's Gretchen Bleiler.
A: What does she do? → B: she is a snowboarder.

A: Do you know him? → B: Yes; his name's Camille Lacourt.
A: What does he do? → B: He is a swimmer.

A: Do you know her? → B: Yes; her name's Maria Sharapova.
A: What does she do? → B: she is a tennis player.

A: Do you know him? → B: Yes; his name's Teddy Riner.
A: What does he do? → B: He is a judoka.

6. Listen and repeat, then make sentences. Écoutez et répétez puis faites des phrases.

Enregistrement
Drive / he drives – play / he plays – swim / he swims – run / he runs – write / she writes – do / he does

His name's Lionel Messi. He plays football for Argentina.
His name's Lewis Hamilton. He drives a Formula 1 for Mc Laren.
His name's Camille Lacourt. He swims the 50 m backstroke for France.
His name's Christophe Lemaitre. He runs the 100 m for France.
Her name's Lucie Décosse. She does judo for France.
Her name's Emma Watson. She plays Hermione in Harry Potter films.
Her name's Stephenie Meyer. She writes vampire stories for the Twilight series.

Suggestion : le professeur pourra faire évoluer ce questionnement en l'actualisant avec des flashcards représentant les sportifs (ou autres « stars ») les plus en vue.

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FOCUS
Rappeler les 2 premiers points abordés lors de la séance précédente.
– Does Joe drive a Formula 1? No he doesn't. He drives a taxi.
– Comment répondre « non » ? « oui » ? On répond « oui », en reprenant l'auxiliaire do ou does selon la personne concernée pour une réponse positive : Yes, I / you / we / they do – Yes, he / she / it does.
– On répond « non », avec don't ou doesn't selon les personnes : No, I / you / we / they don't – No, he / she / it doesn't.

7. Ask and answer questions about celebrities.
Example 1: S. Loeb/ a rally car? ➞ Does S. Loeb drive a rally car? Yes he does
Example 2: S. Loeb/ a F1? ➞ Does S. Loeb drive a F1? No, he doesn't. He drives a rally car.

a. Does L. Hamilton drive a Ferrari?
➞ No, he doesn't. He drives a Mc Laren.
b. Does C. Lacourt swim the 100 m freestyle?
➞ No, he doesn't. He swims the 50 and 100 m backstroke.
c. Does C. Lemaitre run the 200 m? ➞ Yes, he does. He runs the 100 and the 200 m.
d. Does C. Ronaldo play for Madrid? ➞ Yes, he does.
e. Does T. Riner do karate? ➞ No, he doesn't. He does judo.
f. Does S. Meyer write sorcery books? ➞ No, she doesn't. She writes vampire stories.
g. Does E. Watson play in Harry Potter and the half-Blood Prince?
➞ Yes, she does.
h. Does Jonny Wilkinson play rugby for France?
➞ No, he doesn't. He plays rugby for England, but he plays in France for Toulon.

Activités complémentaires : Training ex. 1 et 2.

Now Act!

8. Choose a celebrity and present him/her (name, age, nationality, activity / place / records / titles).
Choisissez une célébrité et présentez-la (nom, âge, nationalité, activité / lieu / records / titres).
Exemple de production attendue: His / her name's… – He / she is … years old – He / she is (French) – He / she is a (swimmer) – he / she (plays) for… – He / she is a (world) champion.

Suggestion : Jeu du « Guess who » EOI. Un élève pense à une personnalité (sportive) et les autres élèves doivent retrouver de qui il s'agit.

Page 28 – A family of stars

1. Read the text. What's the English for? Trouvez les équivalents anglais dans le texte.
a. un(e) ancien(ne) : former
b. des succès comme… : hits like

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c. des enfants pauvres malades : poor sick children
d. son activité caritative : charity organization
e. a gagné la coupe : won
f. la personnalité préférée des français : the most popular French celebrity

FOCUS
– He doesn't accept. They don't live in France. Yannick doesn't live in France.
– Comment forme-t-on la forme négative ? Avec (l'auxiliaire) do ou does à la forme négative : don't / doesn't + la base verbale.
– Quand emploie-t-on « don't » ? Avec toutes les personnes sauf la 3° du singulier.
– « doesn't » ? Avec la 3e personne du singulier.

2. Make and complete a similar chart with information about the different people.

Name	Yannick	Zacharie	Marie claire	Cecilia	Heather	Isabelle	Joakim	Yelena
Family link	Zacharie's son	father	mother	1st wife	2nd wife	3rd wife	son	daughter
occupation	singer Former tennis player	Former football player	Teacher Basketball player	Miss Sweden sculptor	model	TV producer	Basketball player	model
nationality	French	Cameroonian	French	Swedish	British	French	French	French
age	201.. – 1960= ...						201..-1985 =....	201...-1987 =....

Activités complémentaires : Training ex. 3 et 4.

Now Act!

3. Search the Internet to find information about a VIP. Make a similar chart. Add photos.
Production personnelle.

Page 29 – Training

1. Interrogez sur le métier et répondez.
Example: You? teacher
➞ What do you do? I'm a teacher.
a. What does Bobby do? He is a policeman.
b. What does Dolly do? She is a nurse.
c. What do Mr. & Mrs. Rose do? They are florists.
d. What do you do? We are students.
e. What does Mr Steak do? He is a butcher.

2. Remplacez l'élément souligné par *he*, *she* ou *they*. Complétez les questions par *do* ou *does*, puis répondez.
a. Do <u>they</u> work in clothes shops? No, they don't.
b. Does <u>he</u> work in a supermarket? No, he doesn't.
c. Does <u>she</u> work in a garage? Yes, she does.
d. Does <u>he</u> work in a hospital? Yes, he does.
e. Do <u>they</u> work at home? Yes, they do.

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3. Complétez ces phrases par le verbe qui convient, d'abord à la forme négative (−), puis à la forme affirmative (+)

Drive – study – sing – cure – work

a. Veterinaries don't cure people, they cure animals.
b. S. Loeb doesn't drive a Formula 1, he drives a rally car.
c. We don't study in a university, we study in a school.
d. Dolly Prane doesn't work in a shop, she works in a hospital.
e. Y. Noah doesn't sing at the opera, he sings pop music and reggae.

4. Dites si ces «stars» font ou non l'activité indiquée.

a. Justin Bieber doesn't write books.
b. Lionel Messi plays football.
c. Lady Gaga doesn't sing rap music.
d. Harry Potter studies at Hogwarts school.
e. Gibbs works for NYPD.

5. Ecoutez et écrivez les verbes dans la bonne colonne en fonction de la prononciation du «s» final.

Enregistrement
He works – she sings – he studies – she plays – she writes – he drives – he watches – he likes – she lives – it starts – he hates

[s]: works – likes – writes – starts – hates
[z]: studies – plays – drives – lives – sings
[iz]: (studies) – watches

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FLASH *Vampires*

1. Read the document and explain the characteristics of a vampire in French.
Les vampires sont extrêmement pâles ; ils sont principalement nocturnes et leur vision est meilleure la nuit. Ils ne mangent qu'une fois par jour et leur nourriture est le sang. Les vampires ne sont pas immortels mais peuvent vivre pendant plusieurs centaines d'années.

2. Look at the documents or search the Internet to answer the questions:
a. When was Vlad Dracula born?
He was born in 1431.

b. How old was Dracula when he died?
He was 5 years old.

c. What can repel a vampire?
Garlic.

d. What is intolerable for vampires?
The sun.

e. In the series *Buffy* and *Angel*, created by Joss Whedon, what is the general role of Buffy Summers?
She kills vampires, demons and the forces of darkness.

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Unit 7 Sports and gifts

Activités langagières	Tâches à réaliser
EOC	Présenter ses compétences
EOC	Présenter un super-héros
EE	Rédiger les règles d'un sport collectif

Contenus culturels et linguistiques

Culture et lexique
Se cultiver et se divertir : monde et histoire des arts (*literature: Harry Potter*); sports et loisirs (football, Quidditch).

Prononciation, lecture et écriture
Reconnaissance du phénomène de réduction vocalique des mots-outils : *can / can't*.

Grammaire de la langue
Dialoguer : interroger (syntaxe des énoncés interrogatifs : *Can you dribble?...*), répondre (affirmation et négation : *Yes, I can. / No, I can't*), les modaux (*can / can't*).

Page 32 – We can train in a team

1. Listen and repeat.

Enregistrement
1. He can do shots.
2. He can dribble with the ball.
3. He can run fast.

2. Match these verbs with the numbers of the picture when it is possible.

do shots (**1**)	swim (**…**)	run (**3**)
jump (**…**)	dribble (**2**)	ski (**…**)

3. Listen and repeat.

Enregistrement
– Can you do shots? Yes, I can.
– Can you ride a motorbike? No, I can't.

4. Listen to the conversation and decide what they are talking about.

Enregistrement
FOOTBALL TRAINING
John: Good afternoon, Sir. My name's John, do you think I can enroll in your club?
Coach: Well, let's see… How old are you?
John: I'm sixteen years old.

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Coach: OK, so maybe in the U17 team… Which position can you play?
John: Well, I'm a good striker.
Coach: OK… Show me what you can do on the field. Can you dribble with the ball? Well, that's good. Do you think you can do shots?
Can you run fast? Not bad at all…
Coach: Right… Can you train regularly?
John: Yes, I can! I can train every day!
Coach: Well… training is on Wednesday and Friday evenings from 6:00 to 7:30 p.m. Can you come on those days?
John: Yes, I can! No problem!
Coach: Are you free on Saturday afternoons? Can you play in the matches?
John: Yes, I'd love to!
Coach: Well, that's OK. But you must take it very seriously and always be present at training.
John: Yes, of course! Thank you! See you soon!

b. John veut faire partie d'une équipe de football.

5. Listen again and select the sentences you hear.

a. Do you think you can do shots? ☒
Do you think you can jump? ☐
b. Can you walk for a long time? ☐
Can you run fast? ☒
c. Can you train on Wednesday and Friday evenings? No, I can't. ☐
Can you train regularly? Yes, I can. ☒
d. I can train every day. ☒
I can't train every day. ☐

Now Act!

6. You want to enroll in a sports club. List your abilities (= what you can do) to the trainer. Réponses libres

Activité complémentaire : Training ex. 1.

Page 33 – Harry Potter's gifts

7. Listen and repeat.

Enregistrement
Can Harry Potter study magic at Hogwarts school? Yes, he can because he is a wizard.
Can a wizard enter the school at 9? No, he can't.

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8. Listen to Dumbledore welcoming the students on their arrival at Hogwarts. Number the sentences in the order you hear them.

Enregistrement
HOGWARTS SCHOOL
Dumbledore: Welcome to Hogwarts school! You are now students at the most prestigious school of magic! Only good witches and wizards can enter this school! You're very, very lucky! Here, you can prepare the best magic diplomas and become excellent magicians.
Let me explain the rules of Hogwarts: first, you can't wear your own clothes, I will give you school uniforms; the lessons begin at 9 in the morning and finish at 5 in the afternoon. You can also have astronomy classes at night. Students can have a pet: a rat or an owl… You can't enter the dormitory without a password. One last thing: at the weekend, you can play Quidditch.
Now, I think we will visit the school…

a. (**3**) You can't wear your own clothes.
b. (**1**) Only good witches and wizards can enter this school!
c. (**5**) You can't enter the dormitory without a password.
d. (**4**) Students can have a pet: a rat or an owl…
e. (**2**) Here, you can prepare the best magic diplomas.
f. (**6**) In the weekend, you can play Quidditch.

FOCUS
– *Quel mot exprime ce que l'on peut ou sait faire ?* ***CAN***
– *Quel mot exprime ce que l'on ne peut pas ou ne sait pas faire ?* ***CAN'T***

9. Use the following elements to write sentences explaining Harry Potter's exceptional gifts.
a. Harry Potter / fly with a broomstick. Harry Potter can fly with a broomstick.
b. He / speak Parseltongue (=speak to snakes) He can speak Parseltongue.
c. He / become invisible. He can become invisible.
d. He / play Quidditch very well. He can play Quidditch very well.
e. He / transform people. He can transform people.

10. Summarize in French what Harry Potter the wizard can do.
Harry Potter sait voler sur un balai, parler aux serpents, devenir invisible, jouer au Quidditch et transformer les gens.

Now Act!

11. Present another super hero. Say what s/he can do. Then, elect the best super hero.
Réponses libres.

Activités complémentaires : Training ex. 2, 3 et 4.

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Page 34 – Quidditch rules

1. Read the text and answer in French.
De quoi s'agit-il ? **b.** les règles d'un sport
Quels sont les sous-titres ? **Balls – Players – Other rules.**
Comment les traduire ? **Balles – Joueurs – Autres règles.**

2. Read the text. What's the English for?
a. la même taille que… **the same size as…**
b. marquer **score**
c. le terrain **the pitch**
d. faire tomber **to knock off**
e. des ailes **wings**
f. attraper **catch**
g. blessé **hurt**
h. l'équipe adverse **the opposite team**
i. des casques **helmets**

FOCUS
– Dans cet énoncé, quel groupe de mots indique que l'on n'est pas autorisé à faire quelque chose ? ***NOT ALLOWED TO.***

3. Read the text and answer in French.
a. Il y a 3 balles différentes. Ce sont des balles magiques qui volent.
b. Une équipe est composée de 7 joueurs qui se déplacent sur leur balai magique.
c. Ils peuvent contrer l'adversaire avec leur balai magique.
d. Le match se termine quand un joueur a attrapé la petite balle qui s'appelle «the Snitch».

Now Act!

4. For your school's Sports Day, you're in charge of writing the basic rules of your favourite team sport. Make a poster.
Réponses libres. L'enseignant peut choisir de diviser la classe en plusieurs petits groupes. Les posters pourront être affichés dans le gymnase ou au CDI.

Activité complémentaire : Training ex. 5.

Page 35 – Training

1. Complétez les énoncés suivants avec *CAN* et la forme verbale.
a. You **can play** the piano.
b. She **can stand** on her head.
c. They **can speak** four languages.
d. My brother **can ride** horses.

2. Complétez les énoncés avec *CAN* ou *CAN'T*.
a. She **can** speak French, but she can't speak Spanish.
b. He is very tired. He **can't** play rugby now.
c. My little sister is very musical. She **can** sing and play the piano.
d. Please help me find my pen. I **can't** find it!

3. Regardez les images et dites ce que vous savez ou ne savez pas faire.
Utilisez les verbes : play the guitar / drive / snowboard / cook.
Réponses libres.

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4. Posez des questions avec CAN et répondez-y en utilisant CAN ou CAN'T.

a. you / use a dictionary / No. ➞ Can you use a dictionary? No, I can't.
b. Mary / speak German / Yes. ➞ Can Mary speak German? Yes, she can.
c. They / play baseball / No. ➞ Can they play baseball? No, they can't.
d. I / play video games / Yes. ➞ Can I play video games? Yes, I can.

5. Regardez les images et dites ce que vous pouvez faire (avec *CAN*) et ce que vous n'êtes pas autorisé à faire (avec *NOT ALLOWED TO*) chez vous. Utilisez les verbes*: do the housework – smoke – watch TV – give parties.*

Réponses libres.

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Unit 8 Scooters and bikes

Activités langagières	Tâches à réaliser – Niveau A2
CO	Comprendre des consignes de sécurité
EE	Rédiger des consignes pour la classe
EE	Préparer un quiz de sécurité routière

Contenus culturels et linguistiques

Culture et lexique
Vivre et agir au quotidien : Transports / code de la route (*road sign, pavement, traffic lights, pedestrians, motorcyclists, cars*), scooters (*a tyre – a wheel – the speedometer – the tank – the engine – the saddle – the exhaust – the brakes – the mirror – the indicator – the headlight…*)

Prononciation, lecture et écriture
Reconnaissance et prononciation de *must* et *mustn't*.

Grammaire de la langue
Communiquer et s'exprimer : faire faire / mettre en garde (impératifs et expression de l'obligation et de l'interdiction – « *You must check the oil / you mustn't stop here / Drive on the left / Don't park here…*»

Page 36 – My 303 R Hawk

1. Look at the photo, listen and repeat.

Enregistrement
A tyre – a wheel – the speedometer – the engine – the saddle – the exhaust pipe – the brakes – the mirror – the indicator – the headlight.

Les élèves pourront choisir le scooter ou la mobylette qu'ils aiment dans un magazine et préparer un collage avec le lexique sur leur cahier, ce qui les aidera à mémoriser ce lexique.

2. Listen and complete the instructions with the words from the pictures.

Enregistrement
a. You must adjust the mirror.
b. You must fill the tank.
c. When you turn, you must use the indicators.
d. You must wear a helmet.

a. You must adjust **the mirror**.
b. You must fill **the tank**.
c. When you turn, you must use **the indicators**.
d. You must wear **a helmet**.

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3. Listen to the instruction message about what you must check before you start. Number the instructions in the order you hear them.

Enregistrement
Here is a message for "Young and Safe Riders". Four things to do.
One – You must check the tyres (pressure and condition).
Two – You must check the brakes (front and rear).
Three – You must check the lights.
Four – You must check if you have petrol in your tank.

the tank (4)	the brakes (2)	the lights (3)	the tyres (1)

4. Listen again, complete or write the four instructions
One: You must check the **tyres.** Écrire le mot «pressure» à côté pour que les élèves en devinent le sens
Two: You must **check the brakes**
Three : You must check the lights.
Four : You must check your petrol (if you have petrol in your tank)

Now Act!

5. Listen to the safety instructions and explain them in French to your friends.

Enregistrement
Journalist: Let me introduce Johnny Biker. He is an instructor for "Young and Safe Riders", the new program for better safety on UK roads. Hello Johnny.
Johnny: Hello everybody.
Journalist: We are listening to you carefully.
Johnny: Thank you.
First you must check your vehicle regularly. You must check your tyre pressure. It's important. You must check if the brakes are alright. You must adjust your mirror. Before you start, you must fill your tank.
On the road, you must respect the speed limit. You must obey the signs. You also must be polite with other drivers…

Il faudra peut-être guider la compréhension pour les élèves les plus faibles, même si les exercices précédents les ont préparés à cette compréhension.
Pour la restitution en français, l'ordre des consignes n'a pas d'importance. Il faut au moins cinq des éléments suivants : vérification du véhicule, de la pression des pneus, des freins / réglage du rétroviseur / plein de carburant effectué / respect des limitations de vitesse, des panneaux / courtoisie au volant…

Page 37 – Instructions

6. Look, listen and repeat.

Enregistrement
a. you must turn right
b. you must turn left

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c. throw / you must throw the paper in the bin
d. you mustn't smoke in the school
e. a pedestrian / the pedestrian mustn't cross the street.

7. Match the signs and the sentences.
a. You mustn't park here. (5)
c. You must fasten your seat belt. (6)
b. You must wash your hands. (1)
d. You mustn't drive over 50 miles per hour. (4)
e. You mustn't take photographs in the museum. (2)
f. You must ride your bike on the cycle path. (3)

FOCUS
– Quel mot permet d'exprimer un ordre dans le premier énoncé ? must
– Quel mot permet d'exprimer une interdiction dans le deuxième énoncé ? mustn't
Activité complémentaire : Training exercice 2 page 39.

8. Listen to the police message and complete with "must" or "mustn't".

Enregistrement
"Here is a police message. There is an accident on Park Road. You mustn't go into Spadina Street. You must turn right into Park Road. You mustn't turn into Lake Street. You must be careful and you mustn't drive fast. Thank you."

a. You **mustn't go** into Spadina Street.
b. You **must turn** right into Park Road.
c. You **mustn't turn** into Lake Street.
d. You **must be** careful and you mustn't drive fast.

9. Choose the right verbs and write the correct instructions.
a. Babies must go to bed early.
b. You mustn't write on the tables in the classrooms.
c. We must eat five fruits and vegetables per day.
d. We mustn't drink alcohol when we drive.
e. I must switch off my mobile in the classrooms.

Now Act!

10. Create a poster. Write four instructions about what students must do and mustn't do at school and in the classroom.
L'ensemble des productions des élèves pourra être affiché dans la salle d'anglais.

Page 38 – Respect the road regulations

1. The document is:
c. a leaflet

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2. In the document, find the English word for:

le trottoir ➞ the pavement
le passage piéton ➞ zebra crossing
une voie/une file ➞ a lane
ralentir ➞ slow down
stationner ➞ park.

FOCUS

– Quelle phrase exprime une obligation, une interdiction ? Cross the street on the zebra crossing = obligation – Don't cross the street diagonally = interdiction.

3. Answer the questions.

a. Say where the cars mustn't park. (They mustn't park) on the pavements, bus stops, zebra crossings or cycle paths.
b. When must you wear your helmet? (you must wear it) every time.
c. When must you switch on your lights? When visibility is poor.
d. What must you check regularly? (You must check) your equipment and vehicle.

Now act!

4. Prepare a quiz (Right-Wrong) about traffic regulations to submit to the class and illustrate it.

Activité ouverte.
Cette tâche peut intervenir en complément du travail interdisciplinaire fait à propos de la sécurité routière en classe de troisièmes de SEGPA et collèges.

Page 39 – Training

1. Vérifiez si l'attitude des différents personnages (n° 1, 2, 3, 4 et 5) sur le plan page 38 est conforme aux règles de sécurité routière.

Donnez la bonne consigne quand c'est nécessaire.

1. Not correct. You mustn't park on the pavement.
2. Not correct. You must cross on the zebra crossing.
3. Not correct. You mustn't ride on the pavement.
4. Correct.
5. Correct.

2. Rédigez les consignes correspondant aux dessins.

a. You mustn't speak. / Don't speak.
b. You must stop.
c. You must close the door.

3. Écrivez ces consignes d'une autre façon.

a. You mustn't cut the flowers.
b. Park here.
c. You must take off your coat.
d. Don't go in now.

4. Reliez ces consignes à leurs équivalents français.

a. "Hurry up!" Dépêche-toi! **b.** "Don't pick flowers". Ne cueillez pas de fleurs **c.** "Don't feed the animals!" Ne donnez pas à manger aux animaux. **d.** "Look!" Regardez. **e.** "Wait here, please" Attendez ici s'il vous plaît. **f.** "Don't move!" Ne bougez pas.

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5. Écrivez une consigne pour chacune de ces deux situations :
Exercice ouvert. – Réponses possibles :
a. en entrant dans la classe. Be quiet – Take off your caps…
b. en entrant dans un village en scooter. Slow down – Be careful with the pedestrians…

6. Repérez l'intrus de chaque série de mots
a. indicator – **pavement** – engine – wheel
b. cross – drive – walk – **sleep**
c. respect – obey – **accident** – be careful

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Unit 9 Superchefs

Activités langagières	Tâches élémentaires
EOI	Demander et donner des informations pour préparer des sandwichs.
EOI	Commander ou prendre une commande de pizza.
EE	Rédiger une recette simple.

Contenus culturels et linguistiques

Culture et lexique
Vivre et agir au quotidien : mode de vie (*food toppings and fillings : ham, tomatoes, tuna, shrimps, mussels…*).
Demander et donner des informations : renseignements concernant : un repas, des achats
Comprendre le sens général de documents écrits : lire un message informatif accompagné de documents visuels (menus : at Zhu & Tina's – Mario's Super Pizzas – recette : a yummy recipe).

Grammaire de la langue
Dialoguer :
– interroger : – syntaxe des énoncés interrogatifs (*Have we got any? is /are there any? would you like…?*)
– mots interrogatifs (*what / would you like…*)
– répondre : affirmation et négation: syntaxe de énoncés affirmatifs (*I'd like… / yes, we've got some / There's some*) et négatifs (*No, we haven't got any / there isn't / aren't any / there is / are / no…*)
– Décrire : quantifieurs (a *little, a few, a lot of…*), quantités indéfinies (*some, any, no*)

Page 40 – Have we got any bread?

1. Listen and repeat.

Enregistrement
a. Some / we've got some bread.
b. Any / Have we got any eggs? No, we haven't got any. There are no eggs.
c. Have we got any cheese? Yes, we've got some. There's some cheddar.

2. Listen and select the sandwiches Ann and Brad would like. Then say it.

Enregistrement
Brad: Mum, can we picnic tomorrow with Dave and Amy?
Mum: Yes you can, Brad. What would you like to eat?
Ann: We'd like some sandwiches or some baguette.
Brad: I'd like baguette. What about you, Ann?

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Ann: I'll have bread.
Mum: OK and what would you like on your sandwiches?
Brad: I'd like ham, tomatoes, cheese and mayo.
Ann: I'd like tuna, tomatoes, salad and mayo.

Bread – ham – tomatoes – cheese – mayo – tuna – salad.
Ann would like bread with tuna, tomatoes, salad and mayo.
Brad would like baguettes with ham, tomatoes, cheese and mayo.

3. Listen and find out if they have or haven't got the following ingredients. Then say it.

Enregistrement
Mum: Ann, have a look in the cupboard. Have we got any bread?
Ann: Yes, we've got some but we haven't got any baguette.
Mum: And your brother Brad prefers baguettes… And what is there in the fridge?
Ann: Well, there's some cheese, some cheddar and some mayo but there isn't any ham.
Brad: Have we got any tomatoes?
Ann: Yes we've got some.
Mum: I think, we've got some salad, some lettuce but there's no tuna. Anyway, we must go to the supermarket. Can you go there, Brad?
Brad: Of course I can.

Bread (+) – baguettes (–) – ham (–) – tomatoes (+) – cheese (+) – mayo (+) – tuna (–) – salad (–).

a. They've got some bread. They've got some tomatoes. They've got some cheese (some cheddar). They've got some mayo.
b. They haven't got any baguettes. They haven't got any ham. They haven't got any tuna. They haven't got any salad.

FOCUS
– Lequel des mots « SOME » ou « ANY » est-il employé dans les questions ? SOME est employé dans les questions (pour interroger sur l'existence, la présence des produits)
– Dans les affirmations ? On emploie some pour indiquer qu'il y a / que l'on a : « du…, de la…, de l'…, des… ».
– Dans les réponses affirmatives ? On emploie some pour indiquer que l'on « en » a / qu'il y « en » a.
– Dans les réponses négatives ? On emploie any pour indiquer que l'on n' « en » a pas / qu'il n'y « en » a pas.
– Comment traduire « there are no eggs » ? Par « Il n'y a pas d'œufs ». Si le produit en question est singulier (indénombrable), on emploie « there is no » (bread / milk…).

4. Use your notes to ask and answer about what Ann and Brad have got.
Have they got any bread? Yes, they have got some.
Have they got any baguettes? No, they haven't got any.
Have they got any ham? No, they haven't got any.

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Have they got any tomatoes? Yes, they have got some.
Have they got any mayo? Yes, they have got some.
Have they got any tuna? No, they haven't got any.
Have they got any cheese? Yes, they have got some.
Have they got any salad? Yes, they have got some.

Activités complémentaires : Training page 43, ex. 1, 2, 3.

Now Act!

5. You must prepare sandwiches. Check if the necessary ingredients are in the fridge or the cupboard. Ask your partner.

Pratiquer d'abord avec «have got», puis avec «is /are there» pour éviter les confusions. Si nécessaire, utiliser un autre réfrigérateur et placard sur transparent pour prolonger l'exercice.

– Have we got any bread? Yes, we/I've got some.
– Is there any bread? Yes, there is some.
– Have we got any baguettes? No, I/we haven't got any.
– Are there any baguettes? No, there aren't any.
– Have we got any butter? Yes, we/I've got some.
– Is there any butter? Yes, there is some.
– Have we got any eggs? Yes, we/I've got some.
– Are there any eggs? Yes, there are some.
– Have we got any salami? Yes, we/I've got some.
– Is there any salami? Yes, there is some.
– Have we got any cheese? Yes, we/I've got some.
– Is there any cheese? Yes, there is some.
– Have we got any cola? No, I/we haven't got any.
– Is there any cola? No, there isn't any.
– Have we got any tomatoes? Yes, we/I've got some.
– Are there any tomatoes? Yes, there are some.
– Have we got any mayo? No, I/we haven't got any.
– Is there any mayo? No, there isn't any.
– Have we got any chicken? No, I/we haven't got any.
– Is there any chicken? No, there isn't any.
– Have we got any ketchup? Yes, we/I've got some.
– Is there any ketchup? Yes, there is some.
– Have we got any mustard? Yes, we/I've got some.
– Is there any mustard? Yes, there is some.
– Have we got any ham? No, I/we haven't got any.
– Is there any ham? No, there isn't any.
– Have we got any tuna? Yes, we/I've got some.
– Is there any tuna? Yes, there is some.
– Have we got any salmon? No, I/we haven't got any.
– Is there any salmon? No, there isn't any.
– Have we got any/a cucumber? Yes, we/I've got some/one.

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6. Listen and find out which toppings (1, 2…) Sarah and Brett would like on their pizzas.

Enregistrement
Brett: Sarah! Have you got Mario's pizza menu card?
Sarah: Yes, I have it. It's in the drawer. Why?
Brett: I'd like to eat a good pizza. That's all! And you?
Sarah: Sounds good! Here it is. What 4 toppings would you like?
Brett: The usual… I'd like some mushrooms, some ham and…
Sarah: Onions? Artichoke? Or chilli peppers?
Brett: No thanks. Hmmm! I'd like some green peppers and some hot salami…
Sarah: OK, numbers 2, 9, 10 and 12.
Brett: And you Sarah? What would you like?
Sarah: Like you; some mushrooms. And, and… some artichoke.
Brett: What else?
Sarah: Some black olives and some smoked salmon!
Brett: Good choice. 6, 8, 9 and 16.
Sarah: Right! Let's order!

SARAH would like:	BRETT would like:
some mushrooms (9), some artichoke (6), some black olives (8), some smoked salmon (16)	some mushrooms (9), some ham (10), some green peppers (2), some hot salami (12).

7. Listen to Brett and Sarah. Find out exactly what they want on their pizzas.

Enregistrement
Brett: Sarah! Before you order, can you write it down? I'd like a lot of cheese on my pizza.
Sarah: And me, only a little cheese but a lot of mushrooms.
Brett: And for me, just a few mushrooms…
Sarah: What else? Ham…
Brett: Yes; a little ham.
Sarah: And a few olives for me. Can we order now?
Brett: Yes, we can!

Brett would like a lot of cheese, a few mushrooms and a little ham on his pizza.
Sarah would like a little cheese, a few mushrooms and a few olives on her pizza.

FOCUS
– Comment dire en anglais : « un peu de…, quelques…, beaucoup de… » ?
*– **un peu de… : a little** (ham / cheese…), **quelques… : a few** (olives /mushrooms…), beaucoup de : a lot of…(cheese / olives / ham / mushrooms…)*

7. Replace the quantities with *"a little, a few or a lot"* in this description of pizza.
My favourite is the 'four seasons'. On it, I like <u>a lot of</u> cheese, <u>a lot of ham</u>, <u>a few</u> black olives.

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A little artichoke heart, a few mushrooms and a little green and red pepper for the colour. (*rondelles). It's delicious.

Suggestion : Selon le même principe d'exagération des quantités, le professeur peut composer une ou 2 autres pizzas.

Activités complémentaires : Training page 43, Ex. 4, 5.

Now Act!

9. You phone Mario's Super Pizza to order a pizza with 4 toppings for £6. Listen and answer Mario on the phone.
Open dialogue à réaliser élève après élève avec l'enregistrement. Peut également être réalisé en «pair work» en donnant le script de «Mario» à un élève, son voisin lui répondant selon le même principe.
Mario: Welcome to Mario's Super pizza! Can I help you?
You: ***Réponse attendue: I'd like a pizza.***
Mario: Yes, of course. What toppings would you like on your pizza?
You: ***Réponse libre selon choix personnel.***
Mario: Sorry, can you repeat?
You: ***Répète son choix.***
Mario: OK, would you like a little or a lot of these wonderful toppings?
You: ***Réponse libre selon choix personnel.***
Mario: The line is really bad… Could you repeat please?
You: ***Répète son choix.***
Mario: All right. Can I have your address for the delivery?
You: ***Réponse personnelle***
Mario: Thank you. The delivery scooter will come in 25 minutes. Good bye!

Page 42 – A yummy recipe

1. Look at the photos and read the recipe.
Regardez les illustrations et lisez la recette, de quoi s'agit-il? **D'une recette de crêpes**.
Faire retrouver le mot crêpes.

2. Match the text with the different pictures. ***Faites correspondre les textes et les images.***
1 : a 2 : e 3 : j 4 : b 5 : i 6 : c 7 : g 8 : d 9 : h 10 : f
Faire écrire la recette.

1:a. Measure the milk and water and mix them in a jug.
2:e. Break the eggs into a bowl.
3:j. Measure the flour; add the eggs and the salt.
4:b. Pour the milk and water onto the flour.
5:i. Whisk all the ingredients together.
6:c. Melt a little butter in a hot frying pan.
7:g. Pour some mixture into the frying pan.
8:d. After 30 seconds, check if the pancake is brown.

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9:h. Flip the pancake over and cook for 10 seconds.
10:f. Serve and spread with your favourite filling.

3. What is the English for? Donnez les équivalents anglais.
a. versez : ***pour*** **b.** cassez : ***break*** **c.** la farine : ***the flour*** **d.** faites fondre : ***melt***
e. battez : ***whisk*** **f.** faites sauter : ***flip*** **g.** étalez : ***spread***

4. What's the French for? Retrouvez les équivalents français.
a. mix : *mélangez* **b.** a pinch of salt : *une pincée de sel*
c. a frying pan : *une poêle à frire*

Now Act!

5. Vous devez envoyer une recette que vous aimez à un correspondant. Rédigez en anglais les différentes étapes de cette recette (entrée, dessert...) et illustrez-la.
Rédaction personnelle. Suggestions : quiche(s), tartes, clafoutis...

Page 43 – Training

1. Complétez les phrases par *some* ou *any*.
a. We've got **some** bread but we haven't got **any** baguettes.
b. I haven't got **any** mayo but I've got **some** ketchup.
c. She's got **some** mussels but she hasn't got **any** shrimps.
d. Have we got **any** red peppers? Yes, we've got **some.**
e. Are there **any** eggs? Yes, there are **some.**

2. Écrivez ce qu'ils ont (+) et ce qu'ils n'ont pas (–). Utilisez *some* ou *any*.
a. I have got some ham but I haven't got any bacon.
b. We have got some cheese but we haven't got any Cheddar.
c. They haven't got any tomatoes but they have got some onions.
d. She hasn't got any anchovies but she has got some mussels.

3. Demandez (?) et dites s'il y en a (+) ou s'il n'y en a pas (–).
a. Are there any olives? Yes, there are some.
b. Is there any mayo? No there isn't any but there is some ketchup.
c. Is there any bacon? Yes, there isn't any but there is some ham.
d. Are there any mushrooms? Yes, there are some.

4. Précisez la quantité de produit (a little / a few / a lot of) qu'il y a dans les récipients.
a. There are **a lot of** strawberries in the bowl. **b.** There are **a few** mushrooms in the plate.
c. There **is** only **a little** jam in the jug. **d. There is a little** cola in the can.
e. There is a lot of mayo in the tube. **f. There is a little** beer in the glass.

5. Dites ce que vous désirez sur votre pizza. Précisez la quantité en utilisant : *a little, a few, a lot of* ou *no. (I'd like...)*
Réponses personnelles. Exemples de possibilités de réponses.
I'd like: **a.** (a little / a lot of) cheese – **b.** (a few / a lot of) onions – **c.** (a little / a lot of) jam – **d.** (a few / a lot of) mushrooms – **e.** (a few / a lot of) mussels – **f.** (a few / a lot of) shrimps – **g.** (a few / a lot of) olives – **h.** (a little / a lot of) bacon

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FLASH *South Africa*

1. Search the Internet and complete the ID card.
Republic of South Africa (declared in 1961)
Capital: Pretoria
Population: 50,000,000
Ethnic groups: 80% Black
10% White
10% mixed & Asian

Official languages: 11
President: Jacob ZUMA (elected in 2009)
Total area: 1,221,000 km^2

2. Match each picture with a title.
A township : Soweto (en bas à droite)
Nelson Mandela (en haut, à gauche)
Park Kruger (au centre, à droite)
Cape Town (en bas, à gauche).

3. Search the Internet to find the the right answer.
a. South Africa became an independent republic in: **1961**.
b. Before it was a: **British** colony.
c. Nelson Mandela became the first black president in: **1994**.
d. Before Mandela, the political regime was: **apartheid**.

Suggestion :
– Ce flash pourra se conclure par la projection du film INVICTUS, accompagné d'un questionnaire à renseigner au fur et à mesure de son visionnement.

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Unit 10 Before and now

Activités langagières	Tâches à réaliser – Niveau A2
CO	Comprendre et présenter les étapes de la vie de quelqu'un.
EOC	Présenter un lieu familier tel qu'il était autrefois et tel qu'il est maintenant.
EE	Citer et décrire des évènements qui ont marqué une période donnée.

Contenus culturels et linguistiques

Culture et lexique
Vivre et agir au quotidien : modes de vie (*shops : bakery, butcher's shop, clothes shop, grocery, grocer's, hairdresser's, multimedia store, supermarket…*)
Se cultiver et se divertir : sports et loisirs (*going out : cinema, concert, disco, pub, restaurant, sports centre, sports facilities, swimming-pool*). Monde et histoire des arts (*music: Madonna, Lady Gaga*).
Prononciation, lecture et écriture
Reconnaissance et prononciation de : *where / were.*

Grammaire de la langue
Dialoguer : interroger et répondre sur des états passés et présents (les marqueurs de temps : *Where were you yesterday? Right now, I'm at the airport. Were there cars in 1910? No, there weren't? There were no cars. Was it better before? No doubt it is better today!...*)
Raconter, relater : situer dans le temps (*When she was 14, her dream was to be a dancer but now she is a very famous singer. You see, in the past, there were a few shops in my street. Now, there are buildings.*)

Page 46 – She was very different

1. Listen and repeat. Decide what tense are the sentences you hear.

Enregistrement
a. Yesterday, I was at the stadium and you were at a concert.
b. Today, I am at school and you are at the airport.

a. past **b.** present.

2. Listen and select what you hear.

Enregistrement
WHERE WERE YOU YESTERDAY?
Jasmin: Hello Jim, it's you at last! Where are you? I always get a recorded message!
Jim: Hello, Jasmin. Well, right now, I am at the airport.
Jasmin: Where were you yesterday? It was impossible to reach you!
Jim: Yesterday? I was at a Madonna concert.

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Jasmin: You were at a Madonna concert!!! Where was it?
Jim: It was in Las Vegas. Julia and Cindy were with me.
Jasmin: Julia?? She was at a concert! It is absolutely incredible!
Jim: Yes, that's…

a. Where are you? Well, right now, I am at the airport.
b. Where were you yesterday? I was at a Madonna concert.
c. Julia and Cindy were with me.

3. Classify the following time markers.
PAST: yesterday – when she was a child – when she was 14 – in the past – in 2009 – before.
PRESENT: now – right now – today

4. Listen to a few details about Madonna's life before and add the right time markers. Then, write the sentences in the order you hear them.

Enregistrement
HER LIFE IS DIFFERENT NOW!
When she was a child, Madonna was the third of six children born into a large Italian family.
Now, she has four children: two natural and two adopted.
In the past, her parents' house in Michigan was small and common. Today, she has at least three houses: one in New York City, one in Los Angeles and one in London.
Madonna is rich; in 2009, her fortune was estimated at 600 million dollars.
When she was 14, her dream was to be a dancer but now she is a very famous singer and everybody knows the blonde Madonna but do you know that in the past, her hair was wavy and brown?
Keep beautiful and fit, Madonna!

1. When she was a child, Madonna was the third of six children. Now, she has four children.
2. In the past, her parents' house in Michigan was small and common. Today, Madonna has at least three houses.
3. When she was 14, her dream was to be a dancer. But now, she is a famous singer.

Now act!

5. Listen to details about the life of Lady Gaga and fill in the chart in French.

Enregistrement
DO YOU KNOW STEFANI?
When she was a child, her name was Stefani Germanotta. She was born in New York City in 1986. Now, everybody knows her as the famous Lady Gaga.
She was the first of two children born into a rich Italian family. She has only one sister, Natali. Today, Lady Gaga is not married yet and she has no children.
Her parents' apartment in Manhattan was very large, it was a luxury apartment. Now, Lady Gaga lives in expensive hotels but her dream is to buy a castle in Great Britain.

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When she was four years old, she played piano and she gave her first piano concert when she was fourteen. At that time, her hair was brown and she was a timid teenager. Now, she is a blonde singer with a very sexy and eccentric look.
Lady Gaga was a rich little girl and today, she is a very rich artist. She has sold 35 million albums and she makes 1.3 million dollars every year.

	Name	Family	Place of living	Hobbies & job	Look	Money
Before	Stefani Germanotta	riche famille italienne. 1 sœur Natali	grand appartement luxueux à Manhattan	a donné son 1er concert de piano à 14 ans. Voulait devenir danseuse.	jeune fille brune et timide	petite fille riche
Now	Lady Gaga	célibataire sans enfant	hotels de luxe et rêve d'acheter un château en GB.	chanteuse célèbre	blonde très sexy, au look excentrique	star très riche (1.3 millions de dollars par an)

Page 47 – Was there a supermarket?

6. Look at the photos and select the correct answers. Listen and check.

Enregistrement
Alan: Have a look, Cynthia, here are two photos of my hometown, an old post-card from nineteen ten and a photo from two thousand and ten. You see, in the past, there were a few shops in my street, there was a restaurant at the corner and there was a bakery on the right side. Now, there are buildings.
Cynthia: I don't see any cars on the old post-card: were there cars in 1910?
Alan: No, there weren't. The streets were deserted and safe.

a. Were there shops in 1910? Yes, there was a bakery.
b. Are there shops now? No, there are buildings.
c. Were there cars in 1910? No, there weren't.

7. Listen and repeat the following words.

Enregistrement
a supermarket – a shop – a butcher's shop – a pharmacy – a bakery – a grocery shop – a grocer's – a cinema – a disco – a pub – an industrial estate – a hairdresser's – a sports centre – a swimming pool – a clothes shop – a multimedia store.

8. Listen to Matt and his grandmother. Select and copy the words you hear (ex. 7).

Enregistrement
WAS THERE A SUPERMARKET?
Matt and his grandmother are looking at old photos.
Matt: Gran? Who are the people on the photo?
Grandmother: It's me and my parents. They were young and I was a little girl. I was about 10 years old.
Matt: Was the house on the photo yours?
Grandmother: Yes, it was my house, but now, there is a building in its place.

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Matt: And what's next to your house, a shop?
Grandmother: Yes, it was a butcher's shop.
Matt: Was there a supermarket in your village?
Grandmother: No, there wasn't. At that time, there were only three shops: a butcher's shop, a bakery and a grocery shop. But at the grocer's, there was everything you need: food, drinks, newspapers, washing powder, cosmetics, everything!
Matt: How were your weekends?
Grandmother: Weekends were short. There was school on Saturdays, morning and afternoon. There was only Sunday off.
Matt: Were there places to go out?
Grandmother: No, there weren't. There was a small cinema, with a film every two weeks on Saturday evenings.
Matt: I suppose there were no discos!
Grandmother: You are right, there were no discos; there was just a pub with musicians on Sunday afternoons. You see, there was not much to do and there was no TV at home!
Matt: Gran? What do you think? Was it better before or is it better now?
Grandmother: No doubt it's much better now, Matt! For the shopping, there is an industrial estate with many shops and two supermarkets and for the pleasure, there are many sports facilities including a swimming pool and there's a large cinema with four films per week.

a supermarket – a shop – a butcher's shop – a bakery – a grocery shop – a grocer's – a cinema – a disco – a pub – an industrial estate – a swimming pool

FOCUS
– «Ils étaient» et «j'étais» accompagnés d'un marqueur du passé se traduisent par «they were» et «I was».
– «There was» (+ singulier) et «there were» (+ pluriel) signifient «il y avait». Pour poser la question, il suffit d'inverser les termes : «was there ?» et «were there?'
– Pour répondre par oui ou par non :
– Was there a supermarket ? Yes, there was. (oui) / No, there wasn't. (non)
– Were there discos? Yes, there were. (oui) / No, there weren't. (non).
– There was no sport centre: il n'y avait pas de complexe sportif. There were no fast-food restaurants. Il n'y avait pas de restaurants fast-food.

9. Listen again and write if there were or not the following things in Granny's village when she was a child.
a. There were newspapers and washing powder at the grocer's.
b. There was school on Saturday afternoons.
c. There were musicians at the pub.
d. There were no places to go out.
e. There was a film every two weeks.
f. There was no television.

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Now act!

10. Speak about a place that is now different from what it was when you were a child.
Expression personnelle.

Activités complémentaires : Training ex. 1, 2 et 3 page 49.

Page 48 – From 2000 to 2010

1. Write the years as in the example.
a. 2005: two thousand and one
b. 2010: two thousand and ten
c. 2017: two thousand and seventeen

2. Read the document and select a French title for each paragraph.
a. catastrophes naturelles §3
b. changement à Washington §6
c. terrorisme international §5
d. monnaie unique §2
e. révolution du numérique §4

3. Read again and find the English for:
a. des évènements marquants : significant events
b. une décennie : a decade
c. un tremblement de terre : an earthquake
d. clé USB : USB stick
e. un appareil photos numérique : a digital camera
f. milliard : a billion
g. un attentat : a terrorist attempt
h. le jour le plus important : the most important day

Activité complémentaire : Answer the questions.
– ***a.*** *What countries are Sandro, Lynda, Alex, Julia and Hans from?*
– ***b.*** *What's the number of years in a decade?*
– ***c.*** *Where was the World Trade Center located?*

FOCUS
– ***There were many natural disasters in the decade:*** *Il y a eu de nombreuses catastrophes naturelles durant la décennie.*

4. Read aloud the following sentences and translate them.
a. There was a scorching heat (*canicule*) in 2003. En 2003, il y a eu une canicule.
b. From 2001 to 2010, there were 7 Harry Potter films. De 2001 à 2010, il y a eu 7 films Harry Potter.
c. The football world champions in 2006 were Italian. Les champions du monde de football en 2006 étaient italiens.

Now act!

5. Search and list a few international significant events of your birth year.
Expression personnelle.

Activités complémentaires : Training ex. 4, 5 et 6 page 49.

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Page 49 – Training

1. Séparez les marqueurs du présent et les marqueurs du passé et traduisez-les.
at that time – before – in 2009 – in the past – now – today – when I was 12 – when I was a child – yesterday.

présent: now: maintenant – today: aujourd'hui
passé : at that time : à cette époque là – before : avant / auparavant – in 2009: en 2009 – in the past : autrefois, dans le passé – when I was 12 : quand j'avais 12 ans – when I was a child : quand j'étais enfant/petit(e) – yesterday : hier.

2. Complétez avec *be* conjugué au présent ou au passé.
a. When Madonna **was** 5, her mother died. Her name **was** Madonna Ciconne.
b. In 1910, all the films **were** silent and black and white. Now they **are** in 3Ds.
c. Yesterday I **was** at my grandparents. And you? Where **were** you?

3. Répondez personnellement aux questions.
Réponses libres.

4. Écrivez des énoncés complets pour indiquer ce qu'il n'y avait pas autrefois et ce qu'il y a maintenant.
a. In the past, there were no telephones. Now, there are mobile phones / cell phones / smart phones.
b. There was no television in the past. Today, there are home cinemas.
c. In the past, there were no buses and no taxis. Now, there is the tram (way).
d. There were no supermarkets in the past. Today, there are industrial estates.

5. Demandez s'il y avait les éléments suivants et répondez par oui (+) ou par non (–).
a. Was there a concert yesterday? Yes, there was.
b. Were there swimming pools in 1900? No, there weren't.
c. Was there a grocery (shop) in the village? Yes, there was.
d. Were there TNT channels before the year 2000? No, there weren't.

6. Traduisez.
My friends were great when we celebrated my birthday. I was happy. There were plenty of cakes. There were no problems. There was a great atmosphere. It was super!

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Unit 11 Last summer

Activités langagières	Tâches à réaliser
EOC	Donner son lieu de vacances
EOI	Demander ou donner des informations sur les dernières vacances
CE	Comprendre l'esssentiel d'une brève

Contenus culturels et linguistiques

Culture et lexique
Vivre et agir au quotidien : modes de vie (*Transport, tourism and accomodation: holiday places, youth hostel, campsite, hotel, at the seaside, in the mountains, in the countryside…*)
S'informer et comprendre : références géographiques (*United States: South Dakota, Sioux Falls*).

Prononciation, lecture et écriture
Reconnaissance et réalisation du prétérit de BE : *was / wasn't / were / weren't*
Reconnaissance de quelques règles phono-graphématiques : *were / where*.

Grammaire de la langue
Dialoguer : Interroger (Mots interrogatifs : *When…?, Where…?, How…?*), Répondre (*Yes, I was / No, I wasn't. I was…*).
Raconter, relater : Situer dans le temps (Prétérit : *Be* et marqueurs de temps : *last…*).

Page 50 – Where were they?

1. Listen and repeat.

Enregistrement
a. Where was he last summer? He was at home.
b. Where were they last summer? They were at the seaside.

2. Listen and match the people and the pictures.

Enregistrement
LAST SUMMER
a. Sarah was at work last August. She was a waitress in a pub in London. She was very stressed but it was good for her English.
b. Sandra and Tony were in the mountains; they were in the Alps in Chamonix. They were often outside during the day. In the evening they were at their grandparents' and they were tired and very hungry.
c. Sally and Fred were on holiday at the seaside. They were in Nice in France. They were happy and relaxed. It was hot and sunny and their campsite was comfortable.

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d. Last summer, Brad was at home in the countryside near Exeter. He was often with his friends playing football or video games. He was sometimes bored in the evening.

Sarah (**4**) – Sandra and Tony (**3**) – Sally and Fred (**2**) – Brad (**1**)

3. Listen and repeat.

Enregistrement
a. How was Brad last summer? He was sometimes bored.
b. How was she? She was stressed.
c. tired – hungry – happy – relaxed.

4. Match these adjectives with the corresponding smileys : stressed – tired – hungry – happy – bored – relaxed. Then listen again to Last Summer and match the people with the smileys.

a. tired / Sandra and Tony were tired.
b. bored / Brad was bored.
c. hungry / Sandra and Tony were hungry.
d. happy / Sally and Fred were happy.
e. stressed / Sarah was stressed.
f. relaxed / Sally and Fred were relaxed.

5. Listen again to Last Summer and make sentences to explain where these people were.

Last summer Sarah was at work in a pub in London.
Last summer Sandra and Tony were in the mountains at their grandparents' in Chamonix.
Last summer Sally and Fred were at the seaside on a campsite in Nice.
Last summer Brad was in the countryside at home near Exeter.

6. Say where you were last summer, listen to your classmates then take notes to make statistics about last summer's holiday places.

Cette activité d'expression orale en interaction peut être suivie d'un travail avec l'enseignant de mathématiques qui se chargera de faire les statistiques avec les élèves et de les organiser sous forme de graphiques.

Activité complémentaire : Page 52 Training ex. 1.

Page 51 – How were your holidays?

7. Listen to the dialogue and complete the grid.

Enregistrement
LAST HOLIDAY
Mike: Hello Pamela!
Pamela: Hi, Mike! Where were you last week?
Mike: I was on holiday. I was in Australia.
Pamela: Australia! Great! Were you with your parents?
Mike: No, I wasn't. I was with Sue, my girlfriend.
Pamela: Where were you exactly?
Mike: We were near Canberra, the capital city.
Pamela: How was the weather?
Mike: It was sunny and hot, nearly 30 degrees.

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Pamela: Were you in a hotel?
Mike: No, we weren't. We were in a campsite.
Pamela: How was the campsite?
Mike: It was good, very comfortable. There was a swimming-pool and a disco! It was a really great time!

WHEN?	WHERE?	PEOPLE WITH HIM?	WEATHER?	CAMPSITE?
last week	in Australia, near Canberra	Sue, his girlfriend	sunny and hot, nearly 30 degrees	good, very comfortable with a swimming-pool and a disco

8. Listen to the dialogue again and put the questions in the right order. Then repeat the questions.

a. Were you with your parents? (**2**)
b. How was the weather? (**4**)
c. Were you in a hotel? (**5**)
d. Where were you last week? (**1**)
e. How was the campsite? (**6**)
f. Where were you exactly? (**3**)

FOCUS
– Comment traduire en anglais : où ? ➙ ***Where?****, Quand ? ➙* ***When?****, Comment ? ➙* ***How?****.*

9. Ask questions about Robbie's last holiday then answer.

a. When was Robbie on holiday? He was on holiday last month.
b. Where was Robbie? He was in England.
c. Where was he exactly? He was in Brighton, at the seaside.
d. How was the youth hostel? It was cheap but not very comfortable.
e. How was the weather? It was sunny but windy.

10. Your teacher will give you cards. Ask and answer questions about these people's last holidays.

Les cartes sont à télécharger sur le site FoucherGoals. com

Card 1 / Charline
Where was Charline on holiday? She was on holiday in Germany.
Where was she exactly? She was in Berlin.
When was she in Berlin? She was in Berlin in June 2010.
How was the weather? It was rainy.
Was she alone? No, she wasn't. She was with her parents.

Card 2 / James
Where was James on holiday? He was on holiday in Scotland.
Where was he exactly? He was in Edinburgh.
When was he in Edinburgh? He was in Edinburgh last summer.
How was the weather? It was cold and windy.
Was he alone? No, he wasn't. He was with his girlfriend.

Card 3 / Jennifer and John
Where were Jennifer and John? They were on holiday in France.
Where were they exactly? They were in Perpignan.
When were they in Perpignan? They were in Perpignan last year.
How was the weather? It was sunny and hot.
Were they alone? No, they weren't. They were with their children.

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Card 4 / Alex
Where was Alex on holiday? He was on holiday in Spain.
Where was he exactly? He was in Madrid.
When was he in Madrid? He was in Madrid last week.
How was the weather? It was stormy.
Was he alone? No, he wasn't. He was with his grandparents.

Card 5 / Pauline
Where was Pauline on holiday? She was on holiday in Italy.
Where was she exactly? She was in Roma.
When was she in Roma? She was in Roma last month.
How was the weather? It was sunny.
Was she alone? No, she wasn't. She was with her cousins.

Card 6 / Rupert and Jane
Where were Rupert and Jane? They were on holiday in England.
Where were they exactly? They were in London.
When were they in London? They were in London in February 2010.
How was the weather? It was cold and snowy.
Were they alone? No, they weren't. They were with their grandchildren.

Activités complémentaires : Training exercices 2,3 et 6.

Page 52 – A bad summer at Sioux Falls

1. Read the document and answer the questions in French.
a. De quel type de document s'agit-il ? **Il s'agit d'un extrait de blog.**
b. Quel est le sujet du document : un orage, **une tornade** ou une inondation ?
c. Qui raconte l'événement ? **Tom, 17 ans, raconte l'évènement.**

2. Read the document again and find the English for:
a. tout à coup : all of a sudden
b. sombre : dark
c. des éclairs : lightning
d. le sous-sol : the basement
e. effrayé : scared
f. il n'y avait rien à faire : there was nothing to do
g. sens dessus desssous : upside down
h. l'année dernière : last year

3. Answer in French.
a. Quand et où s'est déroulé l'événement ?
Le dimanche 12 août, l'été dernier, à environ 11h30, aux États-Unis, dans le South Dakota à Sioux Falls.

b. Où s'est réfugiée la famille ?
Au sous-sol.

c. Est-ce que cela a duré longtemps ?
Non, seulement quelques minutes.

d. Décrivez l'état de la maison après l'événement.
Tout était sens dessus dessous ou cassé.

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4. Read the document and explain it in French.
L'article rapporte qu'une tempête tropicale nommée Paula a eu lieu à Cuba vendredi dernier. Il a beaucoup plu et il y avait beaucoup de vent. Les rues ont été inondées, occasionnant beaucoup d'accidents. 2 personnes ont été tuées et 300 blessées. 1500 maisons ont été détruites.

Activités complémentaires : Training ex. 4 et 5.

Page 53 – Training

1. Associez les mots suivants aux images.
a. in the countryside **b.** at the seaside **c.** in the mountains

2. Complétez les énoncés suivants avec WHEN, WHERE ou HOW.
a. Where was he? He was at the seaside.
b. When were they on holiday? They were on holiday last June.
c. How was the youth hostel? It was not very comfortable.
d. Where exactly were you? We were in the south of Germany in Munich.
e. How was the weather? It was stormy.

3. Complétez avec WHEN, WHERE ou HOW et mettez BE à la forme qui convient.
a. When was John on holiday in China? In April 2008.
b. Where were Tom and Katherine in August 2009? They were in Greece.
c. How was the weather in Canada? It was cold.
d. How was the hotel? It was expensive.

4. Mettez les dates qui correspondent aux marqueurs de temps suivants.
Exercice libre.

5. Traduisez en anglais.
a. They were at school last week.
b. I was on holiday last month.
c. You were in the countryside last summer.
d. You were in the mountains last winter.

6. Répondez aux questions suivantes.
Exercice libre.

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Unit 12 Roots

Activités langagières	Tâches à réaliser – Niveau A2
EOC	Présenter les origines de sa famille
CO	Comprendre une courte biographie
EE	Rédiger un article sur une personnalité d'origine étrangère

Contenus culturels et linguistiques

Culture et lexique
Vivre et agir au quotidien : relations avec les autres (*families and family life : roots, origins, emigrate, come from, move to, be born, get married, die…*).
S'informer et comprendre : références historiques et géographiques (*Algeria/Algerian, Morocco/Moroccan, Portugal/Portuguese, Senegal/Senegalese, Turkey/Turkish, Vietnam/Vietnamese, Jewish, Hebrew language, Arabic language, Arab community…*)
Se cultiver et se divertir : monde et histoire des arts (*show, drama, actor/actress, mime artist, standup comedian, humorist, feature film, perform, release…*).

Prononciation, lecture et écriture
Reconnaissance et réalisation des terminaisons du prétérit : *V-ed*

Grammaire de la langue
Raconter / relater : situer dans le temps (prétérit : she lived in Istanbul when she was a child, / they came to London in 1965)

Page 54 – Roots festival

1. Listen and select the country on the map. Then, repeat.

Enregistrement
a. They come from Algeria. They are Algerian.
b. He comes from Morocco. He is Moroccan.
c. They come from Portugal. They are Portuguese.
d. She comes from Senegal. She is Senegalese.
e. He comes from Turkey. He is Turkish.
f. She comes from Vietnam. She is Vietnamese.

2. Listen to Lina, Djibril and Tan who want to organise a roots festival. Then fill in the grid.

Enregistrement
ORGANISING A ROOTS FESTIVAL
Hi! I'm Lina. I'd love to organise a roots festival at school because all of us have different origins. I'm British but my father is Algerian. He comes from Oran and my mother is Turkish. She comes from Istanbul. I like dancing. I can perform oriental

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dances with my friends. And my father is a cook: he can make cakes. He can make a lot of cakes. They are delicious!
Hello! I'm Djibril. I'm French. My father is Senegalese. He comes from Dakar and my mother is French but my grandmother was Portuguese. She was born in Porto. I agree with Lina. It is a good idea to perform some African dances. I can play the djembe with my brother. And my mother can prepare some Portuguese rice pudding. It's excellent!
Hello! I'm Tan. I was born in Ireland. I'm Irish. My mother comes from Vietnam and my father is Irish. He was born in Dublin. I can ask my parents to make spring rolls. They can make crab or pork spring rolls. And my sister can help us too: she can make Celtic ear-rings and bracelets. Sorry, I can't perform any Vietnamese dances but I can make posters to invite pupils from other origins to come and meet us.

Names	Parents'roots/origins	Family's abilities
Lina	Father: Algerian Mother: Turkish	Cakes Oriental dances
Djibril	Father: Senegalese Mother: French Grandmother: Portuguese (Porto)	Rice pudding African dances Djembe
Tan (Irish)	Father: Irish (Dublin) Mother: Vietnamese Grandmother: Portuguese (Porto)	Crab or pork spring rolls Celtic ear-rings and bracelets Invitation posters

3. Work in pairs. Use your notes to ask and answer the questions.
a. Lina is British. Her father comes from Oran. Her mother comes from Istanbul. Lina can perform oriental dances. Her father can prepare delicious cakes.
b. Djibril is French. His father is Senegalese. He comes from Dakar. His grandmother was born in Porto. She is Portuguese. Djibril and his brother can play the djembe. His mother can prepare some Portuguese rice pudding.
c. Tan's mother comes from Vietnam. His father is Irish. He was born in Dublin. His parents can make crab or pork spring rolls. His sister can make Celtic ear-rings and bracelets. Tan can make posters to invite other pupils.

Now Act!

4. Tell the class about the origins of your family or a family you know.
Réponse libre

Activités complémentaires : Training ex. 1 page 57.

Page 55 – Lina's grandparents

5. Listen and select the corresponding picture. Then repeat.

Enregistrement
a. When I was 10, I lived with my parents and my grandmother.
b. When my father was a child, he lived in Algeria.

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6. Listen and tick the correct information.

Enregistrement
LEYLA
My grandmother was called Leyla. When she was a child, she lived in a large house in Istanbul behind the blue Mosque. Her parents worked as servants in this house. She did not go to school but she worked as a servant too in this house when she was 10 years old. She married my grandfather when she was 15 and they had their first son. Then they decided to leave Istanbul and they emigrated to England. After several months, they came to London. My grandparents worked in a Turkish restaurant in the North of London. They had other children. When my grandfather died, Leyla came to my parents' home. She was a marvellous grandmother.

a. My grandmother's name was Leyla.
b. When she was a child, she lived in Istanbul.
c. She did not go to school.
d. When she was 10, she worked as a servant.
e. She got married when she was 15.
f. In London, she worked in a restaurant.
g. She came to my parents' home when my grandfather died.

FOCUS
– Les phrases au passé sont : « When she was a child, she lived in a large house. They came to London ».
– Les phrases au présent sont : « All of us have different origins. I am British. My father comes from Oran ».
– Live et come au passé : lived (régulier : V-ed) / came (irrégulier : voir liste des verbes irréguliers).

7. Put the verb into the past.
a. She **lived** in Turkey when she **was** a child. (*live / be*)
b. They **worked** in a restaurant when they **came** to London. (*work / come*)
c. Last year, my sister **got** married and we **were** very happy. (*get / be*)
d. Yesterday, they **went** to Paris and they **visited** their cousin. (*go / visit*)

8. Choose the correct verb.
a. Every summer, I **visit** my father's parents in Algeria.
b. Now, they **live** in a small house near Oran.
c. When my grandfather **was** young, he **worked** in France.
d. Now, my grandparents **have** 7 children and 12 grandchildren.
e. They **got married** when they **were** 20 years old.

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Now Act!

9. Your friend likes this artist very much. Listen to this short biography and note down in French the information you understand.

Enregistrement
A BIOGRAPHY
Robyn Rihanna Fenty, better known as Rihanna, is a famous singer and songwriter. She was born in Barbados on February, 20th, 1988. Monica, her mother came from Guyana and worked in an office. Ronald Fenty, her father, was born in Barbados too. He has Barbadian and Irish roots. He worked as a supermarket supervisor. She has two younger brothers, Rorrey and Rajad Fenty. She began singing when she was about seven years old. She had a very difficult childhood because her father was a drug addict. Her parents divorced when she was fourteen years old.
She moved to the United States when she was 16 and she released albums with the famous music producer, Evan Rogers.
Her second studio album *A girl like me* released in 2006 was a hit in the USA. Her fifth studio album, *Loud*, released in 2010, is successful all over the world.
She has sold more than five million albums in the USA.

Nom : Rihanna (Robyn Rihanna Fenty).
Origine : La Barbade.
Date de naissance : 20-2-1988.
Ses parents : Monica, sa mère, vient de Guyanne. Elle était employée de bureau. Ronald Fenty, son père est né à la Barbade. Sa famille est originaire d'Irlande et de La Barbade. Il était responsable / gérant de supermarché.
Sa famille : elle a deux jeunes frères / ses parents ont divorcé quand elle avait 14 ans.
Ses études : pas d'études, enfance difficile (père drogué).
Son métier : chanteuse et auteur-compositeur de chansons.
Sa carrière : elle chante depuis qu'elle a 7 ans. À16 ans, elle est partie aux USA, a sorti ses premiers albums. Son album sorti en 2006 fut un grand succès aux Etats-Unis. Son album sorti en 2010 fut un succès mondial. Elle a vendu plus de 5 millions de disques aux États-Unis.

Activités complémentaires : Training ex. 2, 3 et 4 page 57.

Page 56 – French, Moroccan and Canadian!

1. Look at the document and answer the questions.
This document is about Gad Elmaleh. The main parts of the document are about his family, his early years (his childhood), his career, his personal life.
Gad Elmaleh is French, Moroccan and Canadian. He is a standup comedian (a humorist) and an actor.

2. Find in the document the English for…

a. a humorist (a standup comedian)	**b.** happiness	**c.** he was brought up
d. a Jewish school	**e.** he moved (to …)	**f.** a garment company
g. performed	**h.** he was elected as	**i.** he is proud (of …)
j. the reunion of communities.		

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3. Read the document carefully and give the information in French.
a. Signification de son prénom (en hébreu) : bonheur
b. Signification de son nom (en Arabe) : aimé, apprécié
c. Métier de son père : vendeur et mime
d. Métier de son frère : acteur
e. Sa religion : juif
f. Ses études au Canada : Sciences politiques / en France : la comédie
g. Titres de deux de ses one-man shows : *Décalages / Papa est en haut.*
h. Titres de quatre de ses films : *Coco, Hors de prix, La Doublure, La Raffle*
i. Son fils : Noah (né en Novembre 2000)
j. Ses convictions : Il a pris position pour la réunion des communautés arabes et juives

Now Act!

4. Choose another personality/star and write a short article about his/her roots and career.
Réponse libre

Activités complémentaires : Training ex. 5 et 6 page 57.

Page 57 – Training

1. Complétez les phrases avec la nationalité qui convient.
a. Maria comes from Spain. She is **Spanish**.
b. Rick comes from Ireland. He is **Irish.**
c. Ali's grandparents come from Algeria. They are **Algerian.**
d. Youssou comes from Senegal. He is **Senegalese**.
e. Hao comes from Vietnam. She is **Vietnamese**.

2. Utilisez les éléments ci-dessous pour parler de vous.
Réponse libre.

3. Ajoutez les mots qui manquent pour rédiger des phrases au passé.
a. She **was** born **on** September, 20, 1988.
b. When she **was** a child, her parents **moved / came** to Paris.
c. She **got** married when she was 22 **years** old.
d. She **worked** as a salesgirl in a clothes shop from 2009 to 2011.
e. Her grandparents **lived** in Algiers when they **were** young.

4. Écoutez la prononciation des verbes (finale en – ed) et complétez le tableau. Puis répétez.

[t]	[d]	[id]
worked stopped asked	lived died called married studied	emigrated decided visited

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5. Mettez les verbes au présent ou au passé en fonction du sens.

a. When my mother **was** 3, she **lived** in Italy.
b. When my parents **were** young, they **studied** in an Italian school.
c. Now, my grandmother **is** old. She **lives** with her sister in Milan.
d. When I **was** 12, we **moved** to London where we **live** now.

6. Traduisez en anglais.

a. Mika was born in Lebanon on August, 18, 1983.
b. He lived in Paris when he was a child.
c. His family moved to London when he was nine years old.
d. In 2006, he released his first single: *'Relax, Take It Easy'.*

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FLASH *Breakfast*

Projet possible à mettre en œuvre à l'issue du travail sur cette page FLASH :

Vous devez organiser un petit déjeuner en classe :

Tâche 1 : Dresser une liste de courses, de matériel à apporter. (EE)
Utilisez les informations de la page Flash pour décider des menus. Faites une liste des courses à faire, de ce dont vous aurez besoin pour organiser ce petit déjeuner.

Tâche 2 : Réaliser un menu. (EE)
Créer les cartes (menus du petit-déjeuner) en anglais.

Tâche 3 : Accueillir les invités. Prendre une commande. (EOI)
Entrainez-vous à accueillir les invités en anglais : leur proposer le menu, les servir, etc. Vous serez alors prêts à accueillir vos camarades et déguster ensemble un bon petit déjeuner tout en parlant anglais.

Quiz

1. Les 4 plats qui constituent le petit déjeuner anglais complet sont :
– un jus de fruit ou un pamplemousse
– un bol de céréales
– un plat principal avec des œufs
– du thé au lait avec des toasts et de la confiture d'oranges.
Sur la photo, on voit le plat principal (main course) : œufs brouillés, champignons, pain grillé, tomates, haricots blancs à la sauce tomate, boudin noir et bacon (lard).

2. Les lettres représentent :
A : jam (*confiture*).
B : butter (*beurre*)
C : juice (*jus de fruit*)
D : coffee (*café*)
E : pastries / croissants (*pâtisseries / croissants*)
F : bread (*pain*)

3. Exemple de réponse possible :
"I prefer a full English breakfast. I'd like an orange-juice and a bowl of cereal. Then I'll have scrambled eggs with mushrooms, tomatoes and bacon. I don't like baked beans and black pudding. Then I'll have black coffee with toasts and strawberry jam."

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Unit 13 Heroes

Activités langagières	Tâches à réaliser – Niveau A2
EOC	Présenter un personnage de légende
CE / EE / TIC	Trouver des informations sur Internet pour présenter un personnage
EE	Rédiger un article simple

Contenus culturels et linguistiques

Culture et lexique
S'informer et comprendre : Références historiques / historical figures : Robin Hood – Mother Teresa (help – the orphans – poverty – fight, found, kill, protect, run, save, shoot, stay, win / a bow, a sword…)

Grammaire de la langue
Communiquer et s'exprimer : **Raconter / relater** (le prétérit / verbes irréguliers + formes interrogatives et négatives / réponses courtes / marqueurs de temps du passé). Réactivation de «was» et «were». **Élaborer un récit au passé.**

Page 60 – Robin Hood

1. Look listen and repeat.

Enregistrement
a. a bow – shoot / He shot with a bow.
b. a sword – fight / They fought with swords.
c. give / He gave money.

2. Listen to Meg, the candidate, and Ken during a radio quiz about Robin Hood. Choose the right information.

Enregistrement
Ken: Well Meg, here are the last questions before the final game. Are you ready?
Meg: Yes, I am.
Ken: OK. Where did Robin Hood live?
Meg: Robin lived in Sherwood Forest, with all his friends. He was an outlaw.
Ken: Good answer. Who were his enemies?
Meg: Prince John, the king's brother and the sheriff of Nottingham were his enemies.
Ken: A second good answer. How did Robin fight his enemies?
Meg: He fought them with his bow and arrow and his sword.

[…] **Ken:** OK. Where did Robin Hood live?
Meg: Robin lived in ***Sherwood Forest*** with ***all his friends***. He was an outlaw.
Ken: Good answer. Who were his enemies?
Meg: Prince John, the king's brother and the sheriff of Nottingham ***were*** his enemies.

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Ken: A second good answer. How did Robin fight his enemies?
Meg: He ***fought*** them with his bow and sword.

3. Listen to the end of the dialogue and use the given words to ask Ken's questions.

Enregistrement
Ken: Correct. Why did the people like him?
Meg: Because he robbed the rich and he gave money to the poor.
Ken: Who was his girlfriend?
Meg: Maid Marian was his girlfriend. Robin loved her and he protected her.
Ken: Excellent, Meg! That's five correct answers… You are ready for the final game tomorrow!

a. Why **did** the people like him
b. Who **was** his girlfriend?

4. Listen again and use the given elements to answer Ken's questions.

Enregistrement
Ken: Well Meg, here are the last questions before the final game. Are you ready?
Meg: Yes, I am.
Ken: OK. Where did Robin Hood live?
Meg: Robin lived in Sherwood Forest, with all his friends. He was an outlaw.
Ken: Good answer. Who were his enemies?
Meg: Prince John, the king's brother and the sheriff of Nottingham were his enemies.
Ken: A second good answer. How did Robin fight his enemies?
Meg: He fought them with his bow and arrow and his sword.
Ken: Correct. Why did the people like him?
Meg: Because he robbed the rich and he gave money to the poor.
Ken: Who was his girlfriend?
Meg: Maid Marian was his girlfriend. Robin loved her and he protected her.
Ken: Excellent, Meg! That's five correct answers… You are ready for the final game tomorrow!

a. Because he robbed the rich / He gave money to the poor.
b. Maid Marian was his girlfriend.

Now Act!

5. Tell the class about Robin Hood, using the elements above.
Les élèves pourront utiliser toutes les informations fournies par les activités précédentes ; ils pourront également conserver une trace écrite (résumé).

Page 61 – Mother Teresa

6. Read the short interview and answer the questions about Mother Teresa with short answers.
a. No, she didn't.
b. Yes, she did.
c. No, she didn't.
d. Yes, she did.

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FOCUS
– Quel petit mot permet de poser une question au passé? did.
– Comment dit-on « ne… pas » au passé ? did not ou didn't.
– Comment répondre « oui », « non » ? Yes (I, she, he, we, you they) did – No (I, she, he, we, you they) didn't.
– Retrouvez le verbe « go » au passé dans les énoncés. Went

7. Use the following elements to make sentences about Mother Teresa.
a. From 1950 to 1995, Mother Teresa looked after poor and orphans.
b. During these years she developed her missions in India and in 123 other countries.
c. In 1979, she won the Nobel Peace Prize.
d. In 1980, she got the Bharat Ratna for her humanitarian work in India.
e. In 1997, she died in Calcutta.

Now Act!

8. Search on the Internet for the following information about other heroes (Lady Di, Martin Luther King, the Indian Chef Geronimo…) : dates, nationality, type of work… Then write a short summary.
Le choix des personnages peut être modifié en fonction des intérêts des élèves, ou des thèmes étudiés dans d'autres disciplines.
L'ensemble des résumés peut devenir le recueil des personnages célèbres de la classe, qui pourra être illustré en classe d'éducation artistique.

Page 62 – Ordinary heroes

1. Read the document and answer the questions.
a. It's an article. **b.** The heroes are animals.

2. Copy the chart and fill it in.

Children's names	Animals : names + breeds*	Places	Causes of danger
Cindy Steele	Jetro, a Golden Retriever	Little Melton	A swimming pool
Sean and Sophie Bailey	Sygma, a Gordon setter	Cromer	A snake
———	O'Maley, a Persian cat	Norwich	———

3. What's the English for…?
a. est tombée : **fell**
b. aboya : **barked**
c. une assiette d'os : **a dish of bones.**
d. a couru : **ran**
e. a rampé : **crawled**
f. sont revenus : **went back**

4. Answer the following questions in French.
a. Cindy est tombée dans la piscine.
b. Le chien Jetro a aboyé devant la porte de la cuisine jusqu'à ce que la mère de Cindy sorte.
c. Il a eu une assiette d'os.
d. Sean et Sophie ont eu très peur ; ils n'ont pas bougé et ont crié pour appeler à l'aide.
e. Sygma a couru devant le serpent et a aboyé.

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Now act!

5. Imagine why O'Maley the cat became a hero. Write the article.
Activité ouverte.
Il faudra guider les élèves pour la réussite de cette activité (limiter les exemples, en raison des difficultés lexicales).

Page 63 – Training

1. Retrouvez huit verbes du texte page 62 dans la grille. Donnez leur forme de départ.

S	A	V	E	D	W	
F	E	L	L	R	A	N
T	R	I	E	D	S	
B	A	R	K	E	D	
W	E	N	T	O	L	D

→ saved: save / fell: fall / tries: try / barked: bark / went: go / told: tell
↓ was: be

2. Classez les verbes soulignés en deux colonnes : verbes réguliers et verbes irréguliers. Donnez leurs formes de départ.

Verbes réguliers	Verbes irréguliers
visited: visit watched: watch	got up: get up had: have went: go saw: see came back: come back

3. Écrivez le récit de Jane en mettant les verbes soulignés au passé en commençant par « *Last Saturday...* ».
"Last Saturday, I went to the market in the morning. I had lunch at home. I didn't go shopping. I went to the cinema. I had dinner at the Italian restaurant. I slept late."

4. Imaginez que vous êtes parti(e) en vacances l'an dernier. Répondez aux questions suivantes par des phrases.
Exercice ouvert.
a. Where did you go? I went…
b. When did you leave? I left on…
c. Where did you stay? I stayed…
d. What did you do? I…
e. Did you buy souvenirs?
f. Did you like your holidays?

5. Complétez les questions pour savoir ce qu'a fait votre voisin(e) hier matin. Puis posez-lui ces questions.
a. What time **did** you get up?
b. What **did** you have for breakfast?
c. What **did you** do in the morning?
d. What **did you** have for lunch?
Activité de «pair Work».

6. Racontez votre journée d'hier en utilisant le passé. Commencez par : « *Yesterday...* ».
Exercice ouvert.

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Unit 14 High Tech

Activités langagières	Tâches à réaliser – Niveau A2
EOC	Donner des consignes et des conseils
CO	Comprendre des consignes, des conseils
EE	Rédiger une série de consignes, de conseils

Contenus culturels et linguistiques

Culture et lexique
S'informer et comprendre : monde et histoire des sciences et techniques (*connect to the Internet, insert, make a call, plug in, remove, save, send text messages, spend money, turn off (switch off), turn on (switch on), use, work, a camera, a battery, a battery charger, a mobile phone (cell phone), power, the vibrate function, easy to use …*)

Prononciation, lecture et écriture : reconnaissance et prononciation de *should.*

Grammaire de la langue
Dialoguer : conseiller / mettre en garde (modaux : *should / can / must* / impératif)
Décrire : qualifier (noms composés : *a game console, the power saver mode*)

Page 64 – Your phone

1. Listen and number the pictures in the order you hear them. Then repeat.

Enregistrement
1. Remove the battery cover and insert the SIM card.
2. Plug in the battery charger.
3. Turn the phone on.
4. Now, you should turn your phone off. Don't use your phone at school.
5. Don't expose your phone to high temperatures.

1. e 2. d 3. a 4. c 5. b

2. Listen to the conversation and list the things Bridget can do with this new mobile phone.

Enregistrement
CHOOSING A NEW PHONE
Bridget is at the phone shop. She asks a salesman to answer her questions.
Bridget: Hello! Can you help me? I think I'll take this phone.
Salesman: Hello, miss. Yes, that's a very good choice! Here it is… It's very easy to use and it's a good quality mobile phone.
Bridget: Can I insert my old SIM card?
Salesman: Yes, look. You just remove the battery cover and you can insert the SIM card here. Then, you turn the phone on and you can make a call.

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Bridget: Yes, it's easy.
Salesman: This model has a Lithium-Ion battery, so you don't need to charge it for a long time. You can charge it whenever you like. Here is the battery charger. You can plug the battery charger in for 5 minutes if you like. But remember, you shouldn't expose your phone to high temperatures. Never leave your phone in a hot car: it is very bad for your battery.
Bridget: OK. I'll be careful.
Salesman: Yes, this is the vibrate function, you can use it at school or on the train, for example.
Bridget: Well, I must turn my phone off at school. But, I sometimes read my text messages.
Salesman: You shouldn't do that, miss! You should turn your phone off. You can read your messages during the breaks.
Bridget: Yes, sir.
Salesman: … And if you like using the camera, this phone can take good quality photos. You can also take videos from your phone. …And of course, you can connect to the Internet.
Bridget: Well, I know that, but I don't want to spend too much money.
Salesman: Then, you shouldn't use the Internet a lot. With this phone, you can download new games or videos, but of course, this is quite expensive.
Bridget: Yes, too expensive for my budget. I'd like to save money.
Salesman: … If you want to save money, then you shouldn't make long calls. And you can send text messages. You should also check if your phone is…

Bridget can insert her old SIM card.
She can charge it whenever she likes.
She can plug the battery charger in for 5 minutes.
She can use the vibrate function at school or on the train.
She can read messages (during the breaks).
She can take (good quality) photos.
She can take videos from her phone.
She can connect to the Internet.
She can download new games and videos.
She can send text messages.

3. Listen again and tick the correct answers.
a. Bridget can insert her old SIM card.
b. You can charge it for five minutes.
c. You shouldn't leave your phone in a hot car.
d. At school, you should turn your phone off.
e. Bridget should send text messages.

4. Tell what you should do in the following circumstances.
a. You are on a train: you should use the vibrate function.
b. Your battery is dying: you should charge it.
c. Your friend had an accident: you should use you mobile phone to call the emergency services.

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d. You are at the petrol station: you should turn your phone off.
e. You have a new phone: you should insert your old SIM card.

Now Act!

5. Give your friend 3 instructions or tips to save money on his/her cell phone bill.
Réponses possibles :
You shouldn't connect to the Internet / Don't connect to the Internet.
You shouldn't download new games and videos / Don't download games or videos.
You shouldn't make long calls / Make short calls.
You should send text messages / Send text messages.
Don't call from another country / You shouldn't use your phone abroad.
You shouldn't send photos or videos.

Activités complémentaires : Training ex. 1 et 2 page 67.

Page 65 – Hotline

6. Listen and explain what they should do. Then repeat.

Enregistrement
a. Your hair is wet. You should dry it with a hairdryer.
b. You are cold. You should turn the radiator on.
c. You are hungry. Here is some uncooked rice. You should cook it for yourself.

FOCUS
– Les phrases qui expriment un conseil sont : You should turn the radiator on (Vous devriez / Tu devrais allumer le radiateur). You shouldn't leave your phone in a hot car (Vous ne devriez pas / Tu ne devrais pas laisser votre/ton téléphone dans une voiture où il fait très chaud).
– La phrase qui exprime un ordre est : You must turn your phone off at school (Vous devez / Tu dois éteindre ton téléphone à l'école).
– La phrase qui exprime une interdiction est : Don't expose your phone to high temperatures (N'exposez pas / N'expose pas votre / ton téléphone à des températures élevées).

7. Listen to the conversation and find the correct answers.

Enregistrement
HOTLINE (PART 1)
Ashley: Hello, Hotline help. Ashley speaking. What can I do for you?
Tom: Hello. My telephone is wet!!! It's a new phone and I have dropped it in my bath! I was phoning my friend and suddenly the phone fell into the bath. It's really wet! Please help me. What can I do?
Ashley: Don't panic, Tom. First, don't turn your phone on and listen carefully.
Tom: OK.
Ashley: Have you got a hairdryer?
Tom: Yes, I have.

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Ashley: Good. Have you got any rice? You'll need a bowl of rice. If you follow my instructions, your phone will be dry in 2 or 3 days and it will work again.
Tom: Great!

a. Tom is calling a hotline help number.
b. Tom's phone is wet and new.
c. Tom mustn't turn the telephone on.
d. Tom can use a hairdryer.
e. Tom needs a bowl of rice.

8. Listen and explain in French the instructions and tips you understand.

Enregistrement
HOTLINE (PART 2)
Ashley: Listen Tom. You mustn't turn the phone on before it is completely dry. This is very important.
Tom: OK.
Ashley: Now, remove the battery cover. Take out the battery and the SIM card.
Tom: Yes. I remove the cover and take out the battery and the SIM card.
Ashley: Then use the hairdryer only for 2 or 3 minutes. Not too hot! Remember you mustn't expose your phone to high temperatures.
Tom: OK.
Ashley: Now, get a bowl of uncooked rice and cover the telephone with rice. Then let the phone dry. After one day, you can check the phone, use the hairdryer for one or two minutes again. And then put the telephone back into the bowl of rice and let it dry out again. Be sure your phone is completely dry before you turn it on again. If you follow my instructions carefully, there is a good chance your phone will work again in 2 or 3 days.
Tom: I hope so. Thank you very much.
Ashley: Here is one more tip, Tom.
Tom: Yes?
Ashley: You should not use your telephone when having a bath.
Tom: Yes. Yes, you are right. Thank you.

a. La chose la plus importante à ne pas faire est d'allumer son téléphone.
b. Ensuite, il faut retirer la batterie et la carte SIM.
c. Le sèche-cheveux doit être utilisé pendant seulement 2 ou 3 minutes. Ne pas trop chauffer le téléphone.
d. Il faut mettre du riz non cuit dans le bol pour faire sécher le téléphone (le riz va absorber l'humidité).
e. À la fin de l'entretien, Ashley lui conseille de ne pas utiliser son téléphone en prenant un bain.

9. Translate the new words you have understood.

a. humide
b. sec
c. un sèche-cheveux
d. faire tomber dans le bain
e. fonctionner à nouveau
f. sortir la batterie
g. suivre les instructions

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Now Act!

10. Listen to these five instructions and tips about "How to make your battery phone last longer". Write them down for a friend.

Enregistrement
USEFUL TIPS
Listen carefully. Here are some helpful tips about how to make your phone battery last longer.
1. Turn the phone off. This is very simple but you should turn your phone off when you are sleeping at night. You should also turn your phone off when you are on a train or in a place where there is no reception and no signal.
2. Turn off the vibrate function when it is not necessary. The vibrate function uses a lot of battery power.
3. Don't connect to the Internet or use your camera when you think your battery is dying. Flash photography especially uses a lot of battery power.
4. Don't expose your telephone to high temperatures. Don't leave it in a hot car. You shouldn't put it in your pocket. Keep your phone in a cool place.
5. Clean the battery contacts on the battery and on the phone. Be careful. You can clean the contacts with cotton wool.

1. Couper son téléphone quand on dort, quand il n'y pas de réception ou de signal.
2. Couper la fonction vibreur quand elle n'est pas nécessaire.
3. Ne pas se connecter à Internet ou utiliser la fonction appareil photo.
4. Ne pas exposer le téléphone à des températures élevées.
5. Nettoyer les contacts de la batterie (sur la batterie et sur le téléphone) avec du coton.

Activités complémentaires : Training ex. 3 et 4 page 67.

Page 66 – Helpful Tips

1. Look at the document and answer the questions in French.
a. Ce document provient d'un blog / d'un site Internet.
b. Le document donne des conseils pour bien utiliser sa console de jeux. Brad et Mick sont des Internautes qui ont posté des commentaires sur ce blog.
c. Les deux séries de conseils sont :
– Mes trucs pour que votre / ta console et vous / toi restent en bonne santé.
– Mes trucs pour économiser de l'électricité / énergie.

2. Read the document carefully to spot the good tips.
a. 3 tips to keep the console in healthy shape:
– Keep your console in a cool place (*laissez votre console dans un endroit frais*)
– You should check the temperature of the box regularly (*vous devriez vérifier régulièrement la température de la boite régulièrement*).
– Do not keep your console on for more than 10 hours (*Ne laissez pas la console en fonction pendant plus de 10 heures*).

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b. 1 tip to keep you in healthy shape (*3 réponses possible*):
– After playing for 10 hours, you should go out and have a walk or practice some sport.
– You should take frequent breaks when playing.
– Playing for 1 or 2 hours is ideal.

c. 2 other tips in the reader comments:
– You should not forget to protect your console from dust.
– You must clean your console every month.
– You should be careful when you buy a new console: there are now new energy saving features.

FOCUS
– A game console (une console de jeux) / power saver mode (le mode économie d'énergie)
– En anglais, le mot le plus important est le dernier du groupe de mots / nom composé (c'est le contraire en français)

3. Find in the document the English for...
a. a DVD player **b.** energy-saving features **c.** sleep buttons **d.** auto-save games

Now Act!

4. Choose another topic and write a list of tips to add on http://www.myblog.helpfultips.com.
Réponse libre

Activités complémentaires : Training ex. 5 page 67.

Page 67 – Training

1. Choisissez le mot qui convient.
a. You **shouldn't** leave your phone in the sun.
b. You **should** use the vibrate function on a train.
c. You **can** take videos from your phone.
d. You **should** plug the charger in when the battery is dying.
e. You **must** remove the battery cover to insert the SIM card.

2. Utilisez le vocabulaire ci-dessous pour dire tout ce que vous pouvez faire et ne pas faire avec votre téléphone portable.
Réponses possibles :
a. I can send text messages, but I can't send e-mails.
b. I can take photos and videos, but I can't watch TV.
c. I can listen to the radio and to music.
d. I can make calls, but I can't play cards.
e. I can't pay. I can do calculations. My phone can tell the time.

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3. Donnez des conseils pour chaque situation en utilisant *should* ou *shouldn't*.
Réponses possibles :
a. At night: you shouldn't go to bed after midnight. You shouldn't watch TV in bed.
b. At the restaurant: you should have salads and vegetables. You shouldn't drink soda.
c. At the cinema: you should turn your mobile phone off or you should use the vibrate function.
d. At weekends: you should practise sports. You shouldn't sleep all day long.

4. Rédigez des conseils pour être en bonne santé.
a. You should eat some fruit every day.
b. You shouldn't have too much chocolate or ice-cream.
c. You shouldn't smoke / You should stop smoking.
d. You should practise some sport to be healthy.

5. Utilisez les éléments donnés pour traduire les noms suivants.
a. a CD player. **b.** a plasma screen TV. **c.** a video games tournament.
d. a power cord. **e.** a computer keyboard.

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Unit 15 A better life

Activités langagières	Tâches élémentaires
EOC	Expliquer les avantages d'un moyen de transport.
EE	Réaliser une affiche.
EE	Ecrire un message électronique.

Contenus culturels et linguistiques

Culture et lexique
Vivre et agir au quotidien : mode de vie (*food, organic / industrial / frozen food, meat, fruit…*) ; transports (*electric / hybrid / LPG / diesel vehicles, scooter, moped, walking, cycling…*).
Étudier et travailler : emploi et mobilité (*work placement, trainee, tutor, boss, apprentice…*)
S'informer et comprendre : société (*social issues: organic / industrial farming, green, pesticides, pollution, environmentally friendly…*).
Se cultiver et se divertir : monde et arts culinaires (*Chinese food : spring rolls, Cantonese rice – Moroccan Food, Italian food…*).

Prononciation, lecture et écriture
Reconnaissance et réalisation des terminaisons du comparatif des adjectifs courts (*cleaner, easier, later…*).

Grammaire de la langue
Dialoguer : interroger : syntaxe des énoncés interrogatifs (*how do you go to school…?*)
Communiquer : comprendre et s'exprimer :
– s'exclamer (*great, yuck…!*)
– faire faire : impératif (*buy local products, eat more fruit…*), modaux (*you should…*)
Décrire:
– qualifier : adjectifs (*tasty, healthy, economical, green, polluting,...*)
– comparer : comparatifs (*more economical, friendlier, cleaner, better, worse than…, as bad as…*)
– expliquer son point de vue : articulation du discours (*you are right, well, because, so…*)

Page 68 – Travelling greener

1. Listen and repeat.

Enregistrement

good / better	cheap / cheaper
green / greener	healthy / healthier
late / later	economical / more economical
independent / more independent	

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2. Listen and match the names and their transport to school: Brad, Helen, Paul and Jenny.

Enregistrement
Jane Boyd: Hello! I'm Mrs. Boyd, Jane Boyd. I'd like to know more about your transport to school. You…
Brad: Hi, I'm Brad! I come to school by scooter.
Jane Boyd: By scooter? And why not by bus?
Brad: Well, because I am more independent. I can leave home later.
Jane Boyd: Thank you, Brad. What about you?
Helen: I'm Helen. I take the bus. It's cheaper than by car or by scooter.
Jane Boyd: You are right. And is it a diesel or an LPG bus?
Helen: It's an LPG bus, so it's better for the environment.
Paul: Well, I'm Paul and I cycle to school. So I am greener than Helen and Brad. It is more economical for my parents.
Jane Boyd: And you… How do you go to school?
Jenny: I'm Jenny. I walk with Nelson. He's my boyfriend. It's friendlier and it's better for my health.
Jane Boyd: Yes, walking is healthier than taking the bus, especially with a friend. It's more romantic!

Brad: by scooter
Helen: by bus
Paul: by bike / bicycle / he cycles
Jenny: on foot / she walks.

3. Who says what? Qui de Brad, Helen, Paul, Jenny ou Mrs Boyd dit :
a. it's better for the environment. : **Helen**
b. because I am more independent. I can leave home later : **Brad**
c. walking is healthier than taking the bus… it's more romantic! : **Mrs Boyd**
d. I am greener than Helen and Brad. And it is more economical : **Paul**
f. it's friendlier and it's better for my health : **Jenny**

FOCUS
– Comment dit-on « plus économique » ? ***more economical***
– « plus écologique que » ? ***greener than***
– « meilleur pour la santé que » ? ***healthier than***
– Faire également deviner le sens de better (than). Ensuite faire retrouver l'adjectif de départ (economical / green / healthy et good).
– Demander à quoi sert cette forme de l'adjectif (à comparer).
– Quel est le mot signifiant « que » (than), et est-il toujours utilisé ? (non, comme en français).
– Faire rechercher dans les énoncés des exercices 2 et 3 des constructions semblables : (more economical / more independent / more romantic) (greener / later) (healthier / friendlier).
– À partir de ces recherches, faire déduire les règles de construction du comparatif en fonction des différents types d'adjectifs relevés (courts – longs avec « y » et sans « y » – exceptions).

4. Write the following adjectives in the comparative form.

Green → Green**er**
noisy → nois**ier**
expensive → **more** expensive
economical → **more** economical
cheap → cheap**er**
clean → clean**er**

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healthy → health**ier**
good → **better**
friendly → friendl**ier**
fast → fast**er**
silent → **more** silent
safe → saf**er**
practical → **more** practical
dirty → dirt**ier**
easy → eas**ier**
slow → slow**er**
dangerous → **more** dangerous

5. Compare these means of transport. Use the adjectives from exercise 4.
Electric cars are greener / more economical / more expensive / cleaner / more silent than diesel cars.
Cycling or walking is greener / more economical / cleaner / more silent / slower / healthier / cheaper than hybrid cars / diesel vehicles / taking a school bus
Riding a scooter or a moped is faster / friendlier / more expensive / noisier / more dangerous than taking a school bus.
L'exercice peut se prolonger en inversant les comparaisons pour s'assurer de l'utilisation des adjectifs contraires (ex : Riding a scooter – taking a school bus)

Activités complémentaires : Training page 71, exercices : 1, 2 ,3.

Now Act!

6. Talk about your usual means of transport. What are its advantages? Say if you prefer public transport or individual transport and why.
Production libre.
Exemple de production: Every morning I take the school bus. I have a scooter but I take the bus because, for my parents, it is cheaper and safer. I like the bus because it is friendlier: I can meet my friends on the bus. I don't like it because I must get up earlier and wait at the bus stop…

Page 69 – Greener eating

7. Listen and match the opinions on last week's menus and the days. Then repeat.

Enregistrement
On Monday: the menu was bad.
Tuesday was as bad as Monday.
Wednesday was worse than Monday and Tuesday.
Thursday's menu was tasty.
Friday was as tasty as Thursday.

Monday	Tuesday	Wednesday	Thursday	Friday
Spinach & sausages	Fish	Turkey	Lasagne	Royal couscous
6/20	Beans	Lentils	Green salad	Orange
	6/20	5/20	14/20	14/20

Bad | as bad as | worse than | tasty | as tasty as

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8. Listen and find the students' opinions about the new menu.

Enregistrement
Doug: Look! It's this week's menu!
Cindy: Yuck! It's as bad as last week's!
Jo: No! It's worse than last week's.
Cindy: It's all frozen food! It's less expensive and faster to cook.
Jo: Yes, they cook less and we pay more!

Cindy: Yuck! It's **as bad as** last week!
Jo: No! It's **worse than** last week.
Cindy: It's all frozen food! It's **less expensive** and **faster** to cook.
Jo: Yes, they cook **less** and we pay **more**.

FOCUS
– Quels mots correspondent à « aussi... que » ? → as ... as
– « moins » ? → less « pire »? → worse.

9. Complete the sentences about organic food with different forms of comparatives.
a. Organic food is **healthier than** industrial food but it is often **more expensive**.
b. The working conditions are **safer** for organic farmers who don't use pesticides.
c. Organic meat is not **as fatty as** meat from intensive farming.
d. Buying local fruit on markets is **cheaper** and **less polluting** in transport.

10. Complete with "more" or "less" to write eco-friendly sentences.
a. Buy local products to use **less** packaging and give **more** work to your region.
b. Eat **less** industrial meat to have **less** farming pollution.
c. Eat **more** fruit and vegetables and drink **less** soda for a healthier life.
d. Enjoy **more** organic food and absorb **less** pesticides and antibiotics!

Note: Si la forme la plus traditionnellement correcte pour traduire «moins de + nom pluriel» est «fewer + nom pluriel» la forme avec «less» est néanmoins la plus courante.

Activités complémentaires : Training, page 71 : exercices 4 et 5.
– Si le professeur le souhaite, il peut faire comparer plusieurs véhicules en fonction de leur âge, poids, vitesse, consommation, confort, prix... à partir d'un tableau.

Now Act!

11. Choose a slogan for a greener, healthier life. Make a poster.
Activité de création libre.

Page 70 – Don't complain!

1. Answer the questions in English. Répondez en anglais à ces questions.
a. Where does the document come from? A blog
b. Who was an apprentice mechanic? The grandfather (was an apprentice mechanic)
c. Who is a trainee baker? Tom (is a trainee baker)

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2. Find the English equivalents for. ***Trouvez les équivalents anglais de :***

a. mon stage : **my work placement**
b. nettoyer ou balayer : **clean or sweep**
c. pourrait être : **could be**
d. j'allumais le poêle à mazout : **I lit the fuel stove**
e. ça puait : **it stank**
f. les pneus : **tyres**
g. me bottait les fesses : **he kicked me in the behind**
h. je coupais du bois : **(I) cut wood**

3. Answer the questions in French. ***Répondez en français.***

a. Pourquoi Tom trouve-t-il que c'est plus difficile en stage qu'à l'école? – Il doit se lever plus tôt – Les règles d'hygiène sont très strictes (il doit changer sa tenue de travail et sa coiffe chaque jour. Il doit souvent se laver les mains. Il doit faire des tâches qu'il n'apprécie guère – laver et balayer – plusieurs fois par jour.)

b. Qu'apprécie-t-il dans son stage ? Il peut choisir entre quiche ou pizza pour son déjeuner. Il termine sa journée plus tôt.

c. Comparez l'expérience de Tom et celle de son grand-père au sujet :

– des heures de réveil : son grand père se levait plus tôt.
– des moyens de transport : Son grand-père devait faire 10 km en vélo par tous les temps : c'était plus fatigant, plus difficile, les conditions étaient plus mauvaises.
– de la durée du travail : son grand père travaillait plus et plus longtemps, il terminait plus tard.
– des conditions d'hygiène : elles sont meilleures pour Tom, mais elles sont plus strictes.
– des repas : La pizza ou la quiche est meilleure, plus savoureuse que le sandwich du grand-père.
– des activités de fin de journée : Après le travail, Tom est plus libre ; il peut jouer. Il a plus de loisirs que son grand-père. Sa TV est plus moderne et a plus de chaines…

Now act!

4. Write a comment on Tom's blog. Tell him why his situation is better than his grandfather's. Écrivez un commentaire au blog de Tom. Dites-lui pourquoi sa situation est plus enviable que celle de son grand-père.

Il suffit de reprendre en anglais les réponses à la question 3.c et d'écrire des phrases simples avec le réemploi des comparatifs utilisés.

Exemple de production :

Hi Tom! Don't complain! Your situation is not as bad as you say. Well; it is better than your grandfather's was in the sixties. You get up later, he got up earlier. You take a bus, he cycled: it was more tiring. You are more comfortable on your bus in winter! He worked more and longer. His boss was stricter than your tutor: He never kicks you in the behind! You have a good hot quiche or pizza for lunch; it's tastier than a sandwich. And when you come back home, you are free, you can play or watch TV. You know, in many countries, teenagers or children aren't as happy as you are. You are very lucky to live in a modern country.
Bye!

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Page 71 – Training

1. Écrivez ces adjectifs au comparatif de supériorité dans un tableau.

Adj. courts		Adj. longs	Adj. irréguliers
1 syllabe short → shorter cold → colder old → older young → younger large → larger late → later rich → icher light → lighter short → shorter long → longer nice → nicer big → bigger cool → cooler fresh → fresher fast → faster hot → hotter new → newer	2 syllabes avec – y pretty → prettier early → earlier easy → easier happy → happier dirty → dirtier sunny → sunnier	2 syllabes sans – y, 3 syll ou + comfortable → more comfortable interesting → more interesting boring → more boring modern → more modern beautiful → more beautiful expensive → more expensive famous → more famous violent → more violent difficult → more difficult dangerous → more dangerous	good → better

2. Écrivez des comparaisons (plus ... que) avec BE (être) au présent.

a. February **is *colder* than** March.
b. Algeria **is *hotter* than** Italy.
c. Mopeds **are *noisier* and *more polluting* than** bicycles.
d. fruit **is *healthier* than** ice cream.
e. Arsenal **is *better* than** PSG.

3. Faites des phrases au comparatif d'égalité (aussi...que) ou d'inégalité (pas aussi... que)

a. Marseille isn't as big as Paris.
b. A tuna salad is as healthy as a salmon salad.
c. England isn't as sunny as France.
d. A hamburger is(n't) as good as a pizza.
e. Rain isn't as bad as snow.
f. Cycling is(n't) as tiring as running.

4. Écrivez les phrases avec les adjectifs au comparatif de : supériorité (plus ... que → +) ou d'infériorité (moins ... que → −).

a. Series are short**er** and **less** exciting **than** films.
b. I don't like horror films, they are **worse** and **more** violent **than** war films.
c. I prefer love stories; they are nic**er** and **more** romantic **than** documentaries but they are **less interesting**.
d. Going to the cinema is **more** expensive and friendl**ier than** watching a DVD.

5. Complétez ces conseils pour une vie plus saine avec *more ou less.*

a. You should eat **less** meat and **more** fruit and vegetables.
b. You should add **less** salt to your meals and **less** sugar to your desserts.
c. You should do **more** sport or physical activities.
d. You shouldn't watch TV **more** than two hours a day.
e. You should eat **more** at breakfast to get **more** energy for the day.
f. To conclude: eat better, move **more**, live longer.

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FLASH *Los Angeles*

1. Say where Los Angeles is. Los Angeles is in California, on the west coast of the United States.
Le professeur pourra rétroprojeter une carte des Etats Unis pour mieux faire localiser la ville, les notions de «West, North, south et North n'étant pas forcément acquises.
Dans de cadre de l'approche actionnelle, les élèves pourront faire une fiche d'identité de la ville après des recherches au CDI.

2. Follow the route of the places to visit on the map of Los Angeles.
La lettre de Ben et l'itinéraire permettent de lister les curiosités de la ville. Beverley Hills, Hollywood , the Walk of Fame, Rodeo Drive, UCLA (University College of Los Angeles), Museums and beaches…

3. What can you see on Hollywood Boulevard and on the Walk of Fame?
On Hollywood Boulevard, there are the celebrities' hands and footprints. On the Walk of Fame, there are stars with the names of actors and actresses
Dans de cadre de l'approche actionnelle, les élèves pourront préparer un dépliant touristique sur leur ville ou bien une grande ville proche avec des illustrations et une phrase de légende pour ces illustrations. (EE).

4. On the Internet, http://www.universalstudioshollywood.com/ find the names of some attractions of Universal studios.
Le site d'Universal Studios évolue régulièrement en présentant de nouvelles attractions. Mais il y a en attractions «permanentes » :
Studio Tours – Curious George – Shrek – Waterworld – House of Horrors – the Blue Brothers – Terminator 2 – Animal actors – Jurassic Park Ride – The ride of the Mummy sont des attractions régulières.

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Unit 16 Today's world

Activités langagières	Tâches à réaliser – Niveau A2
CO	Comprendre une description.
EOC	Créer et présenter un flash publicitaire.
EE	Rédiger une description.

Contenus culturels et linguistiques

Culture et lexique
S'informer et comprendre : Médias (the Guinness Book of Records: tall, small, long, big, heavy, pierced… metre, centimetre, hour, kilo, ton… Advertising: radio commercial, commercial break, home appliances, discount, chain store, clean, cheap, fresh, easy, special offer, best…)
Monde et histoire des sciences et des techniques : Technologies and research (l'utilisation du téléphone portable et ses dangers).
Prononciation, lecture et écriture : le suffixe «est» du superlatif «hundred» et «thousand».

Grammaire de la langue
Communiquer, comprendre et s'exprimer : qualifier et comparer (superlatif : *the longest, the easiest, the most convenient, the best.*) Suggérer, faire faire (impératif : *hurry up ! come and seize ! Be quick !*)
Décrire : Nommer / désigner (outils de la localisation spatiale : *on the left, in the middle, in the background, in the foreground…*).
Raconter / relater : situer dans le temps (*le présent en – ing*).

Page 74 – Records

1. Listen and say which sentence corresponds to the photo. Listen again and repeat.

Enregistrement
a. This cake is very large. It's the largest cake in the world.
b. This man is very small. He is the smallest man in the world.
c. This woman has many piercings. She is the most pierced woman in the world.

La phrase b. correspond à la photo.

2. Listen to part 1 of the dialogue and select what Theo is doing.

Enregistrement
New world records (Part 1)
Sofia: What are you reading, Theo?
Theo: It's the Guinness book of records. Do you know this book?
Sofia: Of course, I do! Are there any funny new records?

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Theo: Well, some are funny, others are just surprising. Listen: Two British cousins aged 30 and 32, decided to raise money for Charity. They made a cream cake and sold it on eBay. They got 3,200 Euros!
Sofia: What was special about this cake?
Theo: It was the largest cream cake ever made: 59 cm long, 39 cm wide and 16 kilos. It took them nearly 12 hours to make it!

b. Theo lit à Sofia des extraits du livre des records.

3. Listen again and match the numbers to the symbols. Then say in French what they represent.
3 200 € : la somme gagnée en vendant le gâteau sur e-Bay.
16 kg : le poids du gâteau.
12 hrs : le nombre d'heures nécessaires à la confection du gâteau.

4. Listen to part 2 and find information about the various records.

Enregistrement
New world records (Part 2)
Sofia: Wahoo! Do you have another record?
Theo: Yes, listen to this: It's called 'The strangest couple of the year'. A 20-year old Chinese man has met a 36-year old Russian woman in New York.
Sofia: There is nothing strange about that!
Theo: Wait a minute, I haven't finished. He is the smallest man in the world and she has the longest legs in the world.
Sofia: How tall are they?
Theo: She is 1.96 m tall and her legs are 1.32 m long. The man is 74.61 cm tall!
Sofia: … That's absolutely incredible! Please, tell me another one!
Theo: Oh, listen… You will love this one. It's about a Brazilian woman who lives in Scotland. She is the most pierced woman in the world.
Sofia: What do you mean by 'the most pierced woman'? Does she have many piercings?
Theo: Well, last year, a total of 6,005 piercings were counted on her body. She started at the age of 26. And now she is 48.
Sofia: 6,005 piercings? I can't believe it! Tell me another one, please.
Theo: No, Sofia, sorry, that's all for today.

a. How tall is the smallest man? He is 74.61 cm tall.
b. How long are the longest legs? The woman on the photo is very tall and her legs are 1.32 m long.
c. How many piercings does the most pierced woman have? She had 6,005 piercings recorded in 2010.

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Now act!

5. Listen to another world record, then copy and fill in the document.

Enregistrement
BEAUTIFUL AND DELICIOUS
American Alain Roby entered the Guinness Book of World Records as the best confectioner and chocolate maker when he made the world's tallest chocolate building. It is a replica of the Empire State Building, the most famous skyscraper in New York. The walls of the building are made of dark chocolate and the windows are made of white chocolate. The mini skyscraper is 6.6 m tall and Alain Roby used 1,000 kilos, that's to say one ton of chocolate, to make it. The construction took more than 30 hours to complete. You can see it in a toy shop in Manhattan, New York.

ALAIN ROBY
Profession : pâtissier – confiseur – chocolatier
Objet fabriqué : un gratte-ciel (l'Empire State Building de New York) en chocolat
Matières utilisées : chocolat noir et chocolat blanc
Hauteur : 6,6 mètres
Poids de matière : une tonne de chocolat
Temps de réalisation : 30 heures
Lieu d'exposition : magasin de jouets à Manhattan (New York)

Activité compléméntaire : Training page 77, ex. 1.

Page 75 – The best and cheapest solutions

6. Listen and repeat.

Enregistrement
Appliance number 1 is a washing-machine.
Appliance number 2 is a microwave oven.
Appliance number 3 is a portable refrigerator.

7. Listen and select the right information.

Enregistrement
COMMERCIALS
Mini-Mini, the best store for small electrical appliances!
a. Are you a student? Do you live in a small student room? Then, washing your clothes is probably your biggest problem. This week, Mini-Mini is offering you its smallest washing-machine at the best price. This week, and this week only, you can have a 30% discount. Hurry up to the nearest Mini-Mini store!
Mini-Mini, the best store for small electrical appliances!
b. On Saturday 15th, come and seize one of the best special offers at Mini-Mini.
50% discount on all our microwave ovens! Mini-Mini microwaves are the easiest solution for you to defrost, reheat or cook your food. One date to remember: Saturday 15th!

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Mini-Mini, the best store for small electrical appliances!
c. You need to carry your fragile medicines every day? Get a Med fridge! It is the smallest, safest and most practical cool box ever! Today and tomorrow, Mini-Mini is offering a 70% discount on this portable refrigerator. Yes, 70% but only today and tomorrow. Be quick!
Mini-Mini, the most exceptional offers for the best quality!
Mini-Mini, the best store for small electrical appliances!

a. The document is: a commercial break.
b. Mini-Mini is: a big chain store.
c. Mini-Mini sells: home appliances.

8. Listen again and find the information.

	washing machine	microwave oven	portable refrigerator
discount rate* (%) discount period	30% this week only	50% Saturday 15th	70% today and tomorrow

9. Listen again and select what you hear.
a. Mini-Mini has an offer/is giving a discount on *its smallest* washing machine.
b. Microwaves are *the easiest* solution.
c. Transport your medicines in *the safest* bag.

Focus
– ***the smallest*** *le/la/les plus petit(e)(s)*
– ***the easiest*** *le/la/les plus facile(s)*
– ***pierced*** *est considéré comme un adjectif long et ne peut pas prendre la terminaison « est ».*

10. Transform the adjectives into superlatives as in the example. Then translate.
the most romantic : le / la / les plus romantique(s)
the noisiest : le / la / les plus bruyant(e)(s)
the freshest : le / la / les plus frais / fraiche(s)
the greenest : le / la / les plus écologique(s), plus vert(e)(s)(es)
the most expensive : le / la / les plus cher(s)(e)(es)
the tastiest : l'aliment / la boisson qui a le plus de goût
the hottest : le / la / les plus chaud(s)(e)(es)
the cheapest : le / la / les plus avantageux (avantageuse(s) ; le / la / les moins cher(s)(e)(es)
the latest : le / la / les plus tard(s) ; tardif(s), tardive(s) ; le / la / les plus en retard ; le / la / les plus récent(s)(e)(es)
the most independent : le / la / les plus indépendant(s)(e)(es)

Now act!

11.Create and record a commercial break and have your class listen to it.
Expression libre

Activités compléméntaires : Training page 77, ex. 2 et 3.

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Page 76 – What are they doing?

1. Answer the questions in French.

a. De quels types de documents s'agit-il ? Le 1er document est un poster à caractère préventif et le 2e document est un texte décrivant le poster.

b. Quel en est le sujet ? Le sujet de ces 2 documents est le téléphone portable et ses dangers sur la route.

2. Read the text and find the equivalents.

le trottoir : **the pavement**
en arrière-plan : **in the background**
inévitable : **unavoidable**
une chute : **a fall**
au 1er plan : **in the foreground**.
traverser : **cross**
une réunion : **a meeting**
heurter : **bump**
être allongé(e) : **be lying**

3. Read the text again and answer the questions in French.

a. D'où vient Charlotte et où va-t-elle ? Charlotte rentre de l'école et va chez elle.

b. Qu'est-elle en train de faire ? Elle téléphone à son petit ami tout en marchant.

c. Que fait Monsieur Ford ? Il conduit sa voiture tout en téléphonant à sa secrétaire.

d. Que se passe-t-il ? Charlotte traverse la route sans regarder la circulation, M. Ford ne voit pas Charlotte traverser et renverse Charlotte.

FOCUS

– Relever les verbes : are ... doing, 's walking, isn't paying...

– Comment se forme le présent en – ing? Auxiliaire BE au présent + BV en – ing.

– Décrit-il ce qui est en train de se passer ou une habitude ? Le présent en – ing décrit ce qui est en train de se passer.

4. Describe the picture. What are the people doing?

1. Tom is listening to music / to his MP3 player.

2. The man is riding his bike and is saying 'Hi!' to the man who is walking on the pavement.

3. The man is crossing the street. He is also text-messaging.

4. The taxi driver is reading a newspaper.

5. The car is parking at a bus stop.

Activités complémentaires : Page 77 ex. 4 et 5.

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Page 77 – Training

1. Ecrivez les adjectifs suivants au superlatif de supériorité dans un tableau.

Adjectifs courts		Adjectifs longs
1 syllabe	**2 syllabes avec – Y**	
tall → the tallest cheap → the cheapest short → the shortest fast → the fastest large → the largest big → the biggest cold → the coldest hot → the hottest young → the youngest	happy → the happiest funny → the funniest pretty → the prettiest risky → the riskiest	expensive → the most expensive beautiful → the most beautiful dangerous → the most dangerous interesting → the most interesting boring → the most boring

2. Recopiez ces phrases en mettant les adjectifs au superlatif de supériorité.

a. The **tallest** man in the world is 2.46 m tall.
b. The **largest** surfboard, made by Nev Hyman, was 12 m long.
c. The **fastest** car on ice goes at 321 km/h.
d. The **smallest** radio-controlled car is a 25 mm model.
e. The **longest** bike is 9.57 m long.

3. Complétez les phrases par un comparatif ou un superlatif de supériorité.

a. Matt is **more intelligent** than James but Jenny is **the most intelligent** pupil of the class.
b. Sue is **taller** than Mary but Linda is **the tallest** girl of the college.
c. English lessons are **more interesting** than Maths lessons.
d. The **best** subject is sport.
e. A train is **faster** than a car but the **fastest** means of transportation is the plane.

4. Mettez les verbes entre parenthèses au présent en – ing.

a. I **am listening** to music at the moment.
b. Look! He **is playing** football.
c. It's Monday, we **are learning** German.
d. Look! They **are chatting** on the Net.
e. **Are** you **writing** a letter or a postcard?

5. Ecrivez les énoncés au présent en – ing à la forme demandée.

a. **I'm not watching** TV, **I'm watching** a match.
b. Today your sister **isn't working** at the hospital; she **is jogging**.
c. The children **aren't swimming**, they **are playing** water-polo.

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Unit 17 Tomorrow and after

Activités langagières	Tâches à réaliser – Niveau A2
CO	Comprendre la présentation d'un programme d'activités.
EOC	Exprimer ce que l'on fera en fonction des conditions.
EE	Décrire ses projets d'avenir.

Contenus culturels et linguistiques

Culture et lexique
Vivre et agir au quotidien : Modes de vie (*tourism: backpack, first-aid kit, flashlight, flsk, sleeping bag, sunscreen, dried fruit, tinned foods, video camera, keep a log…*); loisirs : *forest, catch and cook fish, build a hut, weather forecast…*
Relations avec les autres (*family life: birthday party, guests, go shopping, do the shopping, shopping list, found a family, help the children, forced to get married…*).
Étudier et travailler : Monde scolaire et emploi (*studies, stop school, enter university, start a business, work a lot, earn money, travel…*).
Prononciation, lecture et écriture : reconnaissance du temps de conjugaison et réalisation : *I love you – I'll love you.*
Reconnaissance et réalisation de la différence entre « *I won't* » et « *I want* ».

Grammaire de la langue
Raconter, relater : situer dans le temps (futur simple : *will, 'll, won't. What will you do if…? When I'm 20, I'll…;* Marqueurs de la postériorité : *next Friday, the day after tomorrow, later, in 2030, tomorrow, when I am old, in two months…*)

Page 78 – Will you be ready?

1. Listen and repeat the names of the items you see in the picture.

Enregistrement

Number 1 is a backpack.	Number 2 is a first aid kit.
Number 3 is a flask.	Number 4 is a flashlight.
Number 5 is a pair of gloves.	Number 6 is a hat.
Number 7 is a sleeping bag.	Number 8 is sunscreen.
Number 9 is a pair of sunglasses.	Number 10 is a tent.
Number 11 is a lighter.	

Erratum : il manque le chiffre 11 sur l'illustration d'ouverture. Il s'agit du briquet.

2. Listen again and copy each item name with its corresponding number.

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3. Listen to Chuck who is interviewed before his expedition in the desert and select what you hear. Copy the correct sentences.

Enregistrement
CHUCK'S EXPEDITION
Journalist: Will you be ready in a week, Chuck?
Chuck: Yes, I will. Everything is ready.
Journalist: How many days will you spend in the desert?
Chuck: 10 days.
Journalist: Will you communicate with your family?
Chuck: No, I won't. I will have no contact at all.
Journalist: Where will you sleep?
Chuck: I will sleep in a tent, in a sleeping bag.
Journalist: What will you wear? Shorts?
Chuck: No, I won't! In the daytime, I will wear light pants, a shirt, socks, light shoes, gloves, a hat, dark sunglasses and sunscreen of course.
Journalist: What else is necessary in your luggage?
Chuck: I'll take a backpack, a GPS, a first-aid kit, a flashlight and a flask.
Journalist: How much water will you need?
Chuck: I'll drink four litres of water per day and I will need water for the car, too.
Journalist: What will you eat?
Chuck: I'll eat tinned foods and dried fruit.
Journalist: Will you film your expedition?
Chuck: I won't take a video camera; I will take photos.
Journalist: Will you keep a log?
Chuck: Yes, I will. I will take notes every day.
Journalist: Thank you very much, Chuck and enjoy your trip!
Chuck: Thank you.

a. Will you be ready in a week? Yes, I will.
b. Where will you sleep? I will sleep in a tent.
c. Will you communicate with your family? No, I won't.
d. I'll drink four litres of water per day.
e. I won't take a video camera.

4. Build the journalist's questions and Chuck's answers.
a. Journalist: What will you eat?
Chuck: I will eat tinned foods and dried fruit.
b. Journalist: Will you keep a log?
Chuck: Yes, I will. I'll take notes every day.

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Now act!

5. Listen to Alex and Lola and say what you have understood in French.

Enregistrement
WHAT WILL YOU DO NEXT WEEKEND?
Lola: Ah… Tomorrow's Friday… What will you do at the weekend, Alex?
Alex: I will spend two days and one night in the forest with Sam. He's my best friend.
Lola: In the forest??? What for?
Alex: Just to see if sleeping in the forest is scary or not.
Lola: It IS scary! No doubt about that! Will you have a tent and a sleeping bag?
Alex: Yes, we will.
Lola: You'll be cold!!!
Alex: No, we won't. Nights aren't cold in July!
Lola: What will you eat?
Alex: We'll go fishing. There's a small river in the forest, it's full of trout.
Lola: And how will you cook your trout? If you ever catch one!!!
Alex: We'll make a fire.
Lola: A fire? Isn't it forbidden?
Alex: No!! Stop asking stupid questions!
Lola: What will you do if it rains?
Alex: It WON'T rain. The weather forecast is good.
Lola: And what will you do for 2 days in the forest?
Alex: We'll start building a hut.
Lola: A hut? Wouah! Can I come with you?
Alex: Certainly NOT. Girls are forbidden.

Alex raconte à Lola ce qu'il va faire pendant le week-end prochain : il va passer deux jours en forêt avec Sam, son meilleur ami. Ils camperont et pêcheront des truites qu'ils cuiront au feu de bois. Ils commenceront la construction d'une cabane. Lola s'inquiète des conditions de sécurité et de météo puis elle finit par demander si elle peut accompagner Alex et Sam. Ce dernier refuse.

Page 79 – What will you do if…?

6. Listen and select the markers you hear. Write them on the left of the calendar.
tomorrow – the day after tomorrow – next Saturday – in two weeks – next year

Enregistrement
a. Tomorrow is Tuesday, May the second.
b. The day after tomorrow is Wednesday, May the third.
c. Next Saturday, there is a birthday party.

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	May	
today	Mo 1	
tomorrow	Tue 2	
the day after tomorrow	Wed 3	
	Thu 4	
	Fri 5	
next Saturday	Sat 6	birthday party
	Sun 7	

7. Listen and select the things to do and write them on the right of the calendar.

Enregistrement
Caitlin will clean the garage tomorrow evening.
Her mother will go shopping on the day after tomorrow.

	May	
today	Mo 1	
tomorrow	Tue 2	clean the garage
the day after tomorrow	Wed 3	go shopping
	Thu 4	
	Fri 5	
next Saturday	Sat 6	birthday party
	Sun 7	

8. Listen to Caitlin and her mother talking about the preparation of the birthday party and answer the questions in French.

Enregistrement
CAITLIN'S PREPARATIONS
Caitlin: … Jimmy and Helen:12, Adam and Jennie:14, Debra:15 and me:16. Mum? There will be 16 guests at my birthday party next Saturday.
Mother: How many did you say?
Caitlin: Sixteen. It will be a super party, I'm sure!
Mother: OK… For 16 people, you need 3 tables. Where will you put them?
Caitlin: If the weather's fine, I'll put them in the garden.
Mother: Good idea, but what will you do if it rains?
Caitlin: Well, if it rains, we will put the tables in the garage.
Mother: Caitlin, the garage is dirty and I won't have the time to clean it!
Caitlin: Don't worry, Mum, I'll do it tomorrow evening.
Mother: Tomorrow evening; but when? You always go to the swimming-pool on Thursday evenings!
Caitlin: Look, Mum: if I don't go to the swimming-pool, I will have time to clean the garage!
Mother: That's better!
Caitlin: Mum? When will you go to the supermarket?
Mother: On the day after tomorrow, I think.
Caitlin: Will you do my shopping if I give you my list?
Mother: Yes, I will, darling.
Caitlin: Thanks, Mum.

a. Combien d'invités y aura-t-il? 16
Combien de tables faudra t-il ? 3

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b. Où la fête aura t-elle lieu s'il fait beau ? Dans le jardin.
S'il pleut ? Dans le garage.
c. Que fait Catlin habituellement le mardi soir ? Elle va à la piscine.
d. Qui fera les courses pour l'anniversaire ? La mère de Catlin.

Focus
– *Les énoncés suivants sont au futur.*
– ***Will you be ready to start in a week?*** *Dans une question: WILL + sujet + V*
– *Pour une réponse « oui »ou « non »,* ***Yes, I will. / No, I won't.***
– ***I won't take a video camera:*** *Dans une phrase negative, « WILL NOT » devient « WON'T'*
– ***I'll take photos.*** *À la forme affirmative, « WILL » peut être contracté en « 'LL ».*
– ***There will be 16 guests next Saturday.***
– *La tournure « il y aura » se traduit par « there will be ».*
– ***What will you do if it rains?*** *« if » signifie « si ».*

9. Write the paragraph in the future tense.
Next weekend, I will go to a concert in London. I will take many photos. I won't come back home immediately because it will finish late. If my uncle is there, I will spend the night at his house. If he is absent, I will sleep in a hotel. I hope it won't be too expensive!

Now act!

10. Play the 'if' game. Prepare a sentence beginning by 'if' and ask 5 partners to continue the story.
Expression libre.

Activités complémentaires : Training page 81, ex. 1, 2 et 3.

Page 80 – Predictions and ambitions

1. Read the document and find who could be named as:
le plus sérieux : Dylan
le plus généreux : Najila ;
le plus triste : Adja
le plus optimiste : Charlie.

2. Read again and on your copy-book, complete the chart with information from each article.

name	age	country	nationality	principal interest for the future
				family / job / surviving
Dylan	15	USA	American	found a strong family
Adja	11	Mali	Malian	leave her country
Charlie	16	Ireland	Irish	start a business (garage), earn money and travel
Najila	18	Afghanistan	Afghan	become a doctor and help poor children

3. In the document, find the English for:
a. fonder une famille : found a family
b. pas d'avenir : no future
c. grandir : grow
d. monter une entreprise : start a business
e. gagner de l'argent : earn money

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Focus
– When I have enough money, I will travel. Quand j'aurai de l'argent, je voyagerai.
– À quel temps est le verbe « have » ? Au présent.
– À quel temps est le verbe « travel » ? Au futur.
– Est-ce la même chose en français ? Non. Dans une phrase complexe au futur en français, le verbe de la subordonnée de temps introduite par « quand » est au futur, comme le verbe de la principale.

4. Answer the questions with full sentences.
a. What will Dylan do when he is 25? When he is 25, Dylan will try to found a strong family.
b. Will you continue school when you are 16? Expression personnelle.
c. When you earn money, what will you buy first? Expression personnelle.
d. Will you have pets when you have a house? Expression personnelle.

Now act!

5. Give your best friend a list of ten questions about his future and answer the questionnaire he will give you.
Expression personnelle.

Activités complémentaires : Training page 81, ex. 4 et 5.

Page 81 – Training

1. Classez les termes suivants en marqueurs du passé, du présent ou du futur. Ajoutez leur signification.
Marqueurs du passé :
last July *en juillet dernier* – in the past *autrefois; dans le passé* – at that time *à cette époque là*; *en ce temps là* – when I was a child *quand j'étais enfant* – before *avant; auparavant* – yesterday *hier*.
Marqueurs du présent :
Today *aujourd'hui* – now *maintenant* – this year *cette année* – at the moment *en ce moment*.
Marqueurs du futur :
Next Friday *vendredi prochain* – the day after tomorrow *après-demain* – later *plus tard* – in 2030 *en 2030* – tomorrow *demain* – when I am old *quand je serai vieux* – in two months *dans deux mois*.

2. Répondez personnellement par oui ou par non aux questions suivantes.
Expression personnelle.

3. En fonction de vos goûts dites ce qu'il y aura ou n'y aura pas au menu que vous allez offrir à vos amis.
There will be (some) chicken / won't be (any) chicken.
There will be (some) salad / won't be (any) salad.
There will be (some) fish / won't be (any) fish
There will be (some) mushrooms / won't be (any) mushrooms.

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There will be (some) vegetables / won't be (any) vegetables.
There will be steak and chips / won't be (any) steak and chips.

4. Exprimez les énoncés suivants en anglais en vous aidant du vocabulaire fourni.
a. Samedi prochain, Jeremy ira voir ses grands-parents.
Next Saturday, Jeremy will visit his grandparents.
b. Est-ce que vous mangerez seulement des fruits secs et des conserves?
Will you eat only dried fruit and tinned foods?
c. S'ils ont un deuxième enfant, ils achèteront une maison.
If they have a second child, they will buy a house.
d. Je ne quitterai pas l'école quand j'aurai 16 ans ; je continuerai mes études.
I won't leave school when I am 16, I will continue my studies.

5. Une voyante vous prédit votre avenir. Posez-lui des questions pour obtenir des précisions.
When / how / will I earn money? How much will I earn?
When / where / how / will I meet an interesting person?
When / where / how / will I go on a beautiful trip? Who will come with me?
Who will invite me? When / where / will he / she invite me?
What present will I receive? When will I receive a present?
When will I win the lottery? How much will I win?

6. Écrivez le bulletin météo de demain pour votre département.
Expression personnelle.

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Unit 18 Hopes and dreams

Activités langagières	Tâches à réaliser – Niveau A2
CO	Comprendre une conversation à propos de souhaits et de désirs
EOI	Demander et donner des informations sur des intentions
EE	Ecrire un courrier pour parler de ses prochaines vacances

Contenus culturels et linguistiques

Culture et lexique
Vivre et agir au quotidien : Mode de vie / *tourism*: *holidays abroad* (*flight – on board – all inclusive –travel – sunbathe – fly…*).
Se cultiver et se divertir : sports et loisirs / *sports and leisure activities* (*archery – scuba diving – hiking – swimming – volley ball – darts – compete…*).

Prononciation, lecture et écriture
Prononciation de *want to*, *hope to*.

Grammaire de la langue
Comprendre et s'exprimer : Dialoguer Échanger sur des intentions «I hope to…», I want to…». **Raconter / relater** expression du futur «I'm going to…»

Page 82 – I hope to move

Pour amorcer cette séquence sur les intentions, les envies, les rêves, il faudrait faire prendre conscience aux élèves que ces rêves ou désirs ou envies peuvent être dans un avenir plus ou moins proche et qu'on ne peut éventuellement que parler des rêves.

1. Look, listen and repeat.

Enregistrement
I want to travel.
I hope to move.
I hope to go out with Jim.
I hope to pass my exam.
I hope to have a weekend job.

2. Listen to Alec and select the correct expressions.

Enregistrement
I am Alec Mitchell and I am 17. I hope to pass my exam in June.
In July and August, it's holiday time: I want to travel with my friends in Corsica. I am in love with Duffy and I hope to go out with her very soon. In September, I hope to move to Manchester and I hope to have a weekend job over there.

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a. I hope to pass *my exam*
b. I want to *travel with my friends*.
c. I hope to *go out with Duffy*.
d. I hope to *move to Manchester.*
e. I want to have *a weekend job*.

3. Listen to Linda, Steve and Nick's interviews and complete the missing information from the chart in your copy-book.

Enregistrement
Reporter: Now it's time for our interviews at Perth Youth Club. Linda, Steve and Nick are leaving junior High School in June and are talking about their plans for next year.
Hi Linda, what can you tell us?
Linda: Well I hope to continue my studies in a vocational school. I want to be a cook in a big and famous restaurant.
Reporter: What about you Steve? What are your projects?
Steve: Err… I am seventeen. I want to work. I hope to work in a garage. I'd like to be a sports car mechanic.
Reporter: A very good project, indeed. And you, Nick, what would you like to do?
Nick: In fact, I want to move to another city. I hope to become an actor. I know it is not easy but I want to do that job.
Reporter: You are right! It won't be easy. Thank you Linda, Steve and Nick…

	Linda	Steve	Nick
Future jobs	a cook	a (sports car) mechanic	an actor
Places of work	a big and famous restaurant	a garage	in another city

4. Listen again to Linda, Steve and Nick. Then answer the questions.
a. When are Linda, Steve and Nick leaving school? **(They are leaving school) in June.**
b. Does Linda want to stop her studies? **No, she doesn't.**
c. How old is Steve? **(He is) seventeen.**
d. Does he want to work with ordinary cars? **No, not with ordinary cars but with sports car.**

Now Act!

5. Listen to Judy, a student from South Africa. Write down her hopes and desires for her future life. (Then report the information orally.)

Enregistrement
Hi, I am Judy Brown; I'm from Cape Town in South Africa. I'm 17 and I am a student in a big high school and I have many projects. In the summer, I would like to work in a pizzeria to get some extra money for my studies.
Yes, I would like to be a nurse in a hospital. I hope to study in a special school for nurses. I want to start my studies next year…"

En fonction du niveau de la classe, on peut aider les élèves à la compréhension orale en les guidant : fiche à compléter avec «age, project 1, project 2» puis faire préciser le projet 2 avec «when» et «where».

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6. Look, listen and repeat.

Enregistrement
a. Sunbathe – He is going to sunbathe.
b. Hike – She is going to hike.
c. Scuba dive – She is going to scuba dive.
d. Compete – He is going to compete in a motocross race.

7. Listen and match the different pieces of information. Then write the sentences on your copy-book as in the example.

Enregistrement
Hi! I am Meg, from Winnipeg. I am going to hike in the Rockies next September.
Hello everybody! My name is Joe; I'm from Los Angeles; I love water sports and I am going to go scuba diving in Hawai.
Good morning. I'm John, from Liverpool. I am a motocross fan. I have got a special motorbike for competitions and I am going to compete in the Lake District Championship.
Hi! My name is Kate and I am from Torquay. I am sure the weather will be fine… I am going to sunbathe… all summer!
Hello! I am Jake; I am from Cardiff. I want to have some money, so I am going to work in a fast food restaurant in August.

Jake ➞ Cardiff ➞ work in a restaurant ➞ August
Jake is from Cardiff; he is going to work in a restaurant in August.
Joe ➞ Los Angeles ➞ scuba dive ➞ Hawai
Joe is from Los Angeles; he is going to scuba dive in Hawai.
Kate ➞ Torquay ➞ sunbathe ➞ summer
Kate is from Torquay; she is going to sunbathe in Summer.
Meg ➞ Winnipeg y hike y the Rockies
Meg is from Winnipeg; she is going to hike in the Rockies.
John ➞ Liverpool ➞ compete ➞ the Lake District
John is from Liverpool; he is going to compete in the Lake District.

FOCUS
– *Comment traduire « je veux… » ? I want…*
– *Comment traduire « j'espère… »? I hope to…*
– *Comment dire « je vais faire (quelque chose) » ? I am going to…*

8. Listen to Brenda and Bridget and answer the questions.

Enregistrement
Bridget: Hello Brenda! Are you doing anything special next weekend?
Brenda: Oh no, I am going to stay at home.
Bridget: Well there's a pop music concert on Saturday night. I have got two tickets. It's at the new concert hall. Would you like to come with me?

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Brenda: Sorry, I am really tired. I am going to watch TV and go to bed early. Thanks.
Bridget: What about your brother? Can he come?
Brenda: I am sure he can't come. He is going to a birthday party with his girlfriend.

a. What is Brenda going to do this weekend? **She is going to stay home.**
b. Where does Bridget suggest going? **She suggests going to a pop music concert (on Saturday night).**
c. Does Brenda want to go there? **No, she doesn't (she is tired).**
d. What is she going to do on Saturday evening? **She is going to watch TV and go to bed early.**
e. What is her brother going to do? **He is going to a birthday party (with his girlfriend).**

9. Say what Allan is going to do next August.
He is going to write letters and postcards – He is going to play bowling. – He is going to fish – He is going to sunbathe on the beach. – He is going to night clubs / discotheques. – He is going to listen to music/CDs – He is going to read magazines.

Now Act!

10. Ask your partner about what he/she is going to do next summer and after his/her holidays. Then answer his/her questions.
Exercice ouvert.

Page 84 – A fantastic experience

1. Look at the document and answer the questions.
a. Where does the document come from? **From a website.**
b. What is it about? **(all inclusive) holidays.**
c. Where is Tenerife? **In the Canaries, in the south of Spain.**

2. Read the document and find the English for
a. tout compris : **all inclusive**
b. un vol aller-retour : **a return flight**
c. terrasse avec vue sur la mer : **a sea view terrace**
d. quantité illimitée : **unlimited amount**
e. tir à l'arc : **archery**
f. fléchettes : **darts**
g. une navette gratuite : **free shuttle**

3. Read the document again and answer the questions.
a. Quelle quantité de bagages peut-on transporter à bord de l'avion? **20 kg de bagage par adulte.**
b. Pourquoi les chambres sont-elle luxueuses? **Car elles sont équipées de la télévision par satellite, de l'air conditionné, d'un sèche-cheveux, d'une grande salle de bains, d'un balcon ou d'une terrasse avec vue sur la mer.**
c. Que doit-on faire si on veut dîner au restaurant italien? **Il faut réserver.**
d. Peut-on faire de la plongée tous les jours? **Non; une seule fois par semaine.**

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Now act!

4. Write a letter to a friend to tell him/her what you are going to do during your holiday in Tenerife.
Activité ouverte.

Page 85 – Training

1. Relisez le document page 84 et les informations suivantes. Dites si celles-ci sont « vraies » ou « fausses » et justifiez toutes vos réponses.
a. On peut déjeuner à bord de l'avion. **Vrai – « meals on board ».**
b. Le transfert aéroport-hôtel est payant. **Faux – « free transportation airport-hotel ».**
c. Aucune boisson n'est servie après minuit. **Faux – « 24 hour snacks and drinks service ».**
d. On peut aller à la plage de Las Americas quatre fois par jour avec une navette gratuite. **Vrai – « Free shuttle bus four times per day to Playa de Las Americas ».**

2. Répondez aux questions personnellement.
a. Do you hope to move to another country?
b. Do you want to learn a new language?
c. What do you hope for your family?
d. Would you like to work part – time or full – time in the future?
Exercice ouvert, qui peut se faire à l'oral ou à l'écrit.

3. Remettez les mots des questions dans le bon ordre.
a. What are you going to do tomorrow morning?
b. Are you taking your exam in June?
c. What is your best friend going to do next year?

4. Répondez personnellement aux questions de l'exercice précédent.
Exercice ouvert.

5. À l'aide des illustrations, dites ce que les différents personnages vont faire et ne pas faire.
a. The family is not going to stay in a campsite; they are going to stay in a hotel.
b. Jim is going to play tennis on Monday, the 31st of january and not on Sunday the 30th.
c. They are not going to play the game console; they are going to watch a DVD.
d. He is not going to Turkey by coach; he is going to take the plane (to fly) to Morocco.

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FLASH *Hong Kong*

1. Où se trouve Hong Kong ? Pourquoi les habitants parlent-ils anglais ?
HK se trouve dans le sud-est asiatique, au sud de la Chine.
Les habitants parlent anglais car HK était un territoire britannique de 1832 à 1997.

2. Pourquoi HK est-elle une ville de contrastes ?
Hong Kong (7 millions d'habitants) est un mélange de traditions ancestrales et de grande modernité (habitations traditionnelles, temples, Tai Chi et Qi Gong dans les rues, dans les parcs etc, haute technologie, gratte-ciel…).

3. Qu'y a-t-il de particulier dans le port d'Aberdeen ?
Port moderne et touristique, le port d'Aberdeen abrite aussi tout un village flottant d'environ 600 jonques sur lesquelles vivent 6000 personnes qui vont à la pêche et vendent leurs prises aux restaurants et sur les marchés.

4. Quelle est l'attraction touristique dans l'île de Lantau ?
Le bouddha *Po-Lin* se trouve sur l'île de Lantau depuis 1993. C'est la plus grande statue de bronze du monde représentant Bouddha. Il a fallu 12 ans pour la réaliser. Il faut monter un escalier de 200 marches pour s'y rendre.

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Notes

ici & ailleurs

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